

Uncommon Schools

WILLIAMSBURG COLLEGIATE

**Williamsburg Collegiate Charter
School**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 27, 2019

By Isha Flores, Director of Operations (Grades 5-8)

157 Wilson Street
Brooklyn, NY 11211

718-302-4018

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Isha Flores, Director of Operations, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee Name	Position on the Board
Linton Mann III	Chair
Tony Pasquariello	Vice Chair
John Greenstein	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
John Kim	Trustee
Ekwutozia U. Nwabuzor	Secretary
Brett Peiser	Trustee
Joseph F. Wayland	Treasurer
Chrystal Stokes Williams	Trustee
Ann Mathews	Trustee

Alexandra Bronson has served as the Principal of the school since 2015. Isha Flores has served as the Director of Operations of the school since 2018.

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The mission of Williamsburg Collegiate Charter School (WCCS) is to prepare each student for college. Williamsburg Collegiate opened on August 23, 2005. The school opened with 5th grade and now serves 5th – 8th grade since 2009.

Williamsburg Collegiate Charter School's design includes seven core components.

Focus on Literacy. Many of our students beginning their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of WCCS students, therefore, is tied to mastering this fundamental skill. In 2018-19, WCCS provided explicit instruction in literacy skills and inculcated the reading habits through:

- Two hours and a half of daily literacy instruction;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry an independent reading book, checked out from our Library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- Navigation Block at the start of the day for all students.

Target Curriculum Focused on Basic Skills. WCCS does not use an off-the-shelf curriculum. Rather, WCCS uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's share drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. WCCS teachers will then save their lessons to our school's share drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State Social Studies, Mathematics, English Language Arts, and Science exams, WCCS administered three internally-aligned Interim Assessments (4 in Math) and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. WCCS teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. WCCS also utilized the information to target content- and skills-driven tutoring and small-group instruction. Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our Brooklyn Schools.

Make More Time. In order to provide students with a comprehensive, college preparatory education, WCCS has an extended school day and school year. For most students, the regular school day began at 7:15 AM and ended at 4:00 PM.

With hour-long periods four days a week and 45-minute periods on Fridays to allow for significant staff meeting and professional development time, all students at Williamsburg Collegiate Charter School received the following weekly:

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- 7 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of Independent Reading
- 5 periods of Social Studies
- 5 periods of Science
- 1 period of Music
- 1 period of Physical Education

Williamsburg Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Williamsburg Collegiate students, freshman year of college will be a natural extension of their educational experience at WCCS.

Williamsburg Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

WCCS's school culture is based on its five core RISE values of "Responsibility," "Independence," "Striving," and "Empathy." Williamsburg students are expected to consistently demonstrate these values wherever they find themselves and are rewarded with dollars (or Passport Points) when they model these values well or go above and beyond. Students earning Passport Points receive the opportunity to represent the school on field trips, bid in auctions, and trade their dollars at our bi-weekly school store for tangible rewards. Every other month, by participating in dollar-earned trips either with a group of the top dollar earners or one-on-one/two-on-one with staff members, dollar winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service).

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2018-19, WCCS created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Deposit system that defined clear expectations of and immediate responses to positive behavior;
- Deduction and detention system that defined clear expectations of and immediate responses to negative or inappropriate behavior
- Rubric system that provided immediate feedback to classes at the end of each class each day.

Insist on Family Involvement. WCCS's educational program is structured so that families must be involved in their child's academic pursuits. In 2018-19, WCCS families:

- picked up their child's report card in person at the school three times;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, semi-monthly progress reports, advisory calls and e-mails;
- were notified at home or at work each week if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen afterschool activity at two public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

School Enrollment by Grade Level and School Year

School Year	5	6	7	8	Total
2014-15	86	83	84	70	323
2015-16	85	87	85	76	333
2016-17	82	84	82	81	329
2017-18	70	83	85	81	319
2018-19	84	79	85	85	333

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

ALL UNCOMMON NEW YORK CITY STUDENTS WILL BE PROFICIENT READERS AND WRITERS OF THE ENGLISH LANGUAGE.

At Williamsburg Collegiate, students receive 120 minutes of English Language Arts instruction daily, in addition to a 35-50 minute-long independent Reading block to support the habit of reading at the start of each day. Students are assessed on their reading levels using a Leveled Reading Assessment. Students who reach a certain reading level have the opportunity to earn additional privileges, such as Reading Royalty. We support and promote literacy schoolwide with a new initiative, WCCS Reads, so as to develop a love of reading in all students.

In Reading and Writing classes, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats.

