

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 UFT Elementary Charter School

ACCOUNTABILITY PLAN PROGRESS REPORT: 2005-06

English Language Arts

I. Major Goal: *Students will meet or exceed the New York Elementary Standards in English Language Arts as indicated by New York State Assessments.*

In the 2005-2006 school year, kindergartners and first graders were enrolled. As there are no State assessments in these grades to determine the trajectory of student progress towards meeting the benchmark, we administered the Terra Nova assessment in reading to give us baseline data in first grade and to determine growth throughout the years. We will use the results to compare our students with a nationally normed sample.

A. FINDING FOR EACH MEASURE UNDER THE GOAL

MEASURE - TERRA NOVA

1. Outcome measure

For the 2007-2008 through 2009-2010 school years, 75 percent of 3rd – 5th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the state's NCLB accountability system.

a. Method

Since our students will not be assessed by the New York State Assessments until grade three in the 2007-2008 school year, the Terra Nova was administered in May, 2006 to determine the performance levels of our students in English Language Arts. The Terra Nova is a standardized achievement test designed to compare an individual student's performance with the performance of all other students nationwide taking the same test. It tests achievement in reading and language arts. Uniformed directions were given within a timed segment for all first grade students to respond to the same questions. Because of this format it provides valid and reliable comparisons of achievement based on what first grade students should know and be able to do at the time of the assessment. The skills and abilities within the test reflect a broad national thinking on what is considered to be important instructional content. This multiple choice test was machine scored by CTB/McGraw-Hill and the results were reported to the school in several forms.

b. Results

Seventy out of seventy-one first graders took this assessment which represents a ninety-nine percent participation rate. One student was absent at the time of this assessment. Student results were reported in many forms including scale scores, national percentiles, and performance levels. The mean scale score was 584.8 in reading and 580.4 in language arts. The results were reported in four levels to align with the New York State assessment levels which will begin starting in grade three. "The performance levels are based on the relationship between the Terra Nova and the New York State tests derived through a linking study as well as patterns of growth observed in the nation."

The results of the first grade students taking the Terra Nova in Reading yielded the following:

Level 1 - 8.5% (6 students)

Level 2 - 24.3% (17 students)

Level 3 - 54.3% (38 students)

Level 4 - 12.9% (9 students)

Total Level 3&4 67.2% (47 students)

c. Evaluation

Based on the Terra Nova assessment results, 67.2% of our first grade students achieved a Level 3 or Level 4. These results indicate that our students are making adequate progress in reading and are on trajectory to meet the benchmark of 75% attainment of levels 3 and 4 by the 2007-2008 school year.

d. Further evidence

Since this is our first year of operation, there are no data from previous years to make this comparison of trends and patterns.

A. FINDING FOR EACH MEASURE UNDER THE GOAL

MEASURE - DAILY INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)

a. Method

DIBELS are a set of standardized, individually administered measures of early literacy development. It is a Reading First assessment tool that was developed at the University of Oregon by Dr. Roland Good. They are designed to be short one-minute fluency measures used to regularly monitor the development of pre-reading and early-reading skills. The measurements are initial sounds fluency, letter naming fluency, phonemes segmentation fluency, nonsense word fluency, and oral reading fluency. We administered the assessments four times a year given at three month intervals starting in September. Benchmark 1 was administered from September 19th -30th, Benchmark 2 December 12th – 23rd, Benchmark 3 March 20th – 31st, and Benchmark 4 June 12th-23rd to track student

progress towards benchmark as determined by this assessment.

b. Results

In September, 2005 sixty-six kindergartners and sixty-eight first graders were given the first benchmark assessments. In June, 2006, seventy-one kindergartners and seventy first graders were given the last benchmark assessment. The following results were indicated:

FALL, 2005

Kindergarten

Intensive Support – 14% (14 students)

Strategic Support – 45% (45 students)

Benchmark – 41% (41 students)

SPRING, 2006

Kindergarten

Intensive Support–13% (13 students)

Strategic Support–28% (28 students)

