



**Our World Neighborhood
CHARTER SCHOOL**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Ferguson, who has served as the Chief Executive Officer since 2002, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jeanette Betancourt Ed. D.	Chair (Executive, Education and Development Committees)
Meiissa Chin	Vice Chair, Education & Facilities Committees
Maura Fitzgerald	Secretary, (Finance & Audit Committees)
Charles Guadagnolo	Treasurer, (Executive & Facilities Committees)
Richard Bogle	Member, (Facilities Committee)
Olubunmi Emigli	Member, (Education & Development Committees)
Manu Bhagavan Ph.D.	Member, (Education Committee)

OWN Charter School firmly believes that the creation of a strong school culture is one of the more important elements that has driven its success. OWN Charter School has created a school culture that **perpetuates** a joyful, high-performing, student-centered learning environment. Its school culture is underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose.

While our culture arises from our mission, vision and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies and rituals that support, reinforce and perpetuate the culture. OWN Charter School believes it has reaped the tremendous benefits by ensuring that it:

- Promotes effort and productivity among all stakeholders
- Improves collegial and collaborative activities that promote better communication and problem solving
- Builds student and teacher commitment to and identification with the school
- Energies and motivates students and staff
- Focuses attention and behavior on what is important and valued.

Our *Pillars of a Positive Community* ("Pillars") curriculum underpins our school culture and is designed to impart to our students the values of our shared community. *Pillars* provides a construct by which the school is able to imbue its ethical tenets in all that its stakeholders do (administrators, teachers, children, families). *Pillars* draw the school community together by embodying its focus on the social and emotional, as well as academic, development of our students. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance and citizenship. These pillars reverberate throughout the curriculum. Teachers and staff are expected to be exemplars as well as elucidators of the pillars. As a school that serves a socio-economically and ethnically diverse community, OWN Charter School uses the tenets of the *Pillars* to ensure that all people feel that they are welcome and meaningful members of our diverse school family.

OWN Charter School defines discipline as helping children develop self-control, self-regulation, and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, OWN Charter School has codified a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities.

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students attending Our World Neighborhood Charter School will become proficient readers and writers of the English Language

BACKGROUND

ELA instruction is delivered through the Teachers College Readers and Writers Workshop model. In this model, teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Reading Specialist, Special Education Teacher and/or the ELL Specialist as needed to differentiate and to meet the needs of all learners.

The Readers and Writers Workshop is aligned with CCSS and was developed to ensure students read frequently and for extended periods of time to build their stamina and comprehend what they between the amount of reading done and reading achievement. Readers and Writers Workshop provides strategy lessons that are supported with mentor texts that exemplify a specific reading skill or strategy that is modeled in both the Readers and Writers Workshop. Children practice a specific skill or strategy with leveled texts that are appropriate for their abilities. Students learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays and letter writing. Exemplar texts for each instructional focus support the reading and writing units. OWN also relies heavily on the EngageNY curriculum modules¹ for its K-5 elementary ELA program, purposefully integrating these modules into the ELA instructional block.

While focusing on phonics and phonemic awareness in the early grades, will also introduce students to the joy of reading with authentic literature. OWN Charter School 2 students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective² and the concurrent focus on phonics and phonemic awareness will provide them with the tools to do just that. From the earliest grades, composition and writing will be emphasized through Units of Study of Readers and Writers Workshop. Students will learn to identify themes and sub-themes and learn to think (and express their ideas in both writing and speaking) about what they have read.

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.

¹ www.engageny.org

² <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd grade through 8th grade in March 2018. 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 ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	101	0	0	0	2	103
4	77	0	0	0	0	77
5	77	0	0	0	1	78
6	78	0	0	0	2	80
7	74	0	0	0	0	74
8	72	0	0	0	2	74
All	478	0	0	0	7	486

RESULTS AND EVALUATION

Approximately 57% of OWN students in at least their second year passed the NYS ELA exam. This is below the target of 75%, and so this measure was not met.

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
3	58.4	101	55.8	95
4	51.9	77	52.1	73
5	44.2	77	47.1	70
6	57.7	78	58.7	63
7	58.1	74	60.6	66
8	70.8	72	70.8	72
All	56.8	479	57.4	439

³ 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Since the 2016 administration of the NYS English arts exam, OWN students have showed gains in their levels of achievement. While in 2016 only 48% of the 414 students passed the exam, by 2019, 57% of the 439 students passed the exam.