Williamsburg Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts

Williamsburg Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2018-2019 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in ELA, and to mirror the style and scope of the New York State English Language Arts exams.

Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a comprehension section with multiple choice and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar and punctuation skills.

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After the tests were administered, WCCS teachers graded each exam and WCCS administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, WCCS teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. WCCS also utilized the information to target content- and skills-driven tutoring and re-teaching after school and during the school day.

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 5th through 8th grade in April 2019. 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).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
5	79	0	0	0	1	80
6	75	0	0	0	0	75
7	82	0	0	1	1	84
8	78	0	0	1	1	80
All	314	0	0	2	3	319

On the 2018-19 NYS ELA exam, 49% of students in their second year at Williamsburg Collegiate scored proficient. The school fell short of the measure by 26%. It is still the school’s goal to see that at least 75% of tested students perform at proficiency on the on the New York State English language arts examination after their second year. We are encouraged by the results in 8th grade and the increase in proficiency from 6th to 8th grade among students beyond their second year. We look forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

We believe that the steps we continue to take will help to increase student performance on the exam in the coming year.

¹ 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.

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- We are continuing to prioritize our teacher professional development with a renewed focus on differentiation to meet individualized teacher needs. This includes strengthening our curriculum and lesson plan alignment, providing real-time (in the moment) feedback, developing individual performance goals and implementing measures for accountability. These outlined areas of focus will enable our teachers to further drive student achievement and provide our students with the knowledge and skills to demonstrate proficiency on the examinations.
- Our school is focusing on driving the rigor in each classroom, and particularly in our reading and writing classes. Driving rigor in classrooms includes maintaining fidelity to our meticulously developed lesson plans, prioritizing time for student independent practice, and ensuring that teachers are collecting and responding to data throughout their instruction. By providing students with increased opportunities to practice and demonstrate new knowledge and skills, our school will prepare them for higher achievement more broadly.
- Our school hosts weekly subject data meetings to dive deeply into student performance on lesson standards. This focus enables teachers to adjust lessons as needed in response to student data.

Performance on 2018-19 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
5	34%	80	0%	6
6	47%	75	46%	67
7	43%	84	43%	72
8	58%	80	59%	75
All	45%	314	49%	216

ADDITIONAL EVIDENCE

We have seen growth in the 8th grade level. The school's goal remains to see that at least 75% of students reach proficiency on the NYS ELA exam, and we are looking forward to implementing a higher level of rigor and complementary instructional supports in our English Language Arts classes and overall school day to better prepare our students to meet and exceed this bar.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	0%	5	17%	6	0%	6
6	27%	75	63%	69	46%	67
7	36%	78	44%	77	43%	72
8	47%	79	44%	77	59%	75

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All	36%	237	49%	229	49%	216
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Goal 1: Absolute Measure

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In 2018-2019, WCCS tested students had a PI value of **135.8**. MIP for 2018 and 2019 for NY State has not yet been released at the time of this report. Based on the Accountability Identification Report data shared by NY State for 2017-18, our school met Higher MIP and State Long Term Goal for ELA.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
316	17%	37%	32%	14%

$$(117)+(101 \times 2)+(44 \times 2.5)/(54+117+101+44) \times 100=135.8$$

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.

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

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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

RESULTS AND EVALUATION

In 2018-2019, WCCS's tested students in at least their second year outperformed all tested students in the 6th through 8th grades in Community District 14 on the English Language Arts exam. The school had 49% of students perform at proficiency compared to the district's 41%. This data further supports that the longer students are enrolled at WCCS, the more prepared they are for college. This demonstrates that when students are enrolled at WCCS, the more prepared they are for rigorous curriculum and to succeed in college.

2018-19 State English Language Arts 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	Number Tested	Percent	Number Tested
5	0%	6	37%	1084
6	46%	67	44%	1112
7	43%	72	38%	1053
8	59%	75	45%	970
All	49%	216	41%	4219

ADDITIONAL EVIDENCE

Over the past three years, the school has outperformed the community district *overall* and *across almost every grade* on the English Language Arts exam. In 2016-2017, 36% of WCCS students overall in at least their second year scored proficient compared with 35% in Community District 14. By the same metric in 2017-2018, there were 49% of WCCS students overall and 38% of community district students scoring proficient. Finally, in 2018-2019, there were 49% of School students overall and 41% of community district students scoring proficient.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
5	0%	35%	17%	38%	0%	37%
6	27%	25%	63%	43%	46%	44%
7	36%	36%	44%	35%	43%	38%

² 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](#).