Benchmark-59% (59 students)

First Grade

Intensive Support – 19% (19 students)

Strategic Support – 26% (26 students)

Benchmark - 55% (55 students)

First Grade

Intensive Support–17% (17 students)

Strategic Support–27% (27 students)

Benchmark - 56% (56 students)

c. Evaluation

In each benchmark period, different assessments are given as students progress through the academic year. The expectation levels increase with every benchmark. As a result of these data, students were identified who were in need of intensive support. These students were monitored to determine the causal factors. Progress monitoring was administered and student progress was noted. In some cases a formal referral process was implemented to determine any learning disabilities. Given these results students who are in the strategic and benchmark levels are making adequate progress towards attaining the skills necessary to be on grade readers by third grade. Therefore, based on the number of students in both strategic and benchmark groups, 87% of kindergartners and 83% of first graders are developing the necessary skills to become on grade readers. It is also important to note that some kindergartners are not developmentally ready to read but are working towards developing the skills and will receive the additional support in first grade.

d. Further evidence

Since this is our first year of operation, there are no data from previous years to make this comparison of trends and patterns.

Comparative Proficiency on State Exams

Required outcome measures

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local school district.

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

*** NO DATA AVAILABLE**

Value Added to Student Learning

Required outcome measure

For the 2008-2009 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.²

*** NO DATA AVAILABLE**

B. Summary

The English Language Arts goal applies to students starting in third grade and is not applicable to this year's student body. The results on the Terra Nova and DIBELS assessments provide the baseline data point for our students.

In examining the DIBELS measures and the Terra Nova results for this goal, it appears as if the kindergartners and first graders are attaining the necessary literacy skills to meet the benchmark. We are taking steps to address the needs of students who are not making adequate progress.

In examining the results of the DIBELS, we discovered those specific students are in need of intensive support in the development of literacy skills.

To address this we will closely monitor those students who are in need of intensive support. We will continue to use the Progress Monitoring component to assess if interventions are addressing the student need to develop the necessary literacy skills. Parent meetings will be held to address individual student need with suggestions for additional activities for home study to reinforce the instruction that occurs during the school day.

This is the first year of implementing the Harcourt Reading Program with a new staff of teachers. In this start up year, teachers were learning the components and structure of the program. Of the twelve classroom teachers, fifty percent of the teachers had not previously taught emergent readers in a kindergarten or first grade.

C. Action Plan

Based on the results of the Terra Nova and the DIBELS assessments, we will continue to

monitor student progress in four intervals using the DIBELS assessment in kindergarten, first grade, and second grade. We will institute a baseline assessment in the fall using the Terra Nova in first grade and administer the end of the year assessment in the spring to determine the growth for the year as well as compare data from year to year with individual students.

Students in need of intervention have been identified using the data from these assessments. Their academic progress will be followed closely and analyzed and discussed during monthly Student Study Team Meetings. Student Study Team members include school leader, special education coordinator, Teacher Center staff, guidance counselor, and classroom teachers. Subsequent interventions will be identified and implemented in order to target specific student need including additional small group instruction, one to one tutoring, and home study activities. In addition, summer reading packets were distributed to all students to help them maintain their knowledge and skills in literacy.

The School Leader will meet with classroom partnerships after each benchmark assessment is given to discuss the results. At partnership meetings, teachers will share other assessment data collected as well as the interventions utilized to target deficit areas.

The use of the Collaborative Team Teaching model was implemented this year. Professional development was provided to assist teachers in this new method of teaching. This structure was used to group students for small group instruction to target learning needs. New partnerships will be formed for the next year with a returning staff member to be a lead teacher in each classroom. Professional development will continue to focus on effective ways to use this structure to differentiate instruction.

The Summer Institute will focus on deepening teacher knowledge in the implementation of the Harcourt Reading Program, planning for guided reading, and developing the Writer's Workshop. Professional development will continue throughout the year in these areas during our weekly sessions. The Teacher Center staff developer will work with teachers in classrooms to model lessons, look at student work and assessment results, as well as, provide coaching to refine teaching practice.

