

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below.



Exceed Charter School

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September, 2017

By _____

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443 St. Marks Ave Brooklyn, NY 11238

Upper School Campus
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INTRODUCTION

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Trustee's Name	Board Position
Morty Ballen	Member- Discipline Committee
Jana Reed	Member- Accountability Committee
Peter Walker	Member- Finance Committee
Hank Mannix	Chair- Finance and Accountability Committees
Tarmara Fulcher	Board Member
Kimesha Carnegie	Member- Accountability Committee
Beth Cohen	Member Discipline Committee

Curtis Palmore has served as the Principal since August 2012.

INTRODUCTION

Explore Exceed Charter School is a public charter school currently serving grades K-8 in Crown Heights, Brooklyn. Exceed opened in 2012 and grew one grade per year until they reached grades K-8. This year they will graduate their first class of 8th grade students to some of the top college-preparatory high schools in New York City. Exceed's mission is to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. Exceed served 475 students in grades KG-7 as of June 28 2017.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	Total
2012-13	60	60	60	57	--	--	--	--	237
2013-14	58	59	64	61	59	--	--	--	301
2014-15	59	59	58	64	61	64	--	--	365
2015-16	62	62	59	60	64	60	64	--	431
2016-17	45	66	61	63	66	63	47	64	475

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Explore Exceed Charter School students will meet grade level expectations in English.

BACKGROUND

For the 2016-17 school year, Exceed Charter School used the Core Knowledge Language Arts Skills and Listening & Learning Strands for grades K-2 and Expeditionary Learning in cohort with Teachers College Writing curriculum, Words Their Way, and Grammar Works, for grades 3-8. In addition, the school reserved a block for independent reading, and students who are reading below grade level as per F&P also receive guided reading or Leveled Literacy Intervention.

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 3 through 7 grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	61	0	0	0	2	63
4	63	1	0	0	2	66
5	59	1	0	0	0	60
6	47	0	0	0	0	47
7	64	0	0	0	0	64
All	294	2	0	0	4	300

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.

ENGLISH LANGUAGE ARTS

RESULTS

Of the students enrolled in at least their second year (239 out of 294) 18.8% achieved proficiency on the NYS English Language Arts Exam.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	26.2%	61	25.0%	44
4	22.2%	63	25.0%	52
5	8.5%	59	9.8%	51
6	14.9%	47	14.3%	35
7	18.8%	64	19.3%	57
8				
All	18.4%	294	18.8%	239

EVALUATION

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Exceed fell short by 56.2 percentage points. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report

ADDITIONAL EVIDENCE

ENGLISH LANGUAGE ARTS

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	7.84%	51	34.62%	52	25.0%	44
4	8.93%	56	11.11%	54	25.0%	52
5	11.76%	51	13.56%	59	9.8%	51
6			22.64%	53	14.3%	35
7					19.3%	57
All	9.49%	158	20.18%	218	18.8%	239

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Our performance index for the 2016-17 academic year in English Language Arts was 76.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[41%]	[40%]	[15%]	[3%]

$$\begin{array}{ccccccc}
 \text{PI} & = & [40] & + & [15] & + & [3] & = & [58] \\
 & & & & [15] & + & [3] & = & [76] \\
 & & & & & & \text{PLI} & &
 \end{array}$$

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

EVALUATION

We fell short of the PLI for ELA by 35 points. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

Goal 1: Absolute Measure (Additional)

Each year, 65% of students enrolled in Kindergarten through 2nd grade will score on or above grade level (defined in the grade level readiness correlation below) on the Core Knowledge Language Arts End of Year Skills assessment

METHOD

Explore Exceed Charter School students in Kindergarten through Grade 2 will be tested using the Core Knowledge Language Arts curriculum End of Year Skills assessment. Of all tested students, 65% overall need to score on or above grade level readiness on this assessment in order to meet this measure. See CKLA grade level readiness correlation in the summary tables.

