



Explore Exceed Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Explore Schools Inc.

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Explore Schools Inc. prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Morty Ballen	Member, Accountability Committee
Jana Reed	Member, Finance and Accountability Committees
Hank Mannix	President, Accountability Committee
Angie Brice	Member, Accountability Committee
Lindsay Danon	Member, Accountability Committee
Robert Archer	Parent Representative
Lindsay Matovich	Member, Finance Committee

LaKiesha George and Maureen Ferry have served as the Co-Principals since July 2019 and July 2017 respectively.

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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 it served grades K–8. In the 2017-18 year, Exceed graduated its first class of 8th grade students to some of the top college-preparatory high schools in New York City. While Exceed’s mission continues to be to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school, we have honed the vision and priorities for how we go about achieving that mission. Our vision for instruction includes:

- we View Excellent Curriculum and Instruction as a Pathway to Equity and a Response to the Opportunity Gap by Providing our Scholars with Access and Opportunities to Succeed
- our Curriculum is Culturally Responsive, Rigorous, and Standards Aligned
- we Believe Children are Natural Problem Solvers, and so we Value Teaching that Balances Critical Thinking with Learning New Skills and Knowledge
- we Cultivate Student Investment by Nurturing Curiosity, Providing High-Quality Feedback, and Using Data to Drive Our Decision Making

In the 2018-19 school year, Exceed served 497 students in grades K–8 as of BEDS Day (October 3, 2018).

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
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
2017-18	46	52	59	66	59	61	59	57	57	516
2018-19	37	54	54	60	62	58	60	60	52	497

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

For the 2018-19 school year, Exceed Charter School used the Core Knowledge Language Arts (CKLA) 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 received guided reading or Leveled Literacy Intervention. Exceed’s previously established partnership with Lavinia Group continued through the 2018-19 school year. The Lavinia

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group provided dedicated professional development to Exceed's teachers on close reading strategies. The ongoing training ensured that Exceed's students received four intensive periods of Close Reading where they read short grade-level texts and dissected the main ideas. Students were taught to closely read a cold text, identify the genre and central idea, and then analyze the text throughout all subject areas.

ESI's program team continued to provide support directly to Exceed's leaders and teachers. In the 2018-19 school year, ESI's program team included a Senior Director of Literacy and a Network Literacy Specialist who worked to ensure Exceed leaders had the tools, resources, and access to high-quality trainings for literacy instruction.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	55				2	57
4	56				3	59
5	55				3	58
6	55				1	56
7	59	1				60
8	50					50
All	330	1	0	0	9	340

RESULTS AND EVALUATION

Students enrolled in at least their 2nd year at Exceed fell short of this measure by 35.2pp. While we did not achieve this measure, we did maintain the substantial growth demonstrated in 2018

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

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(coming within approximately 1 percent). In addition, our 6th graders who have been at Exceed for 2+ years grew by over 20pp from 2017-18.

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	43.6%	55	45.2%	42
4	33.9%	56	34.8%	46
5	38.2%	55	37.8%	45
6	36.4%	55	38.2%	34
7	30.5%	59	29.4%	51
8	52.0%	50	55.8%	43
All	38.8%	330	39.8%	261

ADDITIONAL EVIDENCE

Although students enrolled in at least their 2nd year at Exceed did not meet this absolute measure, they did achieve growth when comparing 2017-18 scores to 2018-19. Overall, in 2018-19, Exceed students in at least their 2nd year came within approximately 1pp of last year's ELA proficiency rate. However, over the current charter term, proficiency for Exceed students in a least their 2nd year has increased 21pp.

We believe this is a direct result of multiple changes implemented in 2017-18 and beyond, including our partnership with Lavinia Group to implement close reading strategies. With this continued partnership, coupled with a focus on developing students' writing skills by exposing them to different writing styles and ample time to practice writing, we expect to see continued growth in 2019-20. We also credit this growth to the systems and processes we implemented in the 2017-18 school year that we continued to emphasize in the 2018-19 school year.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	25.0%	44	46.7%	45	45.2%	42
4	25.0%	52	32.6%	43	34.8%	46
5	9.8%	51	35.4%	48	37.8%	45
6	14.3%	35	17.7%	30	38.2%	34
7	19.3%	57	47.2%	36	29.4%	51
8	-	-	58.0%	50	55.8%	43
All	18.8%	239	40.9%	252	39.8%	261

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Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Our performance index for the 18-19 academic year in English Language Arts was 118.2 We have surpassed the measure set by the state by 13.2 points. The increased proficiency can be attributed to Exceed's focus on independent reading, allowing students to practice comprehension and decoding strategies as well as small group instruction, which allowed teachers to address students' skill gaps by analyzing data collected during literacy components in the classroom.

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
	27.9%	33.3%	25.2	13.6

$$\begin{array}{rclclclclcl} \text{PI} & = & 33.3 & + & 25.2 & + & 13.6 & = & 72.6 \\ & & & & 25.2 & + & 13.6 & = & 38.8 \\ & & & & & + & (.5)*13.6 & = & 6.8 \\ & & & & & & \text{PI} & = & \mathbf{118.2} \end{array}$$

Goal 1: Comparative Measure

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

METHOD

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

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the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

Exceed did not meet this measure. Students enrolled in at least their 2nd year at Exceed did not meet this measure for ELA because they did not outperform their local district, although Exceed came within 2.6pp. This continued closing of the achievement gap can be attributed to many factors, including but not limited to:

- a) More intentional teacher coaching using thoughtful termly benchmarks
- b) Stable instructional leadership with experience working at Exceed
- c) Partnership with Lavinia Group to train teachers on close reading strategies
- d) Systematic and cohesive processes for setting benchmarks and responding to data