Mathematics

I. Major Goal: *Students will meet or exceed the New York Elementary Standards in Mathematics as indicated by New York State Standardized Assessments.*

As there are no State assessments for kindergarten and 1st grade, we administered the Terra Nova assessment in mathematics to give us baseline data and to determine growth throughout future years. We will use the results to compare our students with a nationally normed sample.

A. FINDING FOR EACH MEASURE UNDER THE GOAL
MEASURE - TERRA NOVA

Absolute Proficiency
Required outcome measures

For the 2007-2008 through 2009-2010 school years, 75 percent of 3rd – 5th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the state's NCLB accountability system.

a. Method

Since our students will not be assessed by the New York State Assessments in mathematics until 2007-2008, the Terra Nova was administered in May 2006 to determine the performance levels of our students. The Terra Nova is a standardized achievement test design to compare an individual student's performance with the performance of all other students nationwide taking the same test. It tests achievement in mathematics. Uniformed directions were given within a timed segment for all first grade students to respond to the same questions. Because of this format it provides valid and reliable comparisons of achievement based on what first grade students should know and be able to do at the time of the assessment. The skills and abilities within the test reflect a broad national thinking on what is considered to be important instructional content. This multiple choice test was machine scored by CTB/McGraw-Hill and the results were reported to the school in several forms.

b. Results

Seventy first graders took this assessment which represents a hundred percent participation rate. Student results were reported in many forms including scale scores, national percentiles, and performance levels. The mean scale score was 529.3 in mathematics. The results were reported in four levels to align with the New York State assessment levels which will begin starting in grade three. "The performance levels are based on the relationship between the Terra Nova and the New York State tests derived through a linking study as well as patterns of growth observed in the nation."

The performance levels of the first grade students taking the Terra Nova in Mathematics yielded the following results;

Level 1 - 7.1% (5 students)
Level 2 - 34.3% (24 students)
Level 3 - 48.6% (34 students)
Level 4 - 10 % (7 students)

Total Level 3&4 - 58.6% (41 students)

c. Evaluation

Based on the Terra Nova assessment results, 58.6% of our first grade students have achieved a Level 3 or Level 4. These results indicate that our baseline data point for our students. We will use these data next year to determine if our students are making adequate progress in mathematics and are on trajectory to meet the benchmark of 75% attainment of levels 3 and 4 by the 2007-2008 school year.

d. Further evidence

Since this is our first year of operation, there are no data from previous years to make this comparison of trends and patterns.

***Comparative Proficiency on State Exams
Required outcome measures***

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the local school district.

Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.³

*** NO DATA AVAILABLE**

***Value Added to Student Learning
Required outcome measure***

For the 2008-2009 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.⁴

*** NO DATA AVAILABLE**

B. Summary

The Mathematics goal applies to students starting in third grade and is not applicable to this year's student body. The results on the Terra Nova assessment provide the baseline data point for our students.

We analyzed the six subsets of skills in the Terra Nova which include number and number relationships, computation and estimation, geometry and spatial sense, data, statistics, and probability, patterns, functions and algebra, and measurement. The results were reported in three categories; low mastery, moderate mastery, and high mastery.

Student scores showed 64% moderate mastery of all subset of skills equally, 30% showed high mastery and 6% showed low mastery of skills.

Mathematical Skill	Low Mastery	Medium Mastery	High Mastery
Number & Number Relations	4 = 5%	45 = 64%	21 = 30%
Computation & Estimation	6 = 9%	41 = 59%	23 = 33%
Geometry & Spatial Sense	5 = 7%	43 = 61%	22 = 31%
Data, Statistics, & Probability	4 = 6%	45 = 64%	21 = 30%
Patterns, Functions, Algebra	4 = 6%	46 = 66%	20 = 29%
Measurement	6 = 9%	44 = 63%	20 = 29%

In examining the results of the Terra Nova, we discovered that 6% of the students, roughly five students, are in need of support in the development of mathematical knowledge and skills.

