

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

The Sisulu-Walker Charter School of Harlem

Accountability Plan Progress Report

Revised, Updated
(Update to Section IV of the August 1, 2006 Annual Report)

Report for School Year 2005-06

Submitted 11/10/2006 on behalf of

William A. Allen, Chairperson,
Board of Trustees

Karen W. Jones
Principal

IV. Accountability Plan Progress Report

As stated in our Accountability Plan 2005-2006, Sisulu-Walker has a strong record of improving student learning and achievement and the School has demonstrated a history of high performance in school operations, governance and financial stability.

During its second charter term, The Sisulu-Walker Charter School of Harlem has shown evidence of measurable success in all areas of academic and school operations, providing a strong case for a full five-year renewal of its charter, which it received in March 2006. Building upon the successes achieved during its first 2 charter renewal terms, Sisulu-Walker continues to perform as well as or better than similar schools in its surrounding neighborhoods and School District 5 – the community school district where most Sisulu-Walker students reside. During its second charter term Sisulu-Walker also outperformed many public schools throughout New York State and New York City on academic assessments.

The School is clearly an effective, viable organization that is also satisfying its non-academic goals. Sisulu-Walker is in a very healthy financial position – the School is debt free with adequate cash on hand. The School also has a superior record of compliance with all laws and rules applicable to New York charter schools. In addition, the School's board of trustees is comprised of active, committed members, two of whom have been associated with the school since 1999, and all of whom provide effective and able governance. Importantly, Sisulu-Walker also enjoys overwhelming support from its students and parents who are very satisfied with the School.

Using the format provided as a reporting template, the progress made by Sisulu-Walker Charter School in meeting the goals set forth in the Accountability Plan of 2005-2006, will be listed below and described in detail:

Academic Assessment Goal 1:

All students at The Sisulu-Walker Charter School of Harlem will become proficient in reading and writing of the English Language.

GOAL 1, MEASURE 1: Absolute Proficiency

a. Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.

i. METHOD

Fifth grade students took the ELA in January 2006. The ELA exam measures skills and knowledge that have been mastered during a student’s full schooling history (Grades K-5). The Sisulu-Walker Charter School has set significant goals where the achievement levels of its students will be in the upper ranges of achievement levels when measured against all 5th grade students state-wide. Progress toward this goal will be measured by specifically assessing students who have been in our school at least 2 years. These students should have benefited by the high quality instruction our school has offered.

ii. RESULTS

The chart below reports the results of this year’s assessment for these students. Again, the outcome measure addresses only the performance of students in their second year at SWCS.

Year	Population	Percent of Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2005-2006	All Students	3.3%	23.3%	55.0%	18.3%	73.3%	60
	Students in at least 2 nd Year	1.8%	22.8%	56.1%	19.3%	75.4%	57

In 2005-2006, 75.4 percent of students enrolled performed at or above Level 3 (proficient) on the New York State English Language Arts Assessment (ELA).

iii. EVALUATION

This result is above the measure’s requirement that at least 75 percent of the students perform at or above Level 3.

GOAL 1, MEASURE 1: Absolute Proficiency

b. Each year, the school’s aggregate Performance Index on the State ELA exam will meet or exceed the Annual Measurable Objective set forth in the state’s No Child Left Behind (NCLB) school accountability system.

i. METHOD

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state’s ELA exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students

in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s ELA performance standard by 2013–14.

The Performance Index is based on the following calculation:

$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$

It is based on all students taking the January 2006 ELA examination, not only continuously enrolled students.

ii. RESULTS

Based on the formula above, the PI for Sisulu-Walker CS for 2005-2006 ELA PI follows:

$$PI = (23.3+55.0+18.3) + (55.0+18.3) = 170$$

iii. EVALUATION

The ELA AMO for 2005-2006 is 122. Sisulu-Walker Charter School’s PI of 170 is greater than the AMO of 122, so the school has met this measure.

GOAL 1, MEASURE 2: Comparative Proficiency
 a. Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the NYS ELA will be greater than that of the local school district. “District” is defined as Community School District 5 within the New York City School District, the adjacent district with student demographics substantially similar to that of the school [from which the school draws more of its students than any other].

