



King Center Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Tamaira Coleman, Executive Director prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

| Trustee's Name | Board Position | |
|------------------------|--|---------------------------------------|
| | Office (e.g., chair, treasurer, secretary) | Committees (e.g., finance, executive) |
| Michelle A. Martin | Co-President | Nominating |
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| Ryanelle Gary | Parent Representative | Education |

Tamaira Coleman has served as the Executive Director since July 2019.

SCHOOL OVERVIEW

The King Center Charter School has historically provided a learning environment for at-risk students focused on their academic and social success. We are a 21st century laboratory school for the study of teaching and learning in urban settings servicing over 400 students.

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 data 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 ~~and Assistant Director~~ of Instruction and Curriculum, and the Instructional Coaches to collaboratively analyze leading indicator achievement data from a variety of assessments that are aligned with the New York State Next Generation Learning 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 timely strategic responses that can include regrouping of students, the provision of additional assistance in the classroom, the procurement of additional materials, and the providing professional development for the teachers. If 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 is committed to learning all that we can from our formative and summative data. With this data, we are constantly evaluating our effectiveness using various information sources and looking for best practices and curriculum to help increase students' outcomes. The school implements a comprehensive ELA curriculum based on the Science of Reading and in alignment with the Next Generation Learning Standards and Zearn Mathematics into our core curriculum. In choosing a more aligned curriculum, we believe, overtime, our students will demonstrate ~~increased~~~~more~~ proficiency in math and reading. In addition, Math and ELA Interventionists ~~to service~~ are available for students who needed extra support and are assigned for core support in some classrooms. Break out spaces for Response-to-Intervention for students who are at risk for inadequate academic progress to receive academic intervention are provided. KCCS also provides instructional coaching for teachers K-8th in ELA and Math to help refine instructional practices for the success for all students.

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KCCS continues to assess all students' grades K-6 using the F&P (Fountas & Pinnell) system. This helps 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 Common Core standards. Our Theory of Change is that when students ~~are unable to~~ ~~can't~~ critically engage with a text he or she ~~is not a proficient reader~~ ~~can't read~~, we need to initially attend to our students' reading skills to catch them up to the ~~grade level~~ ~~new~~ expectations. We are also focusing on increasing the number of students reading independently at school by providing independent reading time within the classroom schedule. We believe that increasing literacy skills will result in student achievement in all subject areas.

In addition, KCCS has devoted professional development time to support teachers in increasing reading levels, writing levels, social-emotional skills, as well as critical thinking in both verbal and written environments.

Our mission as a school is to prepare all students, beginning in kindergarten, for college and career readiness. We believe that the "Road to College begins in Kindergarten". As a school, we work to fulfill this mission and we are dedicated to exposing our students at an early age to college and career readiness opportunities. We will continue to partner with local colleges, businesses, and community organizations to provide our students with a 21st century learning experiences. KCCS will continue to provide all students with access to technology in preparation for the ~~new~~ computer-based New York State test and for Career and College readiness preparation.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|-------------|----|----|----|----|----|----|----|----|----|-------|
| 2020-21 | 53 | 55 | 63 | 49 | 52 | 36 | 45 | 35 | 35 | 423 |
| 2021-22 | 53 | 50 | 51 | 54 | 46 | 36 | 39 | 45 | 35 | 409 |
| 2022-23 | 45 | 54 | 49 | 48 | 53 | 42 | 38 | 42 | 41 | 412 |

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English Language

BACKGROUND

King Center Charter School implemented strategic changes to the ELA curriculum to align to the Next Generation Learning Standards and meet the needs of students. We began the shift from using the NYS Domains, Skills, and Module units to a cohesive curriculum based on the Science of Reading and the Next Generation Learning Standards.

Intensive interventions are provided in ELA with four full-time interventionists dedicated to ELA Intervention to support students both in the classroom and using break out spaces to deliver Response to Intervention for students who are at-risk of inadequate progress. Ongoing data reviews reform the provision of RTI assistance and the identification of additional materials to support learning.

Core Curriculum:

KCCS has fully adopted the Next Generation Learning Standards for all students in grades K-8. Grades K-2 shifted to a reading block grounded in the Science of Reading that incorporated explicit instruction in phonics, phonemic awareness, fluency, comprehension, and vocabulary. Grades 3-8 shifted to reading and writing units that incorporate diverse literature that drives reading comprehension, vocabulary, and writing skills. The LOGS provide a scope and sequence for daily instruction, re-teaching, assessments, and review for all teachers.