RESULTS

16-17 Results	
Grades	% Proficient
K-2 Overall	67%

EVALUATION

We met this measure in 16-17, exceeding the required measure by 2 percentage points.

ADDITIONAL EVIDENCE

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.³

³ 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](#).

ENGLISH LANGUAGE ARTS

RESULTS

Of the students enrolled in at least their second year 18.8% achieved proficiency on the NYS English Language Arts Exam.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	25.0%	44	34.8%	1374
4	25.0%	52	35.8%	1448
5	9.8%	51	28.5%	1433
6	14.3%	35	24.3%	1506
7	19.3%	57	34.9%	1434
8				
All	18.8%	239	33.5%	8883

EVALUATION

Explore Exceed did not outperform our local district (CSD 17) in ELA. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

ADDITIONAL EVIDENCE

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	7.84%	23.22%	34.62%	32%	25.0%	34.8%
4	8.93%	25.93%	11.11%	35%	25.0%	35.8%
5	11.76%	15.84%	13.56%	29%	9.8%	28.5%
6			22.64%	30%	14.3%	24.3%
7					19.3%	34.9%
All	9.49%	21.66	20.18%	32%	18.8%	33.5%

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.

ENGLISH LANGUAGE ARTS

METHOD

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

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

RESULTS

The overall Effect Size for Explore Exceed was -0.54.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	79.7	57	32	32.7	-0.7	-0.04
4	71.0	64	11	34.6	-23.6	-1.43
5	89.7	60	13	20.3	-7.3	-0.48
6	84.8	66	20	22.4	-2.4	-0.15
7						
8						
All	81.2	247	18.7	27.4	-8.7	-0.54

School’s Overall Comparative Performance:

Lower than expected

EVALUATION

Explore Exceed did not meet this measure. The overall Effect Size was lower than expected.

ADDITIONAL EVIDENCE

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size

ENGLISH LANGUAGE ARTS

2013-14						
2014-15						
2015-16	3-6	81.2	247	18.7	27.4	-0.54

Goal 1: Growth Measure⁴

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

METHOD

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

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

RESULTS

The school's overall mean growth percentile for ELA is 43.5.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	39.8	50.0
5	46.9	50.0
6	43.9	50.0
7	NA	50.0
8	NA	50.0
All	43.5	50.0

EVALUATION

The school's overall mean growth percentile is less than the state median of the 50th percentile. We did not meet this measure. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

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

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	48.7	37.3	39.8	50.0
5		42.2	46.9	50.0
6			43.9	50.0
7				50.0
8				50.0
All	48.7	39.8	43.5	50.0

Goal 1: Growth Measure (Additional)

In year 2 of our accountability plan, all students (in grades K-8) will reduce by one-fourth the gap between their on or above grade level percentage and a proficiency percentage of 75% on the F&P assessment. In year 3 of our accountability plan all students (in grades K-8) will reduce by one-third the gap between their on or above grade level percentage and a proficiency percentage of 75% on the F&P assessment.

METHOD

Explore Exceed Charter School will administer the Fountas & Pinnell reading level assessment to students in Kindergarten through grade 8. The percentage of students with a reading level on or above the designated reading level for their grade, as determined by the reading level correlations provided by Fountas & Pinnell, will score proficient on this assessment. F&P benchmarks by term are provided in the summary tables section.

Explore Exceed will calculate the gap between the proficiency percentage and 75%. In year two, the overall gap between the 16-17 proficiency results (42%) and 75% must be reduced by one-fourth in order to meet the measure.

RESULTS

16-17 Results

K-8 Overall	42%
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EVALUATION

These results are considered year 1 of the accountability plan and are not evaluated against the measure.