OWN ELA Performance by Grade Level and Year

Grade	Percent of OWN 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
3	71.8	71	64.9	74	55.8	95
4	47.1	70	58.2	79	52.1	73
5	58.3	72	52.1	73	47.1	70
6	50.0	62	70.3	64	58.7	63
7	53.4	58	65.3	72	60.6	66
8	67.6	68	59.7	62	70.8	72
All	58.4	401	61.6	424	57.4	439

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, which is set at 104.8. 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.

RESULTS AND EVALUATION

OWN students met and surpassed this measure with an overall PI of 151. The target set by the state for 2017-2018 was 104.8.

OWN 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
479	14	29	41	16

$$PI = 29 + 2(41) + 2.5(16) = 151$$

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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.⁴

RESULTS AND EVALUATION

OWNCS students met this measure. The percentage of students in their second year at OWNCS who passed the NYS exam exceeded that of students in NYC% District 30. The composite pass rate for all tested students in at least their second year was 57.4 for OWNCS compared to 54.7% for NYC District 30.

2018-19 State English Language Arts Exam
OWN Charter School and District 30 Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	OWN Charter School Students In At Least 2 nd Year		All NYC District 30 Students	
	Percent	Number Tested	Percent	Number Tested
3	55.8	95	58.6	2807
4	52.1	73	54.2	2794
5	47.1	70	46.3	2867
6	58.7	63	55.8	3268
7	60.6	66	51.8	3039
8	70.8	72	61.1	3105
All	57.4	439	54.7	17,880

ADDITIONAL EVIDENCE

OWNCS grade 3-8 students in at least their second year have consistently outperformed their NYC District 30 compatriots on the NYS English language arts exam since 2017. In 2017, OWNCS outperformed District 30 by 10.8%; in 2018 OWNCS outperformed District 30 by 6.2%; and again, in 2019, OWNCS students in grades 3-6 outperformed District 30 by 2.7%.

During the last three testing cycles, OWNCS achievement has consistently improved and outpaced the increases in District 30 achievement.

⁴ 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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

English Language Arts Performance of OWN Charter School and Local District 30 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	
	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30
3	71.8	47.2	64.9	56.5	55.8	58.6
4	47.1	45.3	58.2	57.5	52.1	54.2
5	58.3	42.3	52.1	45.4	47.1	46.3
6	50.0	42.3	70.3	60.0	58.7	55.8
7	53.4	50.8	65.3	53.4	60.6	51.8
8	67.6	57.4	59.7	59.5	70.8	61.1
All	58.4	47.6	61.6	55.4	57.4	54.7

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 2018-2019 analysis is not yet available. This report contains 2017-2018 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Data not yet available for 2018-2019.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

As the table below shows, in the 2017-2018 school year OWN student met this measure with an overall effect size of 1.40, indicating a comparative performance that was “higher than expected to a large degree”. The effect size ranged from 0.93 in grade 4 to 1.87 in grade 7.

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		
3	81.7	82	65.9	41.6	24.2	1.34
4	77.1	82	58.5	40.6	18.0	0.93
5	80.2	81	51.9	28.1	23.7	1.46
6	72.5	75	72.0	42.7	29.3	1.69
7	80.8	77	64.9	30.3	34.7	1.87
8	84.1	62	59.7	38.1	21.6	1.12
All	79.3	459	62.1	36.8	25.3	1.40

School's Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

ADDITIONAL EVIDENCE

Over the last several years OWN’s English language arts program has proven effective in facilitating continued student achievement growth. In 2016, 2017, and 2018 the effect size was 1.02, 1.62, and 1.40 respectively, all illustrating that the school’s overall comparative performance was “higher than expected to a large degree”.

OWN English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	69.3	447	48.3	32.2	1.02

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2016-17	3-8	77.3	453	57.7	30.8	1.62
2017-18	3-8	79.3	459	62.1	36.8	1.40
2018-19	3-8					

Goal 1: Growth Measure⁵

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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.

RESULTS AND EVALUATION

2018-19 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

ADDITIONAL EVIDENCE

Between 2016 and 2018, the mean growth percentile for grade 4 to 8 cohorts have been 49.5, 54.7, and 50.4.

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

Grade	Mean Growth Percentile				Target
	2015-16	2016-17	2017-18	2018-19	
4	35.7	40.7	37.4		50.0
5	53.2	66.4	56.4		50.0
6	57.6	57.4	54.9		50.0
7	54.3	53.6	59.9		50.0
8	52.0	55.4	43.3		50.0
All	49.5	54.7	50.4		50.0

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The trajectory of student achievement in English Language arts continues to be a positive one. There has been a consistent trend at each grade level in the numbers and percentages of students who are meeting the state's acceptable proficiency levels.

