



# King Center Charter School

## 2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the  
SUNY Charter Schools Institute on:

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## INTRODUCTION

Omarlla Roulhac, Director of Curriculum and Instruction and Christopher Ciechoski, Assistant Director of Curriculum prepared the 2016-17 Accountability Progress Report on behalf of the school's board of trustees and school principal, Antoinette Rhodes.

Trustee's Name	Board Position
Catherine Wettlaufer	President
Michelle Martin	Vice President, Nominating Committee
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Steven Biltekoff	Member, Education Committee
Sherri Weber	Member, Education Committee
Michael McMahon	Member, Finance Committee

**Antoinette Rhodes has served as the Principal (School Leader) since 2014.**

The King Center Charter School (KCCS) opened on August 14, 2000 with 80 Kindergarten to Grade 3 students. In 2001, KCCS added a fourth grade class increasing enrollment to 100, and implemented an early admissions program which allowed the school to provide school readiness activities for those three and four-year old students for whom kindergarten spots had been reserved. This program is no longer in effect in accordance with New York State Charter School Admissions law. All students in all grades are selected by a lottery. In 2010, the school admitted its first fifth grade cohort and a second class of first grade students which increased the student population to 176 students. In 2011, we added our first section of sixth grade and a second section of third grade. The 2011 cohort of 6<sup>th</sup> graders graduated from the school in June of 2012 because KCCS did not have a 7<sup>th</sup> grade. The school subsequently applied for and was granted an extension to its charter to add grades 7 and 8. The school added its first class of 7<sup>th</sup> graders in 2013. In the school year 2013-2014, KCCS operated with two sections of students K-4 and one section each of 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grades. In the 2014-15 school year, KCCS operated with its' first section of 8<sup>th</sup> grade and graduated the first ever class from KCCS. During the 2015-16 school Year KCCS operated with its first double section of 6<sup>th</sup> grade along with 3 sections of Kindergarten. At full run rate, KCCS will serve 450 students, K-8, with three sections each of K & 1, 2 sections of 2<sup>nd</sup> -6<sup>th</sup> and 8 sections of 12 students each in grades 7-8.

## INTRODUCTION

The key design elements for the 2016-17 school year included:

### **Partnering with Parents and the Community**

- Strong parental involvement
- Social, emotional and health support systems
- Community partnerships with mental health

### **Post-Secondary Planning**

- KCCS guide to using academic language (word of the day)
- Specialized high school placement services

### **Caring, Student-Centered Culture**

- After-school activities
- After-school academy
- Daily morning meetings
- Saturday book club
- 7<sup>th</sup> and 8<sup>th</sup> grade divided into 4 sections

### **Academic Excellence and Accountability**

- Implementation of CCLS (including New York State Social Studies Framework and next generation of the New York State Science Learning Standards)
- Use of ongoing formative assessment
- Continuation of K-8 writing professional development
- Departmentalized academic instruction with content experts beginning in Grade 3
- Commitment to technology
- Integration of individualized augmented learning
- King Center's Early Warning Indicator (EWI) System

### **Committed and Highly Qualified Staff**

- 8 days of professional development in August
- ENL and Exceptional Education Services with emphasis on co-teaching and building teacher capacity to differentiate instruction for students with diverse learning needs
- School-wide culture of professional collaboration and growth supported by ongoing professional development and instructional coaching

## INTRODUCTION

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	44	47	50	46	25	23	25	-	-	260
2013-14	57	52	49	45	43	24	21	22	-	313
2014-15	56	54	51	57	40	43	21	23	22	367
2015-16	51	57	54	47	54	42	43	24	23	395
2016-17	45	62	52	51	50	51	51	41	22	425

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language .

#### BACKGROUND

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to maximize the use of student performance to guide practice. All instructional work is aligned with the educational plan as documented in the school's LOGS (Learning Objective Guides). Lead teachers meet with the School Principal, the Director of Instruction and Curriculum, and the School Social Worker to collaboratively analyze leading indicator ELA data from a variety of assessments that are aligned with the New York State Common Core standards. These assessments are used to prioritize academic intervention services as well as to help adjust lesson plans and the Learning Objective Guides. In addition, the school's Leadership Team analyzes formative assessment data at regular intervals throughout the year to determine strategic responses that can include regrouping of students, the provision of additional assistance in the classroom, the procurement of additional materials, and the delivery of training for the teachers. When students emerge as falling off track, support action plans are created and implemented consisting of measures such as extra tutoring, counseling, intervention, parent conferences, home visits, etc.