ENGLISH LANGUAGE ARTS

ADDITIONAL EVIDENCE

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

We did not achieve the first absolute measure, either of the comparative measures or either of the growth measures. We did achieve the second absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, 65% of students enrolled in Kindergarten through 2 nd grade will score on or above grade level (defined in the attached grade level readiness correlation document) on the Core Knowledge Language Arts End of Year Skills assessment	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Did Not Achieve
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. (Using 2015-16 results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Did Not Achieve
Growth	In year 2 of our accountability plan, all students (in grades K-8) will reduce by one-fourth the gap between their on or above grade level percentage and a proficiency percentage of 75% on the F&P assessment. In year 3 of our accountability plan all students (in grades K-8) will reduce by one-third the gap between their on or above grade level percentage and a proficiency percentage of 75% on the F&P assessment.	N/A – Year 1

ACTION PLAN

The 2017-18 school year marks the third year that Exceed is using the Core Knowledge Language Arts Skills and Listening & Learning Strands for grades K-2 and Expeditionary Learning in conjunction with Teachers College Writing curriculum, Words Their Way, and Grammar Work, for grades 3-8. As a result of the 16-17 data, Exceed added a Close Reading component, where students are learning strategies for accessing unfamiliar, grade level texts and teachers and leaders are engaging in significant professional development around this approach.

Exceed is assessing their students with both multiple choice/ reading passage style exams, along with running records multiple times a year. Each running record is analyzed, student

needs are identified, and students receive guided reading, or Fountas & Pinnell's Leveled Literacy Intervention, across Grades 1-8, facilitated by teachers trained in implementing this curriculum.

MATHEMATICS

Goal 2: Mathematics

Explore Exceed students will meet grade level expectations in Math.

BACKGROUND

In the 16-17 academic year, Exceed adopted the 2017 Common-Core Aligned Investigations anchor curriculum in math for Grades K - 5 and Math in Focus for Grades 6 - 7.

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 grades 3 through 7 grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	61	0	0	0	3	64
4	64*	1	0	0	2	67
5	59	1	0	0	3	63
6	47	0	0	0	0	47
7	62	0	0	0	2	64
All	293	2	0	0	10	305

RESULTS

Of the students enrolled in at least their second year (236 out of 305) 21.6% achieved proficiency on the NYS Math Exam.

Performance on 2016-17 State Mathematics Exam

⁶ Students exempted from this exam according to their Individualized Education Program (IEP) or absence for at least some part of the exam.

* One 4th grade student had their score invalidated due to suspected cheating. He is counted in the total tested column but we do not have a proficiency for him.

MATHEMATICS

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	13.3%	61	9.3%	43
4	22.6%	64*	25.0%	52
5	11.9%	59	13.7%	51
6	27.1%	47	31.4%	35
7	28.1%	64	29.1%	55
8				
All	20.6%	295	21.6%	236

EVALUATION

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Exceed fell short by 53.4% percentage points. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report

ADDITIONAL EVIDENCE

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	23.53%	30.5%	23.08%	52	9.3%	43
4	35.71%	28.5%	5.56%	54	25.0%	52
5	37.25%	28.3%	23.73%	59	13.7%	51
6			28.30%	53	31.4%	35
7					29.1%	55
All	32.28%	29.1%	20.18%	218	21.6%	236

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to

MATHEMATICS

determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Our PLI in Math was 79.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	42%	37%	17%	4%
PI = [37] + [17] + [4] = [58]				
[17] + [4] = [21]				
PLI = [79]				

EVALUATION

We fell short of the PLI for Math by 30 points. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this 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.⁸

RESULTS

Of the students enrolled in at least their second year 21.6% achieved proficiency on the NYS Math Exam.

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

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

⁸ 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](#).

MATHEMATICS

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	9.3%	43	38.8%	1410
4	25.0%	52	28.1%	1481
5	13.7%	51	28.5%	1456
6	31.4%	35	29.2%	1550
7	29.1%	55	17.9%	1372
All	<u>21.6%</u>	236	<u>26.5%</u>	8851

EVALUATION

We did not outperform our local district (CSD 17). We did not meet this measure.