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8	47%	42%	44%	38%	59%	45%
All	36%	35%	49%	38%	49%	41%

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The table below shows that the school’s overall comparative performance is higher than expected overall. Once again, WCCS met this measure with a meaningful positive effect size in all grades. In 2017-2018, the aggregate effect size for WCCS was 0.66. WCCS’s student achievement increases the longer students are enrolled at the school, the effect size jumped from last year’s overall effect size 0.47, to this year’s current effect size of 0.66. We are continually pushing our student growth and are excited to see the magnitude of the work we are seeing each year.

2017-18 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		
5	84.3	73	31.5	26.6	5.0	0.31
6	79.5	83	60.2	39.5	20.8	1.11
7	83.5	83	43.4	29.2	14.2	0.76
8	90.1	78	43.6	36.1	7.5	0.42
All	84.3	317	45.1	33.0	12.1	0.66

School’s Overall Comparative Performance:

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Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

Across 2015-2016, 2016-2017 and 2017-2018, WCCS is encouraged by aggregate effect sizes. Over the past several years, WCCS has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	5-8	85.6	329	33.4	23.1	0.67
2016-17	5-8	86.6	326	33.4	25.6	0.47
2017-18	84.3	317	45.1	33.0	12.1	0.66

Goal 1: Growth Measure³

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.

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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RESULTS AND EVALUATION

The school's overall Mean Growth Percentile was 55.3, which is greater than 50. This measure was met when averaged across all grades within the school. Specifically grades 5, 6, and 7 individually met the benchmark.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
5	51.3	50.0
6	66.5	50.0
7	54.2	50.0
8	48.7	50.0
All	55.3	50.0

ADDITIONAL EVIDENCE

In 2016-2017, we did not meet this measure, and we spent time examining and analyzing teacher practice and support during the 2017-2018 school year to ensure that we would meet this benchmark. This included better guided reading instruction and building a more cohesive English Language Arts curriculum. We are very excited to see that those efforts paid off and will continue working towards meeting this goal across all grades.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
5	55.4	44.6	51.3	50.0
6	52.4	49.1	66.5	50.0
7	58.0	50.9	54.2	50.0
8	45.9	37.6	48.7	50.0
All	53.1	45.5	55.3	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its fourteenth year of state testing, WCCS did not achieve the goal of having 75% of all tested students who are enrolled in at least their second-year score proficient. However, WCCS achieved the comparative and growth goals. Additionally, WCCS, as a whole, outperformed its district peers by 8% percentage points. The school had an effect size of 0.66, exceeding the goal of exceeding the predicted level of performance by an effect size of 0.3. Finally, WCCS exceeded the aggregate statewide growth percentile.

Type	Measure	Outcome
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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
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.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
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. (Using 2017-18 results.)	Achieved

ACTION PLAN

Literacy is the foundation on which all other learning rests, and accordingly, English Language Arts (ELA) instruction lies at the core of WCCS's curriculum. WCCS comes close to meeting most of its ELA accountability goals over this past year, has demonstrated progress towards all remaining goals, and is continuously improving upon its literacy instruction. WCCS realizes that, similar to most urban public schools, this is still an area for growth.

Based on historical accountability progress performance, WCCS urgently made adjustments to improve outcomes for students since last year. This year we intend to strengthen skills as well as systems for responding to data. Our Dean of Curriculum and Instruction will hold weekly practice groups with their newest teachers to give feedback and improve instruction provided to students, Instructional Leaders will review teacher lesson plans weekly and provided feedback before implementation, and leaders will increase the amount of real time feedback given to teachers during the school day. Additionally, our instructional leadership along with the Uncommon Curriculum and Development team will lead professional development sessions in addition to Weekly Data Meetings and Creating Response to Data Lessons. As a result, we intend to see an increase in student performance on the NYS ELA exam for this coming year and make more progress toward our absolute, growth and comparative ELA accountability goals and measures for school year 2019-2020.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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STUDENTS WILL DEMONSTRATE COMPETENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take 1.5 hours of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

WCCS uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

School Name administered five internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2018-19 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. WCCS also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to May.

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 5th through 7th grade in April 2019. 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.

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2018-19 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
5	79	0	0	0	1	80
6	74	0	0	0	0	74
7	82	0	0	0	1	83
8	0-not tested					
All	235	0	0	0	2	237

RESULTS AND EVALUATION

On the 2018-19 NYS Math exam, 68% of students in their second year at WCCS scored advanced or proficient. When looking at all students, including those that have been at School Name for less than 2 years, 66% of students scored advanced or proficient.