KCCS continues to test every student in the school using the Fountas & Pinnell (F & P) system to determine each student's reading level as a fall baseline and then provide regular small-group reading interventions to students who were below reading level according to the new Common Core standards. Our theory of change is that since a student can't critically engage with a text he or she can't read, we needed to quickly attend to our student's reading skills to catch them up to the new expectations. In addition, we have devoted professional development time during the year to teaching teachers how to teach critical thinking in both verbal and written environments.

In the 2016-17 school year, writing teachers in grades K-8 participated in ongoing professional development with Angela Stockman, developer of the Young Writers Studio. Professional development included deep grade level curriculum analysis/alignment/creation and also assessing student writing for 5 common core writing pieces (Narrative, Argument, Informational, Compare/Contrast and Short Story).

Major changes to staffing in 2016-17 included the lead ELA teachers in grades 6 and 7. The lead teacher for 6<sup>th</sup> grade left for a position in the local district in December and the lead teacher for grade 7 left in February. We replaced those teachers with veteran teachers for the upcoming school year.

Also in the 2016-17 school year, grade 4 piloted the New York State Common Core Modules in the last trimester. In 2017-18, grades 3-8 will fully implement modules as the core curriculum resource.

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

**METHOD**

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	51		1			52
4	42				7	49
5	40			1	9	50
6	43			2	5	50
7	30		3		8	41
8	21					21
All	227		4	3	29	263

**RESULTS**

In 2016-17, 24% of students in at least their second year at King Center Charter School performed at or above a Level 3 on the NYS ELA assessments. The proficiency rate of all students, including first year students, was at 22% for the 2017 NYS ELA assessment.

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Performance on 2016-17 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	29%	51	29%	48
4	24%	42	25%	40
5	13%	40	12%	33
6	16%	43	15%	33
7	20%	30	23%	26
8	38%	21	44%	18
All	22%	227	24%	198

EVALUATION

King Center did not meet its' goal of 75% of students achieving a level 3 or above on the NYS ELA Assessment for 2017. There was a decrease of 4 percentage points in proficiency (levels 3 or above) as compared to the 2016 NYS ELA Assessment.

ADDITIONAL EVIDENCE

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	8%	51	47%	36	29%	48
4	18%	40	30%	44	25%	40
5	38%	40	17%	29	13%	31
6	0%	20	22%	37	16%	32
7	22%	23	11%	19	23%	26
8	18%	22	35%	17	42%	19
All	18%	196	28%	182	24%	196

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

### RESULTS

King Center did not meet the AMO set by New York State on the 2017 NYS English Language Arts exam.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
227	30%	47%	20%	3%

$$\begin{array}{rcccccccc} \text{PI} & = & 47 & + & 20 & + & 3 & = & 70 \\ & & & & 20 & + & 3 & = & \underline{23} \\ & & & & & & \text{PLI} & = & 93 \end{array}$$

### EVALUATION

King Center's Performance Index did not meet the target of 111 set forth by New York State. King Center saw a 10-point decrease from the 2015-16 PI (103) due to an increase of Level 1 students along with a decrease in student at proficiency.

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.



## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

## RESULTS

King Center Students in at least their second year outperformed the Buffalo Public School District by 6 Percentage points.

2016-17 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	29%	48	18%	2313
4	25%	40	18%	2125
5	13%	31	15%	2001
6	16%	32	15%	1946
7	23%	26	20%	1926
8	42%	19	20%	1913
All	24%	196	18%	12224

## EVALUATION

In 2017, King Center outperformed the Buffalo Public School District by 6 percentage points for the second consecutive year, King Center saw the largest gap in 3<sup>rd</sup> and 8<sup>th</sup> Grade. The 8<sup>th</sup> grade class of 2017 scored at a proficiency level more than double that of the Buffalo Public School District while also having 79% scoring at a Level 2 or above.