ADDITIONAL EVIDENCE

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	23.53%	30.5%	23.08%	32%	9.3%	28.8%
4	35.71%	28.5%	5.56%	35%	25.0%	28.1%
5	37.25%	28.3%	23.73%	29%	13.7%	28.5%
6			28.30%	30%	31.4%	29.2%
7					29.1%	17.9%
All	32.28%	29.1%	20.18%	32%	21.6%	26.5%

Goal 2: Comparative Measure

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

METHOD

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

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

RESULTS

Explore Exceed has an overall Effect Size of -0.49 and performed lower than expected.

MATHEMATICS

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Numb60er Test64ed	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	79.7	57	23	35.1	-12.1	-0.60
4	71.0	64	11	38.3	-27.3	-1.48
5	89.7	60	27	23.5	3.5	0.18
6	84.8	66	24	24.6	-0.6	-0.03
7						
8						
All	81.2	247		30.3		-0.49

School's Overall Comparative Performance:

Lower than expected

EVALUATION

Explore Exceed did not meet this measure.

ADDITIONAL EVIDENCE

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15						
2015-16	3-6	81.2	247	21.1	30.3	-0.49

Goal 2: Growth Measure⁹

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade.

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

MATHEMATICS

Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

The school's overall mean growth percentile is 34.3.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	22.7	50.0
5	37.6	50.0
6	42.5	50.0
7		50.0
8		50.0
All	34.3	50.0

EVALUATION

The school's overall mean growth percentile is less than the state median of the 50th percentile. We did not meet this measure. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report.

ADDITIONAL EVIDENCE

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	51.9	32.6	22.7	50.0
5		34.5	37.6	50.0
6			42.5	50.0
7				50.0
8				50.0
All	51.9	33.5	34.3	50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

Goal 2: Growth Measure (Additional)

In year 2 of our accountability plan, all students (in grades K-8) will reduce by one-fourth the gap between the percentage of their students who are proficient and a proficiency percentage of 75% on the Term 5 Math Interim Assessment. In year 3 of our accountability plan all students (in grades K-8) will reduce by one-third the gap between the percentage of their students who are proficient and a proficiency percentage of 75% on the Term 5 Math Interim Assessment.

METHOD

This measure examines the performance of all students, K-8, on Explore Exceed's end-of-year Math Interim Assessment. The year one proficiency percentage listed below will be used as a baseline. In year two of the accountability plan, Exceed will need to further reduce the gap between percent proficient and 75% by one-third in order to meet the measure.

RESULTS

16-17 Results	
Grades	% Proficient
K-8	27%

EVALUATION

These results are considered year 1 of the accountability plan and are not evaluated against the measure.

ADDITIONAL EVIDENCE

SUMMARY OF THE MATHEMATICS GOAL

We did not achieve the absolute measure, either comparative measure or the growth measure.

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
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.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Did Not Achieve

MATHEMATICS

Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve
Growth	In year 2 of our accountability plan, all students (in grades K-8) will reduce by one-fourth the gap between the percentage of their students who are proficient and a proficiency percentage of 75% on the Term 5 Math Interim Assessment. In year 3 of our accountability plan all students (in grades K-8) will reduce by one-third the gap between the percentage of their students who are proficient and a proficiency percentage of 75% on the Term 5 Math Interim Assessment.	NA – Year 1

ACTION PLAN

In 2017-18, Exceed is continuing to use the 2017 Common-Core Aligned Investigations anchor curriculum in math for K - 2. In Grades 3 - 8, as a result of recent reports and audits on Investigations 3 alignment to Common Core Standards and rigor, Exceed is utilizing Achievement First's core math lessons as the core curriculum for math teaching and learning.

For Grades 3 - 8, Exceed is utilizing weekly math quizzes to progress monitor student learning. From these data, teachers are creating sub-groups for reteach and remediation.

SCIENCE

Goal 3: Science

Explore Exceed Charter School students will meet grade level expectations in Science.

BACKGROUND

In 2016-2017, Explore Exceed Charter School employed a full-time science teacher who utilized FOSS kits in instruction.