It should be noted that the form of this assessment is materially different from the form of daily mathematical instruction. Classroom instruction includes a constructivist approach utilizing manipulatives. Manipulatives include number grids, number lines, rulers, counters etc. The use of manipulatives was not allowed to be accessed during the assessment.

This is the first year of implementing the Everyday Mathematics Program (EDM) with a new staff of teachers. In this start up year, teachers were learning the components and structure of the program. Of the twelve classroom teachers, seventy five percent of the teachers had not previously taught using EDM in a kindergarten or first grade.

C. Action Plan

Based on the results of the Terra Nova, it has been determined that there are five students who demonstrated low mastery of mathematical skills. Three of these students have been retained in the first grade to give them more time to obtain the skills. To address these struggling students we will closely monitor their progress using multiple classroom assessments. We will continue to use End of Unit tests in Everyday Mathematics, as well as, teacher observations to assess if interventions are addressing the student need to develop the mathematical knowledge and skills. Parent meetings will be held to address individual student need with suggestions for additional activities for home study to reinforce the instruction that occurs during the school day.

The School Leader will meet with classroom partnerships after each End of Unit Test to discuss the results. At partnership meetings, teachers will share other assessment data collected as well as the interventions utilized to target deficit areas.

This year mathematics was taught in a forty-five minute period which will increase to an hour for the upcoming school year. This year skills based worksheets were assigned for homework. In the upcoming school year, we will fold in skills practice as part of the morning routine, as well as, an additional fifteen minutes per day to develop skill application of mathematics. Students will be provided multiple ways to find solutions to problems with and without the use of additional math tools. Test taking strategies will be embedded throughout everyday instruction. Additionally, professional development will address how to align the language of the assessments with instruction.

Science

I. Major Goal: *Students will meet or exceed the New York Elementary Standards in Science as indicated by New York State Standardized Assessments.*

Since our early childhood population is not required to take a State science assessment, we have substituted with alternate assessments.

a. Method:

Consistent with our charter, units of study were designed in alignment with New York State Standards. The units of study were categorized into three areas: Life Science, Earth Science, and Physical Science. The kindergarten unit topics were Living and Non-Living Things, Kinds of Animals, About our Earth, Objects Around Us, and Plants. The first grade unit topics include All About Plants, All About Animals, The Changing Earth, Matter, Energy, Forces and Machines, Plants and Animals Living Together. The assessments used to determine student attainment of knowledge and skills consisted of culminating projects, student writing samples, teacher made assessments, and observational anecdotes.

b. Results

Students were assessed on the New York State Standards based curriculum. The curriculum and assessments were designed during professional development sessions Teachers assessed the quality of the student work to judge the mastery of content and skills. On report cards rating scales of one through four were used to mirror the New York State Standards of Level 1 indicating a need to still meet the Standard, Level 2 Approaching Standard, Level 3 Meeting Standard, and Level 4 Exceeding the Standard.

Kindergarten

Level 1 – 1% (1 student)
Level 2 – 18% (13 students)
Level 3 – 77% (55 students)
Level 4 – 3% (2 students)

First Grade

Level 1 – 1% (1 student)
Level 2 – 26% (18 students)
Level 3 – 71% (50 students)
Level 4 – 1% (1 student)

Student report card levels revealed 80% of kindergartners and 72% of first graders were at Level 3 and Level 4 which indicates meeting or exceeding New York State Standards.

c. Evaluation

These results indicate that our baseline data point for our students. We will use these data next year to determine if our students are making adequate progress in science and are on trajectory to meet the benchmark of 75% attainment of Levels 3 and 4 by the 2008-2009 school year.

d. Further evidence

Since this is our first year of operation, there are no data from previous years to make this comparison of trends and patterns.

Absolute Proficiency

Required outcome measures

Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

*** NO DATA AVAILABLE**

Comparative Proficiency on State Exams

Required outcome measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of the local school district.