## ADDITIONAL EVIDENCE

King Center continues to outperform the Buffalo Public School district. When compared to Buffalo Public Schools on the East Side of Buffalo with similar demographics and percentage of students enrolled in the Free Lunch Program, King Center has demonstrated significantly more success. (See “2016-17 English Language Arts

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<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Performance of Charter School and Comparison Schools by the Grade Level” chart below)

2016-17 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Build Academy		Harriet Ross Tubman Academy		PS 59 Dr. Charles Drew Science Magnet	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	48	4%	47	12%	58	6%	81
4	25%	40	0%	38	5%	39	4%	76
5	13%	31	0%	44	6%	35	2%	50
6	16%	32	0%	43	0%	54	9%	53
7	23%	26	0%	42	10%	40	8%	71
8	42%	19	0%	37	7%	29	9%	94
All	24%	196	1%	251	7%	255	7%	425

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	8%	12%	47%	20%	29%	18%
4	18%	14%	30%	16%	25%	18%
5	38%	11%	17%	15%	13%	15%
6	0%	11%	22%	15%	16%	15%
7	22%	10%	11%	14%	23%	20%
8	18%	14%	35%	18%	42%	20%
All	18%	12%	28%	16%	24%	18%

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

## RESULTS

The overall comparative performance level was higher than expected to a meaningful degree for the 2015-16 NYS English Language Arts Assessment.

### 2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	95.7	37	46	25.6	20.4	1.11
4	98.2	46	30	23	7	0.40
5	100	39	18	16.3	1.7	0.11
6	95.4	38	21	18.3	2.7	0.18
7	95.8	33	14	16.8	-2.8	-0.20
8	100	19	32	21.1	10.9	0.69
All	97.5	201	27.7	20.4	6.9	0.39

### School’s Overall Comparative Performance:

*Higher than expected to a meaningful degree*

## EVALUATION

King Center met its goal of having an overall effect size greater than 0.3 for the 2015-16 NYS English Language Arts Assessment. King Center saw the largest effect size (1.11) in Grade 3 with Grade 8 also showing an effect size much larger than predicted (.69)

## ADDITIONAL EVIDENCE

Despite a slight drop from 2014-15, King Center has demonstrated an effect size that is “Higher than Expected” to a meaningful degree for two consecutive years.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-7	94.1	150	18.0	16.7	0.10
2014-15	3-8	98.6	200	17.6	12.9	0.43
2015-16	3-8	<b>97.5</b>	<b>201</b>	<b>27.7</b>	<b>20.4</b>	0.39

#### Goal 1: Growth Measure<sup>4</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

#### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>5</sup>

#### RESULTS

King Center Charter School came close to meeting the statewide median for the 2015-16 English Language Arts Exam. A less than expected MGP for grade 5 caused King Center to fall just below the Statewide Median. The remaining grades, however, came very close or exceeded the State Median with grade 4 being the highest at 59.

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

### 2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	59	50.0
5	34	50.0
6	48	50.0
7	56	50.0
8	52	50.0
All	<b>49</b>	50.0

#### EVALUATION

King Center fell short of meeting the Statewide Median. With the exception of Grade 5, the Mean Growth Percentile for each grade level was close to or above the statewide median of 50.

#### ADDITIONAL EVIDENCE

King Center had exceeded the statewide median for the previous 3 years with this being the first year coming close without meeting it.

### English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	46	40	59	50.0
5	56	62	34	50.0
6	58	49.5	48	50.0
7	52	66	56	50.0
8	-	43.5	52	50.0
All	51.5	52.2	<b>49</b>	50.0

**Goal 1: Optional Measure**

Each Year, 75% of students will meet or exceed the grade Level RIT score as determined by the NWEA MAP Assessment for Reading.

METHOD: NWEA MAP ASSESSMENT

RESULTS: 24%

EVALUATION: KING CENTER DID NOT MEET ITS GOAL OF 75% OF STUDENTS MEETING OR EXCEEDING THE GRADE LEVEL RIT. WHILE KING CENTER FELL SHORT OF 75% MEETING THE GRADE LEVEL RIT, 53% OF STUDENTS MET THEIR INDIVIDUAL GROWTH SCORES AT THE CONCLUSION OF THE 2016-17 SCHOOL YEAR.

**Goal 1: Optional Measure**

Each Year, 75% of students will achieve proficiency on Benchmark Examination.

METHOD: TEACHER MODIFIED PEARSON BENCHMARKS

RESULTS: 36%

EVALUATION: KING CENTER DID NOT MEET ITS GOAL OF 75% PROFICIENCY ON BENCHMARK EXAMS. STUDENTS CONTINUE TO WORK ON MASTERING THE SKILLS NECESSARY TO ACHIEVE PROFICIENCY ON THE REDACTED BENCHMARK EXAMS.