Assessments:

KCCS continues to assess every student in grades K-6 using the Fountas and Pinnell system to determine each students' reading level as a fall baseline and then provide regular small group reading interventions to students who score below grade-level expectations. The F&P assessment is administered three times per year to monitor progress, guide interventions, and monitor the classroom RTI blocks.

Grades K-8 mid and end of unit assessments have been closely revised to mirror the NYS assessments and are administered using the Castle Learning platform.

NWEA MAP ELA assessment is administered three times per year to all students in grades K-8. The results are used to identify skill deficits, remediate these skills, and forecast NYS assessment results.

The Heggerty phonemic awareness assessment was used in grades K-2 to determine individual students' progress towards grade level phonemic awareness standards. This assessment was administered individually to each student in grades K-2 three times per year.

The Words Their Way Inventory assessment was used in grades K-5 to determine students' progress towards grade level spelling and phonics standards. This assessment was administered three times per year and the results were used to differentiate spelling and phonics instruction during the ELA core block.

Professional Development:

This year KCCS provided extensive ELA Professional Development that included the following:

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- Science of Reading strategies for our K-2 teachers and ELA Interventionists
- PD on how to increase direct phonics instruction using Shared Reading strategies for our K-2 teachers
- Time for K-2 teachers to develop Phonics & Writing lessons using Shared Reading strategies under the supervision of the ELA Coach and Director of Curriculum
- Implementation of the Words Their Way Inventory and Curriculum for K-2 teachers and 3-5 ELA Teachers
- Multiple days for 3-8 ELA teachers to develop unit plans to meet the Next Generation ELA Standards and incorporate writing skills and diverse literature under the supervision of the Director of Curriculum and a BOCES consultant
- Weekly individual data meetings with each teacher and the Director of Curriculum to review ELA formative and summative assessments and discuss implications for instruction

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | |
| 3 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| 4 | 50 | 0 | 1 | 0 | 0 | 0 | 0 | 51 |
| 5 | 41 | 0 | 1 | 0 | 0 | 0 | 1 | 43 |
| 6 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| 7 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| 8 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |
| All | 256 | 0 | 2 | 0 | 0 | 0 | 1 | 259 |
| | | | | | | | | |

Performance on 2022-23 State English Language Arts Exam

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By All Students and Students Enrolled in At Least Their Second Year¹

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 47 | 10 | 21 | 42 | 10 | 24 |
| 4 | 50 | 13 | 26 | 48 | 13 | 27 |
| 5 | 41 | 10 | 24 | 36 | 10 | 28 |
| 6 | 37 | 10 | 27 | 31 | 10 | 32 |
| 7 | 41 | 7 | 17 | 33 | 7 | 21 |
| 8 | 40 | 13 | 33 | 37 | 11 | 30 |
| All | 256 | 63 | 25 | 227 | 61 | 27 |

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.²

2022-23 State English Language Arts Exam

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | | | | |

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

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| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 ⁴ | | Effect Size |
|-------|------------------------------------|--|-----------|-------------|
| | | Actual | Predicted | |
| 3 | 85.2 | 16.0 | 34.5 | -0.94 |
| 4 | 91.3 | 18.2 | 26.8 | -0.51 |
| 5 | 91.7 | 17.6 | 23.5 | -0.38 |
| 6 | 97.4 | 32.5 | 42.0 | -0.60 |
| 7 | 93.3 | 31.7 | 35.4 | -0.22 |
| 8 | 97.1 | 38.5 | 37.7 | 0.04 |
| All | 92.1 | 24.7 | 33.3 | -0.49 |

ELA Measure 5 - 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 target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades 1-6 only)

METHOD: COMPARISON OF FALL AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: 77% OF STUDENTS 2 LEVELS (4 LEVELS IN GRADE 1) FROM THEIR FOUNTAS AND PINNELL FALL BASELINE

ADDITIONAL EVIDENCE:

⁴ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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Each Year, 75% of students will increase 1 level from their Fountas and Pinnell Winter baseline (Kindergarten only)

METHOD: COMPARISON OF WINTER AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: 70% OF STUDENTS IN KINDERGARTEN INCREASED 1 LEVEL FROM WINTER TO SPRING.

ADDITIONAL EVIDENCE:

Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric

METHOD: COMPARISON PRE AND POST WRITING ASSESSMENT RESULTS

RESULTS AND EVALUATION: 72% OF STUDENTS INCREASED AT LEAST ONE LEVEL FROM THEIR PRE TO POST ASSESSMENT.