While this trend has been positive, the school has not yet met the absolute measure of having 75 percent of its students perform at proficiency levels.

OWNCS students continue to meet its growth measure and comparative measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	DID NOT MEET
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.	MET
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.	MET
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	

ACTION PLAN

OWN is committed to having all its student develop the needed skills to become proficient in reading and writing. The school will continue to support the skills of its instructional workforce, to provide students with the highest quality of instruction.

During the coming year, OWN has committed to improving the outcomes of its reading and writing programs in its early childhood program (K-2). That will be accomplished with a robust intervention program that includes reading specialists and assistant teachers. Students will also engage with the school's online English language arts program that is aimed at assessing and diagnosing student learning.

Students in the upper elementary and middle school's will also have access to the school's robust intervention and enrichment programs. At the middle school the instructional coaches will engage not only the English Language arts teachers, but will work with all other teachers in improve the teaching of reading and writing in the content areas.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students attending Our World Neighborhood Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

The teaching of mathematics carries equal weight to the teaching of reading and writing. In order to compete in almost every aspect of life, OWN Charter School students will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one’s ability and effectiveness in areas beyond the math discipline. These are skills and understandings that support the Common Core Standards in mathematics. This strong foundation will also enable our students to apply mathematics to the real-world.

Mastery of basic skills in mathematics is a prerequisite for students to move forward in more advanced treatments of these subjects. In keeping with the belief that OWN Charter School must offer a *balanced* approach to instruction, OWN Charter School believes that facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts and skills with the help of drill and practice are necessary precursors to OWN Charter School’s students’ ability to engage in higher order critical thinking and analytical skills.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. ELLs need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. Structured mathematics scaffolding tasks that challenge students, while simultaneously providing them with the necessary support to achieve the lesson’s specific learning objectives, amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.

OWN Charter School draws heavily on the EngageNY Math modules to deliver math instruction in addition to the Go Math curriculum.

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

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	101	0	0	0	2	103
4	76	0	0	0	0	76
5	77	0	0	0	1	78
6	78	0	0	0	2	80
7	74	0	0	0	0	74
8	70	0	0	0	3	73
All	476	0	0	0	7	484

⁶ 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 3rd through 8th grade in Spring 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The data for grade 8 includes all tested students whether they took the traditional NYS grade 8 mathematics exam or the Regents Algebra 1 exam. A pass on the Regents was converted to a level 3 proficiency rate in the data.

The table above 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.

RESULTS AND EVALUATION

OWNCS students did not meet the measure of having at least 75% of all tested students enrolled in their second year score at levels 3 and 4 on the NYS Mathematics exam.

Overall 62.5% of OWN students were proficient in mathematics. In grade 7 approximately 71% of them were proficient, while in grade 4 and 6 only 56% of them were proficient.

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
3	65.3	101	66.3	95
4	56.6	76	55.6	72
5	63.6	77	64.3	70
6	53.8	78	55.6	63
7	70.3	74	71.2	66
8	60.3	68	60.9	69
All	61.8	474	62.5	435

ADDITIONAL EVIDENCE

As the following tables demonstrate OWN students have shown steady growth in their mathematics achievement based on the NYS Mathematics exam. While in 2016 only 52% of OWN students passed the exam by 2018 that number has increased to 59%. The overall trend is therefore a positive one. However it should be noted that achievement at each grade level has not been consistent. As can be

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

discerned from the table below, student mathematics achievement has declined in grades 3 and 4 during the last three testing cycle, while achievement has been on a positive trajectory for grades 5, 6, 7 and 8.

The school's accountability plan for mathematics does not include student performance on the NYS Regents in Algebra 1, which some OWN grade 8 students take. It should be noted that these students have consistently done very well, individually and as a grade level cohort, during the last several testing cycle.

Mathematics Performance by Grade Level and School Year

Grade	Percent of OWN 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
3	64.8	71	60.8	74	66.3	95
4	52.9	70	62.0	79	55.6	72
5	65.8	70	58.1	74	64.3	70
6	57.4	61	62.5	64	55.6	63
7	44.8	58	73.6	72	71.2	66
8	22.9	48	35.0	60	60.9	69
All	53.3	381	59.3	423	62.5	435

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 must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students, which is set at 107.3. The PI is the sum of the percent, and 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.