The chart below reports the results of this year’s assessment for the school and the school district:

Year	Percent of Students in at Levels 3 & 4 5th Grade	
	SWCS Students Enrolled in their Second Year	NYC CSD #5 All tested students
2005-2006	75.4% (75.4% of N=57)	34.7% (34.7% of N=1048)

SWCS has met the measure in 2005-2006 by having a higher percent in comparison to the district.

GOAL 1, MEASURE 2: Comparative Proficiency
 b. Each year, the school will exceed its expected level of performance on the NYS ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in NYS.

The Charter Schools Institute conducts a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. SWCS’s actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between the school’s attained and expected performance, relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in a table and on a scatter plot graph. The results of the analysis for all New York State public schools are shown as dots on the graph whose axes are percent of students at or above Level 3 on the ELA exam and percent of free-lunch-eligible students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of free-lunch-eligible students. Finally, the report locates the approximate position of the school. The further above the line it is located, the better its results compared to what is predicted by the regression analysis.

Given the timing of the release of state exam results, the analysis for 2005-2006 is not yet available.

GOAL 1, MEASURE 3: Value Added to Student Learning

a. Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance and the CSI-required objective on the State ELA. If a cohort's baseline performance was above the objective, the cohort will increase its performance on the next administration.

i. METHOD

Because the purpose of the measure is to show that Sisulu-Walker's ELA instruction enables its students to achieve at higher levels than similar schools, we hope to demonstrate that we have reduced the achievement gap in baseline performance and the objectives set by CSI. We have worked on this by providing teachers specific instructional support in the classroom and increased professional development opportunities. The school hired a professional development coordinator in order to provide teachers high quality in-class coaching and on-going review of assessment results.

Year-to-year fourth-grade results are not directly comparable to each other, because the standards for the cut-offs for each Performance Level have changed from 2004-05 to 2005-06. Nevertheless, the general performance of students in terms of the outcome measure may be indicative of progress toward the goal. Next year, with two years of data from the new version of the exam, we will be able to delineate progress more precisely.

ii. RESULTS

The table below compares student scores from 2004-2005 with those from 2005-2006:

Year	Grade	Population	Students Scoring at Levels 3 and 4	
			Percent	(Total N Tested)
2004-2005	4	All Students	59%	(69)
2005-2006	5	Students in at least their 2 nd Year	75%	(57)

Comparing the 4th grade in 2004-2005 with those students who remained the school in the 5th grade in 2005-2006 shows an improvement of students scoring at levels 3 and 4 of 16%.

iii. EVALUATION

The 2004-2005 result is below the CSI-required objective on the ELA assessment of 75% at levels 3 and 4; the 2005-2006 result is above the CSI-required objective on the ELA, so the measure has been met.

GOAL 1, MEASURE 3: Value Added to Student Learning

b. For the 2005-2006 school year, a cohort of Sisulu-Walker Charter School's students will reduce by one-half the gap between their baseline performance and grade level on the reading battery of the Iowa Test of Basic Skills. The Fifth grade cohort will reduce by one-half the gap between its average NCE score on the fourth grade test and I NCE of 50. If the cohort's baseline exceeds an NCE score of 50, it will be expected to show an increase in its NCE score.

Forty-eight (48) students took the reading battery of the ITBS in both spring 2005 (as 4th graders) and spring 2006 (as 5th graders). The mean NCE in spring 2005 for these 48 students was 49.9; the mean NCE in spring 2006 was 61.4. The increase of 11.5 NCE means that the school met this objective.

Academic Assessment Goal 2:

All students at The Sisulu-Walker Charter School of Harlem will demonstrate competency in the understanding and application of mathematics computation and problem-solving.

GOAL 2, MEASURE 1: Absolute Proficiency

a. Each year 75% of students of each assessed grade who have been continuously enrolled in the school for two or more years will perform, at or above Level 3 on the NYS Mathematics Assessment

i. METHOD

Fifth grade students took the Math Assessment in March 2006. The Math Assessment exam measures skills and knowledge that have been mastered during a student's full schooling history (Grades K-5). The Sisulu-Walker Charter School has set significant goals where the achievement levels of its students will be in the upper ranges of achievement levels when measured against all 5th grade students state-wide. Progress toward this goal will be measured by specifically assessing students who have been in our school at least 2 years. These students should have benefited by the high quality instruction our school has offered. The chart below reports the results of this year's assessment and compares it to prior years' assessments for these students.

ii. RESULTS

The chart below reports the results of this year's assessment for these students. Again, the outcome measure addresses only the performance of students in their second year at SWCS.