**Goal 1: Optional Measure**

Each year, 75% of students will be scoring at level 3 or above on the Writing Rubric.

METHOD: EVALUATION OF EXTENDED WRITING USING THE PEARSON RUBRIC

RESULTS: 98%

EVALUATION: STUDENTS WERE EVALUATED ON 5 EXTENDED WRITING PIECES AND DEMONSTRATED THE ABILITY TO SUCCESSFULLY PARTICIPATE IN THE WRITING PROCESS.

**Goal 1: Optional Measure**

Each year, 75% will be reading at or above grade level as defined through Fountas and Pinnell testing.

METHOD: END OF YEAR FOUNTAS AND PINNELL ASSESSMENT

RESULTS: 63%

EVALUATION: STUDENTS DEMONSTRATED GROWTH THROUGHOUT THE YEAR AND AN INCREASE OF 8 PERCENTAGE POINTS FROM THE 2015-16 SCHOOL YEAR.

ADDITIONAL EVIDENCE: KING CENTER HAS DEMONSTRATED CONTINUAL GROWTH OVER THE LAST 4 YEARS.

**Goal 1: Optional Measure**

Each year, 100% of students will complete 5 bound writing pieces.

METHOD: PIECES WERE REQUIRED, EVALUATED, COLLECTED AND BOUND

RESULTS: 100%.

EVALUATION: ALL STUDENTS EXPERIENCED AND LEARNED THE PROCESS OF WRITING EXTENDED PIECES THOROUGHOUT THE YEAR.

**Goal 1: Optional Measure**

Each year, 75% of students will increase from their Fountas and Pinnell Fall Baseline (grades 1-7).

METHOD: END OF YEAR FOUNTAS AND PINNELL ASSESSMENT OVER FALL BASELINE

RESULTS: 94%

EVALUATION: KING CENTER SURPASSED THIS GOAL BY 19 PERCENTAGE POINTS DEMONSTRATING CONTINUAL GROWTH TOWARDS ACHIEVING PROFICIENCY.

**Goal 1: Optional Measure**

Each year, 75% of students in Kindergarten will increase from their Fountas and Pinnell Winter Baseline.

METHOD: END OF YEAR FOUNTAS AND PINNELL ASSESSMENT

RESULTS: 94%

EVALUATION: KING CENTER EXCEEDED THE GOAL OF 75% WITH 94% OF STUDENTS

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

King Center Charter School fell short of achieving its Absolute Goals while achieving each of its' comparative measures and the majority of the growth measure goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a	Achieved



	regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Did Not Achieve
Absolute	Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Reading.	Did Not Achieve
Absolute	Each year, 75% of students will achieve proficiency on Benchmark Examinations.	Did Not Achieve
Absolute	Each year, 75% of students will be scoring at level 3 or above on the Scott Foresman Writing rubric	Achieved
Absolute	Each year, 100% of students will complete 5 bound writing pieces.	Achieved
Absolute	Each year, 75% of students will be reading at or above grade level as defined through Fountas and Pinnell testing.	Did Not Achieve
Growth	Each year, 75% of students will increase from their Fountas and Pinnell Fall baseline. (*grades 1-7 only)	Achieved
Growth	Each year, 75% % of students in Kindergarten will increase from their Fountas and Pinnell Winter Baseline	Achieved

## ACTION PLAN

Curriculum Switch to ELA Modules for grades 3-8	Professional Development for ELA Module Implementation
Incorporating Writer's Workshop	Cohort/Content Planning Sessions

1. Curriculum Switch to ELA Modules Grades 3-8: This school year all testing grades will switch from Pearson Scott Foresman to NY Engage ELA Modules for 90 minutes of core instruction. We piloted ELA modules in 4<sup>th</sup> grade last school year and found tighter alignment to NYS assessments, more opportunities to align higher-level questioning/student activities and greater emphasis on daily learning targets. We also noticed student interest levels rose tremendously using the materials from the ELA modules.
2. Professional Development for ELA Modules: In order to support the switch to modules, each 3-8 ELA teacher will participate in professional development this school year at the start of each module to ensure successful implementation.
3. Writer's Workshop: All classrooms grades K-8 will launch writer's workshop during the writing block this school year and will also participate in ongoing professional development for each unit of study.