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELA GOAL

King Center Charter School did not meet all goals for ELA during the 2022-2023 school year as indicated below. The school did come close with a median of 46 to achieving a growth median above 50 for the NWEA Spring Assessment. The school did meet the F&P accountability goal for growth in Grades 1-6. King Center came close the kindergarten goal for Fountas and Pinnell. The school came close to meeting the Writing Assessment goal with outcomes of 72%.

| 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. | NO |
| Absolute | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | N/A |
| 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. | N/A |

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| | | |
|-------------|--|-----|
| 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | N/A |
| 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 target of 50. | N/A |

EVALUATION OF ELA GOAL

Based on the limited data available at the time of this report, a in depth evaluation of this goal is no possible.

ADDITIONAL CONTEXT AND EVIDENCE

King Center is working to update our ELA curriculum by shifting to a Science of Reading approach and aligning with the Next Generation Learning Standards in an effort to better support our students needs and increase outcomes.

| | | |
|--------|--|-----|
| Growth | NWEA Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. | No |
| Growth | Each Year, 75% of students in grades 3 rd -8 th who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts by year end administration | No |
| Growth | Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades 1-6 only) | Yes |
| Growth | Each Year, 75% of students will increase 1 level from their Fountas and Pinnell Winter baseline (Kindergarten only) | No |

ELA ACTION PLAN

In response to the outcome data for the Spring of 2023, KCCS plans to incorporate and/or build on the following to increase student achievement and growth in targeted areas:

- Begin work with Teach Like A Champion for staff development on increasing rigor in the classroom.
- Fully adopt a new ELA curriculum based on the Science of Reading and the Next Generation ELA Learning Standards.
- Full implementation of Standards-Based Grading for Grades K-6.
- KCCS will fully implement data collection in Castle Learning for Grades 3-8 to mirror the NYS online assessment platform.

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- KCCS will increase the use of ongoing formative assessment programs to monitor student progress throughout the school year by increasing the use of Exit Tickets and Phonics Assessment.
- KCCS will continue the use of data collection in PowerSchool and Performance Matters for ELA Intervention Data.
- KCCS will continue to provide Tier 2 and 3 ELA Interventions to target at-risk students.
- KCCS will continue to use our existing computer-based programs for additional practice both in school and at home.

GOAL 2: MATHEMATICS

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

BACKGROUND

King Center Charter School implemented strategic changes to the Math curriculum to align to the Next Generation Learning Standards and meet the needs of students.

Intensive interventions are provided in Math with three full-time interventionists dedicated to Math to support students both in the classroom and using break out spaces to deliver Response to Intervention for students who are at-risk of inadequate progress. Ongoing data reviews reform the provision of RtI assistance and the identification of additional materials to support learning.

Core Curriculum:

KCCS continues to use the Great Minds Eureka Math curriculum for all students in grades K-8. Core resources are the Zearn platform and the NYS Modules. The LOG provides a scope and sequence for daily instruction, assessments, and review. This year teachers incorporated small group cooperative learning strategies in grades K-6 to differentiate their Core math instruction and continue to remediate skills missed during the COVID-19 pandemic.

There are three dedicated interventionists for our Math Department who focus on remediation for students who are testing below grade level. The Math Interventionists use the Number Worlds curriculum for Tier 2 instruction and the Do the Math curriculum for Tier 3 instruction.

Assessments:

Grades K-8 mid and end of unit assessments mirror the NYS assessments. Teachers in grades 3-8 shifted to using the Castle Learning platform to deliver online assessments and cross-reference multiple data points for each student and to mirror the NYS CBT assessments.

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NWEA MAP Math assessment is administered three times per year to all students in grades K-8. The results are used to identify skill deficits, remediate these skills, and forecast NYS assessment results.

Professional Development:

This year KCCS provided Math Professional Development that included the following:

- Next Generation Math Standards PD for teachers in grades K-8
- Computer Based Testing strategies for Math for teachers in grades 3-8
- Deep dive into released state testing data to analyze questions and standards for teachers in grades 3-8
- Weekly individual data meetings with each teacher and the Director of Curriculum to review Math formative and summative assessments and discuss implications for instruction

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents | |
| 3 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| 4 | 50 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 51 |
| 5 | 42 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 44 |
| 6 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| 7 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |
| 8 | 39 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 40 |
| All | 254 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 258 |

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Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 47 | 23 | 49 | 42 | 20 | 48 |
| 4 | 50 | 25 | 50 | 49 | 24 | 49 |
| 5 | 42 | 13 | 31 | 35 | 10 | 29 |
| 6 | 37 | 18 | 49 | 31 | 15 | 48 |
| 7 | 40 | 14 | 35 | 33 | 13 | 39 |
| 8 | 39 | 11 | 28 | 36 | 9 | 25 |
| All | 254 | 104 | 41 | 226 | 91 | 40 |