RESULTS AND EVALUATION

In accordance with New York State's Final ESSA Plan the target MIP goal for Mathematics for 2018-19 is set at 107.3. Based on that, OWN Charter School's grade 3-8 students met and surpassed this goal with a PI of 162.5.

OWNCS Mathematics 2018-19 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
474	14	24	33	29

$$PI = 24 + 2(33) + 2.5(29) = 162.5$$

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁷

RESULTS AND EVALUATION

OWNCS met this goal and measure, by having 62.5% of its students at proficiency level compared to 53.6% of NYC District 30 students. At each grade level, OWNCS students outperformed NYC District 30 students by as much as 18% points at grade 7 and as little as 1% points in grades 4 and 6

2018-19 State Mathematics Exam
OWN Charter School and District 30 Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	OWN Charter School Students In At Least 2 nd Year		All NYC District 30 Students	
	Percent	Number Tested	Percent	Number Tested
3	66.3	95	57.8	2878
4	55.6	72	54.2	2848
5	64.3	70	53.0	2906
6	55.6	63	54.2	3337
7	71.2	66	53.1	3003
8	60.9	69	50.3	2793
All	62.5	435	53.6	17845

ADDITIONAL EVIDENCE

OWNCS students continue to out perform their NYC District 30 cohorts. While OWN students have consistently outperformed their District 30 equivalents in grades 3-7, District 30 grade 8 students have outperformed OWNCS students in some years. Since the state exams between 2018 and 2019 were relatively unchanged it is more meaningful to look at the changes from one year to the next. Across all grades in District 30 there was positive growth from year to year at each grade level. The changes ranged from an increase as small at 1% at grades 3, 6 and 8, to as much as 8% in grade 5. The overall increase in achievement was 3% for all grades 3-6 students in District 30 For OWNCS

⁷ 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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

there were positive and negative changes in the grade level performance between 2018 and 2019. Grade 4 and 6 students showed decreases in achievement levels between 2018 and 2019 of 6% and 7% respectively. There was positive growth in student achievement in grades 3, 5 and 8. The growth in mathematics achievement for both OWNCS and District 30 was an increase of 3%.

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

Grade	Percent of OWNCS Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to District 30 Students					
	2016-17		2017-18		2018-19	
	OWNCS	District 30	OWNCS	District 30	OWNCS	District 30
3	64.8	49.4	60.8	57.0	66.3	57.8
4	52.9	43.6	62.0	52.0	55.6	54.2
5	65.8	47.2	58.1	45.0	64.3	53.0
6	57.4	48.4	62.5	53.0	55.6	54.2
7	44.8	43.5	73.6	50.0	71.2	53.1
8	22.9	36.8	35.0	49.0	60.9	50.3
All	53.3	44.9	59.3	51.0	62.5	53.6

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.

Data is not yet available for the 2018-19 school year, so the presentation below used the 2017-18 data.

RESULTS AND EVALUATION

For the 2017-18 school year, the overall Effect size for all tested 458 students was 1.21. Therefore, the school's overall comparative performance was deemed as being "higher than expected to a large degree". OWN met the accountability goal and measure. At every grade level the school met and surpassed this accountability measure. While grade 8 achievement level was much lower than

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

at all the other grade levels, the effect size was 0.61, which is still within the range of achievement at a level that is “higher than expected to a meaningful degree.”

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		
3	81.7	82	63.4	44.5	18.9	0.92
4	77.1	82	62.2	40.0	22.2	1.06
5	80.2	82	57.3	33.1	24.2	1.31
6	72.5	75	62.7	27.3	25.4	1.30
7	80.8	77	72.7	28.9	43.8	1.93
8	84.1	60	35.0	22.0	13.0	0.61
All	79.3	458	59.8	34.9	24.9	1.21

School’s Overall Comparative Performance:

Higher than expected to a large degree

2018-19 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School’s Overall Comparative Performance:

ADDITIONAL EVIDENCE

As the table below illustrates, the comparative achievement levels for the last three testing cycle has been greater than the 0.79 threshold representing performance at a level that is “higher than expected to a large degree”. As the percent of students who are economically disadvantaged dipped below the 70% mark, it was observed that the effect size was less than 1.0. Even during that

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

period of time, the overall comparative performance was still "higher than expected to a large degree."