4. Cohort/Content Planning: This year we plan to incorporate additional blocks of time for each cohort to meet and plan.

Continued Action Plan Items:

RTI/Enrichment Blocks	Coaching
Academic Vocabulary Word of the Day	Mentor Teacher Program
Odyssey Computer Program	Exit Slips
After-School Academy	Instructional Protocols

## MATHEMATICS

### Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving

### BACKGROUND

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that included assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to emphasize the importance of using student performance to guide practice. All instructional work is aligned with the educational plan. At strategic intervals throughout the year, King Center staff collected and collaboratively analyzed leading indicator math data from a variety of assessments that had been aligned with the New York State Common Core standards. These assessments were used to prioritize academic intervention services as well as to help adjust lesson plans and learning objective guides. In addition, each teacher in grades 3-8 with the school's leadership team to track progress in math and ELA and cross-reference with patterns in attendance and behavior. When students emerged as falling off track, support action plans were created and implemented consisting of measures such as extra tutoring, counseling, parent conferences, home visits, etc.

During the 2014-15 school year, KCCS departmentalized math for grades 4 through 8. KCCS hired a veteran mathematics teacher to lead the 6<sup>th</sup> grade cohort in order to provide the previous 5<sup>th</sup>/6<sup>th</sup> grade teacher the ability to focus solely on the 5<sup>th</sup> grade curriculum and mastering the skills needed to reach proficiency. KCCS also deployed an adaptive, student-data centered computer program to help reach student deficiencies in an individualized manner. This solution was provided to all students in grades K-8. KCCS also added two math specialists to help support during core instruction as well as providing academic intervention services for struggling students in 2015-16.

During the 2016-17 school year, we hired 2 math content specialist to serve as lead teachers for grades 7-8.

After analyzing past years math data, we noticed gaps and deficiencies in the Pearson math curriculum, which prompted a full curriculum switch to New York State Modules for grades K-8. All K-8 teachers participated in professional development for the implementation of the modules provided by Erie 1 BOCES.

In 2016-17 school year, we also purchased and implemented a new math intervention program called, “Do the Math” for grades K-8.

**Goal 2: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

**METHOD**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	50				2	52
4	43				6	49
5	41	2			9	50
6	45	1			5	50
7	29	1		1	11	41
8	21				0	21
All	229	4		1	33	263

**RESULTS**

King Center Students in at least their second year outperformed the aggregate by one percentage point. In both metrics, King Center saw an increase of seven percentage points from the previous year.

<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Performance on 2016-17 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	48%	50	48%	46
4	40%	43	40%	42
5	7%	41	0%	31
6	16%	45	21%	33
7	10%	29	13%	24
8	24%	21	21%	19
All	26%	229	27%	195

## EVALUATION

King Center did not achieve the 75% proficiency goal for the 2017 NYS Mathematics Exam despite an increase in proficiency of seven percentage points from 2016. This is a trend of increasing scores over the last three exam years. The switch from Scott Foresman EnVisions to the EngageNY Modules along with implementation of the “Do the Math” intervention system appear to have resulted in positive results. Hiring two math specialists for the King Center Middle School also contributed to an increase results for the 2016-17 school year. The 5<sup>th</sup> grade cohort performed lower than expected when looking at internal assessments. The King Center Curriculum Team is working on evaluating the trend analysis for the 5<sup>th</sup> grade assessments over the last 3 years to identify any possible trends that have contributed to lower than expected proficiency rates.

## ADDITIONAL EVIDENCE

King Center has demonstrated continuous growth in the percentages of students reaching proficiency on the New York State Mathematics exam over the last 3 years of testing. We believe the shift to modules combined with a new Middle School Math team are responsible for the large jump in proficiency for those grades in 2016-17 as compared to years prior. The 5<sup>th</sup> Grade data is being studied to develop a remediation plan to offer additional support for the cohort as they transition to 6<sup>th</sup> Grade.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	49	41%	37	48%	46
4	23%	39	16%	43	40%	42
5	15%	41	13%	30	0%	31
6	20%	20	21%	33	21%	33
7	0%	23	11%	19	13%	24
8	10%	21	0%	17	21%	19
All	18%	193	20%	179	27%	195

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>7</sup>

### RESULTS

King Center Charter School's Performance Index did not meet the NYS AMO goal of 109.

#### Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
229	38	36	21	4

$$\begin{array}{rclclclcl}
 \text{PI} & = & 36 & + & 21 & + & 4 & = & 61 \\
 & & & & 21 & + & 4 & = & \underline{25} \\
 & & & & & & \text{PLI} & = & 86
 \end{array}$$

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## EVALUATION

While King Center did not meet the PI for all students they did show improvement from the previous year.

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>8</sup>

## RESULTS

King Center outperformed the Buffalo Public School District by ten percentage points on the 2017 NYS Mathematics Assessment.

2016-17 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	48%	46	22%	2371
4	40%	42	18%	2199
5	0%	31	19%	2011
6	21%	33	20%	1918
7	13%	24	15%	1886
8	21%	19	7%	1812
All	27%	195	<b>17%</b>	12197

## EVALUATION

King Center outscored the Buffalo Public School District by 10 percentage points. The largest gaps were seen in the third, fourth and eighth grade results. Fifth grade did not

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<sup>8</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

perform as well as expected and will be a focus for remediation in the coming school year.

### ADDITIONAL EVIDENCE

King Center continues to outperform the Buffalo Public School district. When compared to Buffalo Public Schools on the East Side of Buffalo with similar demographics and percentage of students enrolled in the Free Lunch Program, King Center has demonstrated significantly more success. (See “2016-17 Mathematics Performance of Charter School and Comparison Schools by the Grade Level” chart below)

2016-17 Mathematics Performance of  
Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		Build Academy		Harriet Ross Tubman Academy		PS 59 Dr. Charles Drew Science Magnet	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48%	46	6%	48	8%	60	11%	81
4	40%	42	0%	37	10%	42	9%	85
5	0%	31	2%	44	11%	35	8%	51
6	21%	33	0%	46	2%	50	9%	56
7	13%	24	0%	38	3%	38	2%	66
8	21%	19	0%	38	0%	25	1%	77
All	27%	195	2%	251	6%	250	7%	416

**Mathematics Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	27%	18%	41%	20%	48%	22%
4	23%	18%	16%	18%	40%	18%
5	15%	18%	13%	18%	0%	19%
6	20%	15%	21%	17%	21%	20%
7	0%	12%	11%	12%	13%	15%
8	10%	9%	0%	10%	21%	7%
All	18%	15%	20%	16%	27%	17%

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**METHOD**

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

**RESULTS**

King Center Charter School did not exceed the target effect size of 0.3 for the 2015-16 New York State Mathematics Exam.



### 2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	95.7	38	39	28.1	10.9	0.50
4	98.2	45	18	24.7	-6.7	-0.33
5	100	39	15	18.2	-3.2	-0.17
6	95.4	35	20	19.0	1.0	0.05
7	95.8	21	10	12.4	-2.4	-0.14
8	100	18	0	11.3	-11.3	-0.66
All	97.5	196	19.3	20.5	-1.2	-0.08

#### School's Overall Comparative Performance:

*Lower than expected*

#### EVALUATION

King Center failed to meet its effect size based on the predicted results for the 2015-16 New York State Mathematics exam. Despite a strong performance in Third Grade and a slightly better than expected performance in Sixth Grade, the remaining grades scored lower than expected.

#### ADDITIONAL EVIDENCE

King Center has shown growth over the last 3 years and has gradually becoming closer to meeting its predicted score.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-7	94.1	150	15.5	23.4	-0.42
2014-15	3-8	98.6	197	17.4	18.5	-0.07
2015-16	3-8	97.5	196	19.3	20.5	-0.08

## Goal 2: Growth Measure<sup>9</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>10</sup>

### RESULTS

The KCCS Mean Growth Percentile was lower than expected for 2015-16.

#### 2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	43	50.0
5	41	50.0
6	62	50.0
7	39	50.0
8	44	50.0
All	<b><u>46.5</u></b>	50.0

### EVALUATION

The KCCS mean growth score is below the state median average, with 6<sup>th</sup> grade scoring well above the statewide median for the third consecutive year.

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## ADDITIONAL EVIDENCE

King Center continues to make progress in meeting the Statewide Median for mean growth. Sixth Grade has consistently outperformed the state median over the last three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	31	29	43	50.0
5	27	43	41	50.0
6	62	77	62	50.0
7	<b>44</b>	43.5	39	50.0
8	-	34	44	50.0
All	39	<b><u>45.3</u></b>	<b><u>46.5</u></b>	50.0

### Goal 2: Optional Measure

Each year, 75% of students will meet or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Mathematics.