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|---------------|-----------------------|---------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | | | | |
| 4 | | | | |

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| | | | | |
|-----|--|--|--|--|
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | | | | |

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 | | Effect Size |
|-------|------------------------------------|-----------------------------------|-----------|-------------|
| | | Actual | Predicted | |
| 3 | 85.2 | 14.6 | 34.7 | -0.92 |
| 4 | 91.3 | 38.1 | 24.4 | 0.73 |
| 5 | 91.7 | 11.8 | 19.9 | -0.47 |
| 6 | 97.4 | 18.9 | 18.2 | 0.05 |
| 7 | 93.3 | 5.3 | 17.0 | -0.76 |
| 8 | 97.1 | 13.8 | 14.1 | -0.02 |
| All | 92.4 | 17.6 | 22.0 | -0.23 |

Math Measure 5 - 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 target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

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SUMMARY OF THE MATHEMATICS GOAL

King Center did not meet the Absolute goal of 75% proficiency in Mathematics for students in grade 3-8. Comparative data is not available at the time of this report.

| 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. | No |
| Absolute | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | N/A |
| 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. | N/A |
| 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | N/A |
| 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 target of 50. | N/A |

EVALUATION OF THE MATHEMATICS GOAL

Based upon the limited data available at the time of this report, an in-depth evaluation of the goal is not possible.

ADDITIONAL CONTEXT AND EVIDENCE

The school has seen a significant increase in Math Proficiency compared to the 21-22 results. We will continue to implement our action plan to support additional growth outcomes for the students.

MATHEMATICS ACTION PLAN

In response to the outcome data for the Spring of 2023, KCCS plans to incorporate and/or build on the following to increase student achievement and growth in targeted areas:

- Begin work with Teach Like A Champion for staff development on increasing rigor in the classroom.
- In the 2023-2024 school year, KCCS will begin research and possible pilots for a new K-8 math curriculum that is aligned to the Next Generation Math Standards and best practices in rigorous math instruction.
- KCCS will fully implement data collection in Castle Learning for Grades 3-8 to mirror the NYS online assessment platform.

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- Full implementation of Standards-Based Grading for Grades K-6
- Kindergarten will supplement their curriculum with the Number Corner curriculum to build number sense and problem solving skills
- KCCS will increase the use of formative assessment programs to monitor student progress throughout the school year through the use of exit tickets
- Continue to fully implement the Next Generation Math Learning Standards
- KCCS will continue the use of data collection in PowerSchool and Performance Matters for Math Intervention
- KCCS will continue to provide Tier 2 and 3 ELA Interventions to target at-risk students using the Number Worlds curriculum for Tier 2 and the Do the Math Curriculum for Tier 3
- KCCS will continue to use our existing computer-based programs for additional practice both in school and at home

GOAL 3: SCIENCE

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

BACKGROUND

King Center Charter School has fully implemented the Amplify Science Curriculum in grades K-8 to address the Next Generation Science Standards.

Core Curriculum:

King Center Charter Teachers have partnered with Buffalo State University to pursue professional development and curriculum alignment work in regards to the NGSS and three dimensional learning practices. Each teacher in grades K-8 uses the LOG as a scope and sequence for instruction, assessment, and remediation.

This year, teacher candidates from Buffalo State University organized the Amplify science kits for teachers in grades K-2 by creating baggies with the materials for each lesson. This was found to increase the use of the kits and alignment to the curriculum goals.

Assessments:

Students in grades 7 and 8 completed unit assessments in Amplify. Students in grades K-2 completed the formative and 1-1 assessments included in the Amplify curriculum. Students in grades 3-5 completed formative assessments and began piloting assessments using the Castle Learning platform.

This year KCCS piloted the use of the NWEA Science MAP testing for students in grades 3-8. This testing will continue next school year 3 times per year. This data was used for teachers to identify skills and standards for re-teaching.

This year KCCS implemented the New York State Required Investigations for students in Grades 3-8.

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Professional Development:

This year KCCS provided extensive Science Professional Development that included the following:

- Review and Refresher on 3-Dimensional Learning and the Next Generation Science Standards for teachers in grades K-8
- How Amplify science kits are organized and how to use the materials for teachers in grades K-2
- Analyzing the pilot NWEA Science MAP Data for teachers in grades 3-8
- Full days for Introduction and Implementation of the NYS Required Science Investigations for teachers in grades 3-8
- Weekly individual data meetings with each teacher and the Director of Curriculum to review Science formative and summative assessments and discuss implications for instruction

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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 science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 nd Year | | |
|-------|---|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient |
| 4 | N/A | N/A | N/A |
| 8 | 36 | 15 | 42 |
| All | 36 | 15 | 42 |

Science Measure 2 - Comparative

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.