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	69.5	431	49.4	32.2	0.96
2016-17	3-8	77.4	433	52.9	29.8	1.22
2017-18	3-8	79.3	458	59.8	34.9	1.21
2018-19						

Goal 2: Growth Measure⁸

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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.

RESULTS AND EVALUATION

In 2017-18, the mean growth percentile for all students in the grade 4-8 cohort was 56.6, which is above the target of 50. Therefore, the school met and surpassed this accountability goal and measure. As the table illustrates the grade 4 mean growth percentile was only 49.1. Similarly, the mean growth percentile for the grade 8 cohort was below the 50.0 target at only 40.7.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.1	50.0
5	62.4	50.0

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

6	54.8	50.0
7	72.9	50.0
8	40.7	50.0
All	<u>56.6</u>	50.0

2018-19 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

ADDITIONAL EVIDENCE

In 2015 and 2017 OWN's grade 4 to 8 cohort met the overall mean growth percentile target. In 2015, the mean growth percentile was 52.2 and it had grown to 55.5 in 2017. It should be noted that in 2016 OWN did not meet the overall target and only grades 4 and 7 met the target. While OWN can state that in the last several testing cycles it has met this goal, during each year, there was a cohort that did not meet the targeted mean growth percentile.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				
	2015-16	2016-17	2017-18	2018-19	Target
4	50.9	46.8	49.1		50.0
5	49.4	61.5	62.4		50.0
6	44.6	51.5	54.8		50.0
7	70.7	70.5	72.9		50.0
8	26.3	45.6	40.7		50.0
All	<u>49.6</u>	<u>55.5</u>	<u>56.6</u>		50.0

SUMMARY OF THE MATHEMATICS GOAL

Overall OWN continues to demonstrate that its students are receiving high quality mathematics instruction. Its students met four out of the five accountability plan measures. However, the preceding data does reveal some weaknesses in achievement overall and at particular grade levels. While there is a group of grade 8 students who do not take the NYS mathematics exam, but take the Regents Algebra 1 exam, OWN is concerned that the remaining students are not performing and achieving at least at the district levels.

Type	Measure	Outcome
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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 MEET
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.	MET
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.	MET
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	MET
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 2016-17 results.)	MET

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

OWN has increased the use of an educational assessment program called iReady to attempt to get another window into the achievement levels of all students. During the upcoming year the focus will be on students as they transition from grade 7 to grade 8, to find ways to improve teaching, learning and achievement of all students in mathematics. In addition to providing more support to teachers, there will be an effort to increase the amount of support to the students, by cycling through a second mathematics teacher to do small group instruction with students who are in need of extra support.

GOAL 3: SCIENCE

Goal 3: Science

All students attending the Our World Neighborhood Charter School will become proficient in their understanding and use of Science.

BACKGROUND

The National Science Teachers Association supports the notion that inquiry-based science must be basic in the curriculum of every elementary and middle school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. OWN Charter School's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

OWN Charter School's science curriculum provides students with the essential skills and knowledge that they will need to undertake advanced science coursework in high school, and beyond. OWN Charter School's curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges.

In the elementary grades OWN Charter School's science curriculum is delivered through a combination of FOSS Kits, Delta Science Modules and OWN Charter School developed curriculum. At the middle school level students have the option of taking the NYS Regents course—Living Environment, or the traditional NYS science program. The FOSS program is aligned with the National Science Education Standards, Next Generation Science Standards and to New York State science standards. It is also aligned with the school's workshop model of instruction as the pedagogies utilized in the FOSS program include inquiry, hands on active learning, multi-sensory methods, student to student interaction and discourse and reflective thinking. Delta Science Modules provide teachers with additional resources to expand student exploration by tailoring the science program to meet students' needs as well as the curricular standards. The modules are used in conjunction with the Foss program kits and the OWN Charter School developed curriculum. Beginning in grade 7 and in grade 8 some students take Regents Living Environment course.

Finally, leveled library books round out the instructional materials for science. Each classroom has a science library. Since language development and literacy are infused as an essential element of all core subject instruction, science instruction also incorporates topic-appropriate leveled readers that are read to or read by students. Journaling again is an important part of science. Students keep science journals in which they document experiments, record observations, keep records, describe processes and activities, take notes from texts, oral presentations, media and interviews. Leveled readers and journaling serve to not only reinforce science concepts, but provide additional opportunities for students to focus on their listening, speaking, reading and writing skills.