**METHOD: NWEA MAP ASSESSMENT**

**RESULTS: 18%**

**EVALUATION: KING CENTER DID NOT MEET ITS GOAL OF 75% OF STUDENTS MEETING OR EXCEEDING THE GRADE LEVEL RIT. WHILE KING CENTER FELL SHORT OF 75% MEETING THE GRADE LEVEL RIT, 60% OF STUDENTS MET THEIR INDIVIDUAL GROWTH SCORES AT THE CONCLUSION OF THE 2016-17 SCHOOL YEAR.**

**Goal 2: Optional Measure**

Each year, 75% of students will achieve proficiency on Benchmark Examinations.

METHOD: END OF MODULE ASSESSMENTS

RESULTS: 38%

EVALUATION: KING CENTER DID NOT MEET THE GOAL OF 75% PROFICIENCY AFTER SWITCHING FROM SCOTT FORESMAN BENCHMARK EXAMS TO ENGAGE NY MODULE EXAMINATIONS.

### SUMMARY OF THE MATHEMATICS GOAL

King Center Charter School has met comparative measures when compared to the district each year. We are on an upward trajectory toward meeting additional outcomes associated with this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Not Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Achieved
Absolute	Each year, 75% of students will met or exceed the grade level RIT score as determined by the NWEA MAP Assessments for Mathematics	Not Achieved
Absolute	Every Year, 75% of students will achieve proficiency on	Not

	Math Benchmarks.	Achieved
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## ACTION PLAN

New Action Plan Items:

Additional Math Interventionist	Cohort/Content Planning Sessions
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1. Additional Math Interventionist: This year, we have added an additional math interventionist to help deliver intervention services to students.
2. Cohort/Content Planning: This year we plan to incorporate additional blocks of time for each cohort to meet and plan.

Continued Action Plan Items:

RTI/Enrichment Blocks	Coaching
Academic Vocabulary Word of the Day	Mentor Teacher Program
Odyssey Computer Program	Exit Slips
After-School Academy	Instructional Protocols
K-8 Math Module Curriculum Conversion	New Math Intervention Program (Do the Math)

## SCIENCE

### Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific concepts .

### BACKGROUND

The science education plan is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The King Center Charter School's educational plan is intentionally ordered in this manner to emphasize the importance of student performance to guide practice. The King Center staff collected and collaboratively analyzed science data from assessments that were aligned to the New York State standards to update the curriculum/pacing for the 2015-16 school year.

King Center Charter continued to implement a science curriculum derived from the New York State Science standards using a variety of resource materials. The primary teaching strategies included small group instruction and hands-on experience with

scientific tools and materials. KCCS also invested \$8,000 into science resources and materials to further enhance the science curriculum and provide additional opportunities for hands-on learning activities.

In the 2016-17 school year, K-8 teachers participated in professional development for New York State Next Generation Science Standards.

**Goal 3: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

**METHOD**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2017. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

**RESULTS**

King Center Charter School has continued to exceed its absolute measure of second year students achieving proficiency on the NYS Science Exam for grades 4 and 8. 94% of King Center students in at least their second year were proficient on the 2016-17 New York State Science Exam.

Charter School Performance on 2016-17 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All District Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	48	96%	46
8	90%	21	89%	19
All	96%	69	94%	65

**EVALUATION**

King Center students enrolled in at least their second year exceeded the 75% proficiency mark by 19% percentage points.

## ADDITIONAL EVIDENCE

KCCS has demonstrated a consistent pattern of achieving its accountability goal of 75% proficiency on the New York State Science Assessment.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	93%	40	92%	49	96%	46
8	85%	20	77%	22	89%	19
All	90%	60	87%	71	94%	65

### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

### RESULTS

96% of KCCS students were proficient on the 2016-2017 New York State Science Exam.

### 2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96%	46	NA	NA
8	89%	19	NA	NA
All	94%	65	NA	NA

## EVALUATION

Buffalo Public School Science Assessment results for 2017 are not available yet.

## ADDITIONAL EVIDENCE

KCCS has demonstrated a consistent pattern of achieving its accountability goal of 75% proficiency on the New York State Science Assessment.