Year	Population	Percent of Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2005-2006	All Students	15.0%	13.3%	61.7%	10.0%	71.7%	60
	Students in at least 2 nd Year	14.0%	12.3%	63.2%	10.5%	73.7%	57

In 2005-2006, 73.7 percent of students enrolled performed at or above Level 3 (proficient) on the New York State mathematics assessment.

iii. EVALUATION

This result is just below the measure's requirement that at least 75 percent of the students perform at or above Level 3.

GOAL 2, MEASURE 1: Absolute Proficiency

b. Each year, the school's aggregate Performance Index on the NYS Math exam will meet or exceed the Annual Measurable Objective set forth in the State's NCLB school accountability plan.

i. METHOD

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's mathematics exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies

that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s mathematics performance standard by 2013–14.

The Performance Index is based on the following calculation:

$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$

It is based on all students taking the 2005-2006 mathematics examination, not only continuously enrolled students.

ii. RESULTS

Based on the formula above, the PI for Sisulu-Walker CS for 2005-2006 mathematics PI follows:
 $PI = (12.3+63.2+10.5) + (63.2+10.5) = 157$

iii. EVALUATION

The mathematics AMO for 2005-2006 is 86. Sisulu-Walker Charter School’s PI of 157 is greater than the AMO of 86, so the school has met this measure.

GOAL 2, MEASURE 2: Comparative Proficiency
 a. Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the NYS Math Assessment will be greater than that of the local school district. “District” is defined as Community School District 5 within the New York City School District, the adjacent district with student demographics substantially similar to that of the school [from which the school draws more of its students than any other].

The chart below reports the results of this year’s assessment for the school and the school district:

Year	Percent of Students in at Levels 3 & 4 5th Grade	
	SWCS Students Enrolled in their Second Year	NYC CSD #5 All tested students
2005-2006	73.7% (73.7% of N=57)	36.7% (34.7% of N=1154)

SWCS has met the measure in 2005-2006 by having a higher percent in comparison to the district.

GOAL 2, MEASURE 2: Comparative Proficiency
 b. Each year, the school will exceed its expected level of performance on the NYS Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in NYS.

The Charter Schools Institute conducts a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. SWCS’s actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between the school’s attained and expected performance, relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in a table and on a scatter plot graph. The results of the analysis for all New York State public schools are shown as dots on the graph whose axes are percent of students at or above Level 3 on the mathematics exam and percent of free-lunch-eligible students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of free-lunch-eligible students. Finally, the report locates the approximate position of the school. The further above the line it is located, the better its results compared to what is predicted by the regression analysis.

Given the timing of the release of state exam results, the analysis for 2005-2006 is not yet available.

GOAL 2, MEASURE 3: Value Added to Student Learning

a. Each year, grade-level cohorts of the school’s students will reduce by one-half the gap between their baseline performance and the CSI-required objective on the State Mathematics Assessment. If a cohort’s baseline performance was above the objective, the cohort will increase its performance on the next administration.

i. METHOD

Since the purpose of the measure is to show that Sisulu-Walker’s Math instruction enables its students to achieve at higher levels than similar schools, we hope to demonstrate that we have reduced the achievement gap in baseline performance and the objectives set by CSI. We have worked on this by providing teachers specific instructional support in the classroom and increased professional development opportunities. The school hired a professional development coordinator in order to provide teachers high quality in-class coaching and on-going review of assessment results.

ii. RESULTS

The table below compares student scores from 2004-2005 with those from 2005-2006:

Year	Grade	Population	Students Scoring at Levels 3 and 4	
			Percent	(Total N Tested)
2004-2005	4	All Students	90%	(67)
2005-2006	5	Students in at least their 2 nd Year	74%	(57)

Comparing the 4th grade in 2004-2005 with those students who remained the school in the 5th grade in 2005-2006 shows a decline of students scoring at levels 3 and 4 of 16%.

iii. EVALUATION

The 2004-2005 result is above the CSI-required objective on the mathematics assessment of 75% at levels 3 and 4; the 2005-2006 result is a decrease from the year prior, so the measure has not been met.