While we keep making progress, In the 14th year of the administration of the New York State mathematics examination, the school did not meet its measure of at least 75% of students reaching proficiency on the State exam. In evaluating our scholars' results, we are strengthening our math curriculum and teacher development to help bring all our scholars, not just those in at least their second year, closer to meeting the 75% goal of proficiency. We are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar.

Performance on 2018-19 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
5	59%	79	33%	6
6	68%	74	68%	66
7	71%	82	70%	70
8	0-not tested	0-not tested	0-not tested	0-not tested
All	66%	235	68%	142

ADDITIONAL EVIDENCE

We have seen growth in grade levels 5th & 7th grades, and a slight dip in 6th. The school's goal remains to see that at least 75% of students reach proficiency on the NYS Math exam, and we are

⁵ 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.

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looking forward to implementing a higher level of rigor and complementary instructional supports in our Math classes and overall school day to better prepare our students to meet and exceed this bar.

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Algebra I	89%	76
8	2017-18	Algebra I	83%	78
8	2018-19	Algebra I	88%	80

The chart above represents the percentage of WCCS's 8th grade cohort who passed the Algebra 1 regents with a score of 65. From our 2018-2019 8th grade cohort, 88% scored 65 or higher on the Algebra 1 Regents exam. Based on this data, we are confident that they are developing a strong foundation preparing them for College.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	20%	5	17%	6	33%	6
6	54%	74	76%	68	68%	66
7	46%	78	62%	76	70%	70
8	0 – Not Tested					
All	49%	157	67%	150	68%	142

Goal 2: Absolute Measure

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students

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must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

WCCS achieved a Performance Level Index of **175.9**. The **2019 MIP for NY State has not yet been released at the time of this report**. Therefore, WCCS cannot report if this measure was achieved.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
237	9	25	29	37

$$(59)+(69 \times 2)+(88 \times 2.5)/(21+59+69+88) \times 100=175.9$$

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.⁶

RESULTS AND EVALUATION

WCCS's percentage of students scoring proficient on the NYS mathematics exam exceeded the percentage of students in Community School District 14 scoring proficient or advanced on the exam in the same grades by 31%.

WCCS met its comparative measure with its overall percentage of students scoring proficient exceeding the percentage of students in CSD 14 scoring proficient or advanced on the 2019 NYS Math Exam. In all grades, 68% students in their second year at Williamsburg Collegiate scored proficient or advanced. While WCCS is still not satisfied by this performance and hopes to get all students to proficiency as quickly as possible, the school is glad to offer students a viable alternative to reaching math proficiency.

⁶ 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](#).

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Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	33%	6	40%	1068
6	68%	66	37%	1109
7	70%	70	35%	1008
8	0-not tested	0-not tested	0-not tested	0-not tested
All	68%	142	<u>37%</u>	3185

ADDITIONAL EVIDENCE

Over the past three years, the school has outperformed the community district overall and across almost every grade on the NYS Math exam. In 2016-2017, 49% of WCCS students overall in at least their second year scored proficient compared with 29% in Community District 14. By the same metric in 2017-2018, there were 67% of WCCS students overall and 29% of community district students scoring proficient. Finally, in 2018-2019, there were 68% of WCCS students overall compared with 37% of community district students scoring proficient.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
5	20%	38%	17%	39%	33%	40%
6	54%	25%	76%	30%	68%	37%
7	46%	25%	62%	30%	70%	35%
8	Not Tested					
All	49%	29%	67%	29%	68%	37%

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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The table below shows that the school's overall comparative performance is higher than expected overall. Once again, WCCS met this measure with a significant positive effect size in all grades. In 2017-2018, the aggregate effect size for WCCS was 1.31. WCCS's student achievement increases the longer students are enrolled at the school, the effect size decreased slightly from last year's overall effect size of 1.53 to this year's current effect size of 1.31. We are continually pushing our student growth and are excited to see the magnitude of our work each year.

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2017-18 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		
5	84.3	72	38.9	31.1	7.8	0.42
6	79.5	82	72	33.4	38.6	1.9
7	83.5	82	62.2	27.5	34.7	1.53
8						
All	82.4	236	58.5	30.6	27.8	1.31

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Across 2015-2016, 2016-2017 and 2017-2018, WCCS is encouraged by the aggregate effect sizes. Over the past several years, WCCS has exceeded its predicted performance on the NYS Math exams. This demonstrates that the school is moving in a positive direction with Math instruction. It also shows that as students spend more time with our school, their performance improves and moves further away from predicted performance based on income.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	5-7	85.2%	253	51.4	22.8	1.48
2016-17	5-7	87.9%	241	50.1	22.7	1.53
2017-18	5-7	82.4%	236	58.5	30.6	1.31

Goal 2: Growth Measure⁷

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.