Goal 3: Absolute Measure

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in June 2019. In addition, the NYS Regents—Living Environment exam was administered to a group of 8th grade students. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency. Data reported for grade 8 students is a composite of the NYS Intermediate Science exam and the NYS Regents Living Environment exam.

RESULTS AND EVALUATION

The overall percent of OWNCS students in grades 4 and 8 in at least their second year of attendance who achieved proficiency on the NYS Science exam was 81.6%. OWN students met and surpassed this measure.

While 86% of grade 4 students demonstrated proficiency on the science exam, only 77% of grade 8 students demonstrated proficiency in science.

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

Grade	Percent of Students at Proficiency	
	OWN Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested
4	86.1	72
8*	76.8	69
All	81.6	141

ADDITIONAL EVIDENCE

Science Performance by Grade Level and School Year

Grade	Percent of OWNCS Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4					86.1	72
8*					76.8	69
All					81.6	141

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 is not yet available, so comparisons will be based on the 2017-18 data for the public school district.

RESULTS AND EVALUATION

Data analysis for the 2018-19 school year was made using OWN data for 2018-19 but as the table below indicates the comparison was to the 2017-2018 data for NYC District 30. When the 2018-19 data for District 30 becomes available the school will revisit this section of the Annual Report.

As the table below shows OWNCS student did not meet this measure of this goal. The combined science proficiency level for OWNCS grades 4 and 8 students was 82% compared to 83% for students in NYC District 30. At grade 4, only 86.1% of OWN students were proficient in science compared to 92% of their District 30 compatriots. In grade 8, OWNCS students did outperform District 30 students; 76.8% of OWN grade 8 students were at proficiency level compared to 74% of District 30 students.

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

Grade	Percent of Students at Proficiency			
	OWN Charter School Students In At Least 2 nd Year		All NYC District 30 Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	86.1	72	92.0	2901
8*	76.8	69	74.0	3004
All	81.6	141	83.0	5905

ADDITIONAL EVIDENCE

During the last several years, OWNCS students have out performed their District 30 counterparts on the grade 4 level. Grade 8 has been less consistent, where District 30 students out performed OWN students.

Science Performance of OWN Charter School and NYC District 30
by Grade Level and School Year

⁹ This table uses the prior year’s results as 2017-18 district science scores are not yet available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of OWN Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to NYC District 30 Students					
	2016-17		2017-18		2018-19	
	OWNCS	District 30	OWNCS	District 30	OWNCS	District 30
4		88.9		89.0	86.1	92.0
8*		69.3		67.0	76.8	74.0
All		78.9		78.2	81.6	83.0

SUMMARY OF THE SCIENCE GOAL

OWN students in grades 4 have consistently done very well on the NYS Science exam. Where at least 90% of students demonstrate proficiency on the state exam. Historically, OWN Grade 4 students have also always outperformed their District 30 counterparts, however, in 2019 that was not the case.

OWN grade 8 students have also not performed at the levels of OWN grade 4 students. They have outperformed their district 30 counterparts in some years and in others they have under performed. OWN grade 8 student's performance on the grade 8 science exam was very low, not meeting the absolute measure by as much as 34 percentage points and being 30 percentage points below their District 30 counterparts.

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.	MET
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.	DID NOT MEET

ACTION PLAN

OWN will continue to work with its elementary level teachers to ensure that the current success that grade 4 students meet on the NYS Science exam continues. As NYS and the nation begin the process of review science education in the K-12 realm, OWN has already begun the proposed changes and enhancement to curriculum. The science instructional coach has begun to review how OWN will transition its current, assessment protocols, and instructional techniques to improve science knowledge and performance. During the last several years OWN has struggled with the recruitment and retention of talented and certified science educators. OWN's partnership with Urban Advantage has been very helpful in enriching the science experience for our students and for the grade 6 teacher. As OWN moves forward it is contemplating several key questions about the science program for its middle school students (Grades 6-8). 1. Will it continue to offer both the general NYS science curriculum to grade 7 and 8 students in addition to the NYS Regents Living Environment program? Or will it just offer one of those programs? And if so, which one and how and why? 2. How will OWN improve its ability to recruit and retain excellent science educators?

GOAL 4: ESSA

Goal 4: ESSA

Under the NYS' NCLB accountability system, OWN Charter School's Accountability Status will be "Good Standing" each year.

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 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

The school has met this goal by being designated as a school in good standing. The school was also recognized as a Recognition school.

ADDITIONAL EVIDENCE

During each year of the current charter OWN has met this standard and has been designated as a school in good standing.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing—Recognition School