Science Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	93%	63%	92%	66%	96%	NA
8	85%	36%	77%	28%	89%	NA
All	90%	46%	87%	49%	94%	NA

## SUMMARY OF THE SCIENCE GOAL

KCCS has met its absolute measure of 75% proficiency of all tested students enrolled in at least their second year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Information Not Available Yet

## ACTION PLAN

KCCS will continue with its current 4<sup>th</sup> and 8<sup>th</sup> grade programs and the science related curriculum in grades K-3 that supports it. KCCS will begin to phase in some aspects of the Next Generation Science Standards in anticipation of their adoption by NYS in the imminent future.



## NCLB

### Goal 4: NCLB

King Center Charter School will be a school in good standing

#### **Goal 4: Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

#### METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

#### RESULTS

School in good standing

#### EVALUATION

KCCS has been determined to be a school in good standing according to NCLB.

#### ADDITIONAL EVIDENCE

KCCS has demonstrated a consistent record of achieving its NCLB goal over the past 3 years.

NCLB Status by Year

Year	Status
2014-15	School in Good Standing
2015-16	School in Good Standing
2016-17	School in Good Standing

## APPENDIX A: OPTIONAL GOALS

### Goal 1: Absolute Measure

Each year the school will have a daily attendance rate of at least 90 percent.

#### Method:

Each morning, KCCS homeroom teachers take attendance and enter it into PowerSchool. Daily attendance rates are calculated by dividing the total number of enrolled students by the number of attendees. The daily average is calculated using the formula found in PowerSchool.

#### Results:

King Center achieved its daily attendance measure for the 2016-17 School Year.

### 2016-17 Attendance

Grade	Average Daily Attendance Rate
1	94%
2	93%
3	92%
4	93%
5	93%
6	95%
7	95%
8	95%
Overall	94%

#### Evaluation:

King Center Charter School has routinely met its attendance goal throughout the length of the current charter period.

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	96%
2015-16	94%
2016-17	94%

## APPENDIX A: OPTIONAL GOALS

### **Goal 2: Absolute Measure**

Each year, 75% of middle school students will participate in athletics or extra curricular activities.

Method: All 7<sup>th</sup> & 8<sup>th</sup> graders participated in an after school athletic and/or extra curricular program as a requirement.

Results: 100% of the 7<sup>th</sup> and 8<sup>th</sup> graders played a sport or participated in a club or both.

Evaluation: Requiring an extended day for 7<sup>th</sup> & 8<sup>th</sup> graders kept them involved and invested in the school community creating a sense of commitment and excitement for the younger students.

### **Goal 3: Absolute Measure**

Each year, 100% of Middle school students will participate in daily advisory.

Method: Students in KCCS Middle School were scheduled for a required first period advisory course using the KCCS written book “My Life Log”.

Results: 100%

Evaluation: All students participated in daily advisory program led by lead teachers.

### **Goal 4: Absolute Measure**

Each year, 90% of parents will attend conferences.

Method: KCCS held 3 parent teacher conferences, which were scheduled, by reservation and attendance was taken through a sign-in process.

Results: 95% of parents attended during Parent-Teacher conferences

Evaluation: We still have a small number of parents who did not attend due to varying circumstances. These families worked with the school Principal and Counselor to schedule times to meet about their child’s progress.

### **Goal 5: Absolute Measure**

Each year, 100% of parents will receive progress reports.

Method: Teachers were required to send home a progress report after every administration of the benchmark/Module exams and require parents to return the report with their signature.

Results: 100% of the parents did receive regular progress reports. Because we amended the Benchmarks to be longer and more difficult to align with the rigor of the New York State Common Core Assessments, the tests were given twice a month and thus progress reports became bi-weekly.

## APPENDIX A: OPTIONAL GOALS

Evaluation: Regular progress reporting is a key component of parent communication and student remediation.

### **Goal 6: Absolute Measure**

Each year, 100% of faculty will participate in 50 hours of professional development.

Method: Faculty are required to attend 8 days of training before the start of school and weekly faculty meetings that almost always include a component of professional development.

Results: Faculty received more than 50 hours of professional development in 2016-17.

Evaluation: We have begun to employ a train-the-trainer technique by sending select faculty to conferences and having them return to deliver the conference training to the entire faculty.

### **Goal 7: Absolute Measure**

85% of King Center students will attend college.

Method: King Center will monitor students as they progress through High School and the college application process.

Evaluation: We will not have our first cohort of students for two more academic years.