GOAL 1, MEASURE 3: Value Added to Student Learning

b. B. For the 2005 – 2006 school year, a cohort of Sisulu Children’s Academy students will reduce by one-half the gap between their baseline performance and grade level on the math battery of the Iowa Test of Basic Skills (ITBS). The fifth grade cohort will reduce by one-half the gap between its average NCE score on the fourth grade test and a NCE of 50. If the cohort’s baseline exceeds an NCE score of 50, it will be expected to show an increase in its NCE score.

Forty-eight (48) students took the mathematics battery of the ITBS in both spring 2005 (as 4th graders) and spring 2006 (as 5th graders). The mean NCE in spring 2005 for these 48 students was 59.9; the mean NCE in spring 2006 was 57.6. The decrease of 2.3 NCE means that the school did not meet this objective.

Academic Assessment Goal 3:

All students at The Sisulu-Walker Charter School of Harlem will demonstrate competency in the understanding and application of Scientific Reasoning.

During school year 2005-2006, The Sisulu-Walker Charter School did not offer a grade 4 program, thus there was no administration of the NYS Science Assessment

Academic Assessment Goal 4:

All students at The Sisulu-Walker Charter School of Harlem will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.

GOAL 4, MEASURE 1: Absolute Proficiency

- A. Each year 75% of students of each assessed grade who have been continuously enrolled in the school for two or more years will perform, at or above Level 3 on the NYS Social Studies assessment.
- B. Each year, the percentage of students who have been continuously enrolled in the school for two or more years will perform, at or above Level 3 on the NYS Social Studies assessment will be greater than that of the local school district.

2. METHOD

Fifth grade students took the NYS Social Studies Assessment in November 2005. The Social Studies Assessment exam measures skills and knowledge that have been mastered during a student's full schooling history (Grades K-5). The Sisulu-Walker Charter School has set significant goals where the achievement levels of its students will be in the upper ranges of achievement levels when measured against all 5th grade students state-wide. Progress toward this goal will be measured by specifically assessing students who have been in our school at least 2 years. These students should have benefited by the high quality instruction our school has offered. The chart below reports the results of this year's assessment and compares it to prior years' assessments for these students.

Count of All Current Fifth Grade Students

Year of Administration Social Studies	Number Tested and Performance Level							Total Tested	Total Enrolled	Percentage Scoring 3/4
	IEP	ELL	Number Absent	Tested and Performance Lvl						
				Level 1	Level 2	Level 3	Level 4			
2004-05	?	0	0	3	10	50	8	71	71	81.7%
2005-06	7	0	0	12	6	28	14	60	60	70%

3. RESULTS

The Sisulu-Walker Charter School did not meet its goal of continuing to increase performance levels in Social Studies. There were more students who scored on Level 1 than last year; however there were more students that scored on Level 4. While the results reported appear to have shown a decrease in achievement, these results represent different students than the previous year. In addition, as the assessment was given in November 2005 and one class had a novice teacher, she had not been developed enough to have made an impact on achievement levels and the knowledge base of her students. In Class # 1, 9 of 25 students scored on Levels 3 & 4, while in Class #2, 33 of 35 students scored on Levels 3 & 4.

4. EVALUATION

The Sisulu-Walker Charter School did not meet its goal to continue its high performance levels in all subject areas, however, we are providing significant professional development in the upcoming school year in order to insure that all students in our school will receive quality instruction in all grades in Social Studies thereby insuring higher proficiency when our younger students are again scheduled to take the NYS Social Studies assessments.

Academic Assessment Goal 5:

All students at The Sisulu-Walker Charter School of Harlem will demonstrate academic success by making adequate yearly progress as required by NCLB.

GOAL 5, MEASURE 1:

Each year, the Sisulu-Walker Charter School will be designated in “Good Standing” under the Federal Title 1 component of the State’s “school accountability system”.

At this time, these measures to demonstrate academic success are unavailable.