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.

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2022-23 State Science Exam Charter School and District Performance by Grade Level

| | Charter School Students in at Least 2 nd Year | | | All District Students | | |
|-------|--|-------------------|--------------------|-----------------------|-------------------|--------------------|
| Grade | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 4 | | | | | | |
| 8 | | | | | | |
| All | | | | | | |

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

King Center did not meet the Absolute Measure of 75% proficiency for our 8th grade cohort. The test was not held for the 4th grade cohort this 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. | Not 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. | N/A |

EVALUATION OF THE SCIENCE GOAL

Limited data available at the time of this report prevent a comparative analysis.

ADDITIONAL CONTEXT AND EVIDENCE

The results are for the 8th grade cohort only. No test was held for the 4th grade cohort.

ACTION PLAN

In response to the outcome data for the Spring of 2023, KCCS plans to incorporate and/or build on the following to increase student achievement and growth in targeted areas:

- KCCS will fully implement test creation and data collection in Castle Learning for Grades 3-8 to mirror the NYS online assessment platform for science.
- KCCS will continue to fully implement and track the Required NYS Science Investigations for the first year of 5th and 8th grade Next Gen Testing
- Full implementation of Standards-Based Grading for Grades K-6
- Continue partnership with Buffalo State University to stay up-to-date on the latest developments in science instruction and assessment

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- KCCS will continue cohesive use of the Amplify Science curriculum for Grades K-8

CONTINUE TO FULLY IMPLEMENT GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

| Year | Status |
|---------|-------------------------------|
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |
| 2022-23 | Local Support and Improvement |

ADDITIONAL CONTEXT AND EVIDENCE

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

| 2022-23 NWEA MAP [Mathematics] Assessment End of Year Results | | | | | |
|--|---|--------|--------|---------|------|
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | 250 | 53 | Yes |
| Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | 226 | 52 | No |
| Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ⁵ | 52 | 18 | 47 | No |

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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| | | | | | |
|--|-------------|-----|-----|-----|----|
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁶ | 2+ students | 75% | 230 | 18% | No |
|--|-------------|-----|-----|-----|----|

End of Year Performance on 2022-23 NWEA MAP [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|---------------------------------|---------------|--|---------------|
| | Percent Proficient ⁷ | Number Tested | Percent Proficient | Number Tested |
| 3 | 34 | 47 | 36 | 42 |
| 4 | 10 | 50 | 10 | 48 |
| 5 | 5 | 44 | 5 | 37 |
| 6 | 22 | 37 | 26 | 31 |
| 7 | 20 | 40 | 21 | 34 |
| 8 | 8 | 40 | 8 | 38 |
| All | 17 | 258 | 18 | 230 |

End of Year Growth on 2022-23 NWEA MAP [Mathematics] Assessment By All Students

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3 | 63 | 47 |
| 4 | 50 | 50 |
| 5 | 34 | 44 |
| 6 | 53 | 37 |
| 7 | 47 | 40 |
| 8 | 63 | 40 |
| All | 52 | 258 |
| | | |

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁷ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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2022-23 NWEA MAP [ELA] Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|--|---|--------|--------|---------|------|
| Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | 240 | 46 | No |
| Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | 217 | 46 | No |
| Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ⁸ | 46 | 18 | 72 | Yes |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁹ | 2+ students | 75% | 230 | 23% | No |

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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End of Year Performance on 2022-23 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|----------------------------------|---------------|---|---------------|
| | Percent Proficient ¹⁰ | Number Tested | Percent Proficient | Number Tested |
| 3 | 26 | 47 | 29 | 42 |
| 4 | 38 | 40 | 31 | 48 |
| 5 | 23 | 44 | 16 | 37 |
| 6 | 32 | 37 | 29 | 31 |
| 7 | 23 | 40 | 12 | 34 |
| 8 | 33 | 40 | 21 | 38 |
| All | 29 | 248 | 23 | 230 |

End of Year Growth on 2022-23 NWEA MAP [ELA] Assessment By All Students

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3 | 47 | 47 |
| 4 | 47 | 50 |
| 5 | 52 | 44 |
| 6 | 38 | 37 |
| 7 | 41 | 40 |
| 8 | 49 | 40 |
| All | 46 | 258 |

¹⁰ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.