Goal 3: Absolute Measure

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

METHOD

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

RESULTS

Of the students enrolled in at least their second year 76.5% achieved proficiency on the NYS Science Exam.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	76.5%	51		
8				
All	76.5%	51		

EVALUATION

We met the first absolute measure.

ADDITIONAL EVIDENCE

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency
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SCIENCE

	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	61.82%	55	54.90%	51	75.5%	
All	61.82%	55	54.90%	51	76.5%	

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

We do not have District 17 results for Science

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	76.5%	51		
8				
All	76.5%	51		

EVALUATION

We do not have District 17 results for Science.

ADDITIONAL EVIDENCE

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	61.82%		54.90%		76.5%	

SCIENCE

All	61.82%		54.90%		76.5%	
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SUMMARY OF THE SCIENCE GOAL

We met the absolute measure. We do not have sufficient data to evaluate the comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
	[Write in optional measure here]	

ACTION PLAN

Explore Exceed Charter School implemented several measures to improve support and professional development for the 2016-2017 school year.

During extended pre-service, Explore Exceed Charter School science teachers received science-specific professional development sessions including sessions aligned to common core standards. Teachers attended the following sessions:

- Infusing Common Core into the Scope and Sequence
- Guided Unit Planning
- Lesson and Unit Planning Best Practices
- Team-Based Planning and Knowledge Sharing
- Project-Based Learning in Science: The Performance Assessment
- Science Training with McGraw Hill
- The Science of the Do Now: A New Approach

To support implementation of science curriculum, Explore Exceed Charter School Science teachers received training from McGraw-Hill on best practices for hands-on experimentation and lab work with students.

In addition to professional development sessions, Explore Exceed Charter School science teachers had an opportunity to lesson plan and collaborate with science teachers across the four schools in our network, as well as an opportunity to receive feedback on lesson plans and practice lesson execution.

In addition to pre-service, our CMO is coordinating termly in-service days in which Explore Exceed Charter School science teachers can continue to plan collaboratively and receive role-specific professional development. This approach and collaborative structure is new this year and has been very well received by the science teachers based on data received through session feedback slips and anecdotal feedback from individuals.

NCLB

Goal 4: NCLB

Explore Exceed will make adequately yearly progress.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

The school has a good standing NCLB status for the 16-17 school year.

EVALUATION

The school has a good standing NCLB status for the 16-17 school year.

ADDITIONAL EVIDENCE

NCLB Status by Year

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

CKLA End-of-Year Assessment Grade Level Readiness Correlation

Kindergarten

Score of:	Grade Level Readiness
70% or less	Poor or Questionable (Below Grade Level)
71% - 80%	Adequate (Approaching Grade Level)
81% - 100%	Strong/ Outstanding (On or Above Grade Level)










First Grade

Score of:	Grade Level Readiness
65% or less	Poor or Questionable (Below Grade Level)
66% - 80%	Adequate (Approaching Grade Level)
81% - 100%	Strong/ Outstanding (On or Above Grade Level)

Second Grade

Score of:	Grade Level Readiness
67% or less	Poor or Questionable (Below Grade Level)
68% - 83%	Adequate (Approaching Grade Level)
84% - 100%	Strong/ Outstanding (On or Above Grade Level)

Fountas and Pinnell and Independent Reading/Writing Stamina Internal Benchmarks by Term

		End of T1	End of T2	End of T3	End of T4	End of T5
K	Level	Pre-A	Pre-A	A	B/C	D
	Stamina					20
1 st	Level	E	F/G	H	I	J
	Stamina					30
2 nd	Level	K	K	L	L	M
	Stamina					35
3 rd	Level	N	N	O	O	P
	Stamina					40
4 th	Level	Q	Q	R	R	S
	Stamina					40
5 th	Level	T	T	U	U	V
	Stamina					45
6 th	Level	W	W	X	X	Y
	Stamina					50
7 th	Level	Y	Y	Z	Z	Z
	Stamina					55
8 th	Level	Z	Z	Z	Z	Z
	Stamina					55