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Students with the same 2016-17 scores are ranked by their 2017-18 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

The school's overall Mean Growth Percentile was 66.5, which is greater than 50. This measure was met when averaged across all grades within the school. Specifically grades 5th, 6th, and 7th grades individually met the benchmark.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
5	58.9	50.0
6	77.0	50.0
7	62.4	50.0
8	Not Tested	50.0
All	<u>66.5</u>	50.0

ADDITIONAL EVIDENCE

In 2016-2017, we did meet this measure, and we continued to spend time examining and analyzing teacher practice and support during the 2017-2018 school year to ensure that we would meet this benchmark again. This included building a more cohesive Math curriculum. We are very excited to see that those efforts paid off and will continue working towards meeting this goal across all grades.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
5	68.5	68.1	58.9	50.0
6	77.6	70.6	77.0	50.0
7	61.9	50.8	62.4	50.0
8	Not Tested	Not tested	Not Tested	50.0
All	69.6	62.8	66.5	50.0

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

In its 14th year of state testing, WCCS did not achieve the goal of having 75% of all tested students who are enrolled in at least their second-year score proficient. However, WCCS achieved the comparative and growth goals. Additionally, WCCS as a whole, outperformed its district peers by 31% percentage points. The school had an effect size of 1.31, exceeding the goal of exceeding the predicted level of performance by an effect size of 0.3. Finally, WCCS exceeded the aggregate statewide growth percentile.

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.	Did not Achieve
Absolute	Each year, the school's aggregate PI on the state's Math exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Available
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	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 target of 50. (Using the 2017-18 results.)	Achieved

ACTION PLAN

WCCS has come close to meeting most of its math accountability goals for school year 2018-2019, and has demonstrated progress towards remaining goals.

Over the course of the past school year Uncommon Schools has made continuous changes to its program in order to ensure that its curriculum, schedule, and instruction best support student learning in math. Changes include: switching from Saxon math to a Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each

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NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we will continue to implement a small group instruction into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

GOAL 3: SCIENCE

Goal 3: Science

STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE UNDERSTANDING AND APPLICATION OF SCIENTIFIC PRINCIPLES.

BACKGROUND

WCCS's Science curriculum is aligned to the NY State standards and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

The science curriculum is created within the Uncommon Schools Network. Lesson plans associated multi-media resource materials and assessments are aligned to NYS standards. The curricula are designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments, reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

Goal 3: 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 science examination.

METHOD

The school administered the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead. Therefore, with no students testing in the State test for Science, we do not report State Exam results for Science in this Annual Report. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for

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success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The school did not administer the New York State Testing Program science assessment to students in the 2017-18 school year. Instead, Williamsburg Collegiate administered the Living Environment Regents for the sixth year to 8th graders.

Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
8	Students took Regents	Students took Regents
All		

ADDITIONAL EVIDENCE

The school did not administer the New York State Testing Program science assessment to students in the 2017-18 school year. Instead, Williamsburg Collegiate administered the Living Environment Regents for the sixth year to 8th graders.

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Living Environment	78%	74
8	2017-18	Living Environment	75%	77
8	2018-19	Living Environment	64%	81

In 8th grade, students took the Living Environment Regents instead of the New York State Science exam and 64% scored proficient. For 8th grade, the goal was not met. 8th grade proficiency was 11% short of the goal.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency		
	2016-17	2017-18	2018-19

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	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	78%	74	75%	77	64%	81
All						

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. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

The district comparative data was not available for the 2018-2019 State Science Exam or Living Environment Regents Exam while completing this report so we are using 2017-18 data for comparison purposes. WCCS had 64% of students score as proficient or advanced compared to 40% of Community School District 14.

2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	N/A	N/A		
All				

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		
	2016-17	2017-18	2018-19

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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	Charter School	District	Charter School	District	Charter School	District
8	N/A Took Regents		N/A Took Regents		N/A Took Regents	

SUMMARY OF THE SCIENCE GOAL

The absolute measure was not achieved, but the comparative data was achieved when comparing the 2018-2019 Williamsburg Collegiate data to the 2017-2018 District data.

Type	Measure	Outcome
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 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.	Achieved

ACTION PLAN

In 2019-20, WCCS will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

WCCS remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing under the state's ESSA accountability system.

Goal 4: Absolute Measure

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.

METHOD

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

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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.

RESULTS AND EVALUATION

WCCS received a "Good Standing" status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing (Recognition School)
2018-19	Good Standing