*** NO DATA AVAILABLE**

B. Summary

In examining the results of teacher observations and student performance on project based assessments, and end of unit tests, we can conclude that our 80% of our kindergartners and 72% students are mastering the science content. Addressing that 19% of our kindergartners and 27% of our first graders are at Levels 1 and 2, we plan to systematize the implementation of the science curriculum.

C. Action Plan

As we work to refine our curriculum units of study we will develop a school wide plan to systematically assess our students' knowledge in content and skills in science. Additional resource books have been added to classroom libraries as another content source of information. Through the use of a technology specialist, internet accessibility will provide an additional resource

Beginning in second grade, unit tests will be developed using the framework of the New York State Standards and the Harcourt Science Program. Student progress will be monitored in the acquisition of science knowledge and skills using teacher made assessments. The School Leader will meet with classroom partnerships to discuss the results of various assessments. Specific interventions will be determined for those students in need of additional instructional support.

Professional development sessions will support teachers in evaluating student work in a uniform way.

Social Studies

I. Major Goal: *Students will meet or exceed the New York Elementary Standards in Social Studies as indicated by New York State Standardized Assessments.*

Since our early childhood population is not required to take a State social studies assessment, we have substituted with alternate assessments.

a. Method

Consist with our charter, units of study were designed in alignment with New York State Standards. The kindergarten unit topics were Citizenship, All About Me, Self Awareness, My Family, My School, My Neighborhood. The first grade unit topics include Citizenship, Our Families, Community and Family, and Community Economics. The assessments used to determine student attainment of knowledge and skills consisted of culminating projects, student writing samples, teacher made assessments, and observational anecdotes.

b. Results

Students were assessed on the New York State Standards based curriculum. The curriculum and assessments were designed during professional development sessions. Teachers assessed the quality of the student work to judge the mastery of content and skills. On report cards rating scales of one through four were used to mirror the New York State Standards of Level 1 indicating a need to still meet the Standard, Level 2 Approaching Standard, Level 3 Meeting Standard, and Level 4 Exceeding the Standard.

Kindergarten

Level 1 – 0% (0 students)
Level 2 – 24% (17 students)
Level 3 – 68% (48 students)
Level 4 – 8% (6 students)

First Grade

Level 1 – 0% (0 students)
Level 2 – 9% (6 students)
Level 3 – 87% (61 students)
Level 4 – 4% (3 students)

Student report card levels revealed 76% of kindergartners and 91% of first graders were at Level 3 and Level 4 which indicates meeting or exceeding New York State Standards.

c. Evaluation

These results indicate that our baseline data point for our students. We will use this data next

year to determine if our students are making adequate progress in social studies and are on trajectory to meet the benchmark of 75% attainment of levels 3 and 4 by the 2009-2010 school year.

d. Further evidence

Since this is our first year of operation, there are no data from previous years to make this comparison of trends and patterns.

Absolute Proficiency

Required outcome measure

Each year, 75 percent of fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

*** NO DATA AVAILABLE**

Comparative Proficiency on State Exams

Required outcome measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of the local school district.

*** NO DATA AVAILABLE**

B. Summary

In examining the results of teacher observations and student performance on performance based assessments, and end of unit tests, we can conclude that our students are mastering the social studies content.

C. Action Plan

As we work to refine our curriculum units of study, we will develop a school wide plan to systematically assess our students' knowledge in content and skills in social studies. Specific knowledge and skills at each grade level will be determined for each unit of study. Teacher observations, checklists, and projects will be used to determine attainment of curriculum. Teachers will participate in cross grade discussions of curriculum units to align instruction.

Beginning in second grade, unit tests will be developed using the framework of the New York State Standards. Student progress will be monitored in the acquisition of social studies knowledge and skills using teacher made assessments. Student progress will be monitored and tracked throughout the year. The School Leader will meet with classroom

partnerships to discuss the results of various assessments. Specific interventions will be determined for those students in need of additional instructional support.

Professional development sessions will support teachers in evaluating student work in a uniform way.

Additional Required Academic Measure

Required outcome measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.