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	45.2%	42	51.4%	1228
4	34.8%	46	45.5%	1388
5	37.8%	45	30.0%	1330
6	38.2%	34	43.8%	1543
7	29.4%	51	37.3%	1468
8	55.8%	43	46.7%	1513
All	39.8%	261	42.4%	8470

ADDITIONAL EVIDENCE

Overall, students in at least their 2nd year at Exceed came within 3 points of the local district students in ELA. Although the school did not meet this measure, 5th and 8th grades students surpassed their district counterparts in proficiency. In addition, 6th grade students demonstrated significant growth, increasing proficiency by 21pp when compared to their 2017-18 performance and closing the gap when compared to the district, going from 28.3pp below the district in 2017-18 to just 5.8pp below the district's performance in 2018-19.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	25.0%	34.8%	46.7%	45.2%	45.2%	51.4%
4	25.0%	35.8%	32.6%	44.5%	34.8%	45.5%
5	9.8%	28.5%	35.4%	30.1%	37.8%	30.0%
6	14.3%	24.3%	16.7%	45.0%	38.2%	43.8%
7	19.3%	34.9%	47.2%	38.5%	29.4%	37.3%
8	-	-	58.0%	47.1%	55.8%	46.7%
All	18.8%	33.5%	40.9%	41.7%	39.8%	42.4%

Goal 1: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Exceed did not meet this measure but its overall performance was slightly higher than expected when comparing actual comparative performance to predicted performance. Three of the six grades tested exceeded the predicted level of performance by an effect size higher than 0.3. In the 7th and 8th grades specifically, performance of economically disadvantaged students led to an effect size of .64 and .70 respectively, more than double the threshold to meet this measure.

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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	74.6	54	48.1	44.7	3.5	0.19
4	81.0	54	29.6	39.1	-9.4	-0.49
5	80.0	56	35.7	28.2	7.5	0.46
6	80.7	52	17.3	38.9	-21.6	-1.15
7	81.1	50	42.0	30.1	11.9	0.64
8	76.4	53	35.7	40.6	14.1	0.70
All	78.9	319	37.9	36.9	1.0	0.06

School's Overall Comparative Performance:

Slightly higher than expected.

ADDITIONAL EVIDENCE

Over the charter term, Exceed has continued to improve upon proficiency of economically disadvantaged students going from a -0.54 overall effect size in 2016-17 to a 0.06 overall effect size in the 2018-19 school year, an increase of 0.60, more than double the effect size to meet this measure.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-6	81.2	247	18.7	27.4	-0.54
2016-17	3-7	77.7	294	18.2	30.0	-0.71
2017-18	3-8	78.9	319	37.9	36.9	0.06

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4–8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth

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

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percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

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

RESULTS AND EVALUATION

Exceed met this measure, surpassing the states mean growth percentile of 50pp. Overall, Exceed had a mean growth percentile of 61.2pp and each grade level also surpassed the mean growth percentile target of 50pp. For Exceed, this represents an increase of over 15pp when comparing to the previous year's mean growth percentile.

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

Grade	Mean Growth Percentile	
	School	Target
4	56.5	50.0
5	61	50.0
6	51	50.0
7	65	50.0
8	72.5	50.0
All	61.2	50.0

ADDITIONAL EVIDENCE

Since the 2015-16 school year, Exceed has increased its mean growth percentile by almost 20pp, consistently increasing its mean growth percentile year over year. From the 2017-18 to the 2018-19 school years, Exceed saw strong acceleration in that growth fueled by several programmatic changes including adopting close reading with the support of Lavinia Group.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	39.8	43.6	56.5	50.0
5	46.9	46.6	61	50.0
6	43.9	45.6	51	50.0
7	-	47.3	65	50.0
8	-	-	72.5	50.0
All	43.5	45.8	61.2	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Exceed achieved two ELA performance measures during the 2018-19 school year, increasing the number of measures met by one when compared to the previous school year. Exceed

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

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demonstrated progress on the growth measure, surpassing the measure by 11pp and improving its own performance by over 15pp when compared to its performance in 2017-18.

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, 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.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 target of 50. (Using 2017-18 results.)	Achieved

ACTION PLAN

Curriculum

K–2:

Exceed's early literacy curriculum focuses on comprehensive instruction. The K–2 literacy program focuses on developing phonological awareness, building content knowledge and vocabulary, and developing comprehension skills. Exceed uses the CKLA program in grades K–2 as its core curriculum. CKLA has two program strands: Knowledge and Skills. CKLA's two strand program is research-based and provides extensive support for students as they become critical readers and writers.

According to CKLA, the **Knowledge** Strand emphasizes comprehension skill development in a language- and knowledge-rich context. The primary instructional activity is a read-aloud that exposes students to complex texts, related to a systematically ordered set of topics, or domains. The materials are designed to build knowledge in areas of history, science, literature, and geography. The lesson activities emphasize vocabulary acquisition, build comprehension skills through interactive discussions during and after reading, and use writing to extend and explore the texts and their content.¹ To complement this instruction, The **Skills** strand is a comprehensive, explicit, and systematic phonics program designed to build decoding, fluency, and writing/spelling skills.²

In addition to the two CKLA strands, Exceed also offers students Close Reading and Interactive Read Alouds to ensure students have the opportunity to read and analyze high-quality, complex texts that are both on and above grade level. Exceed supplements the writing instruction offered inside of CKLA by using their companion program, Writing Studio. Writing Studio is highly aligned with the scope and sequence inside of the Knowledge Strand and offers students continued support and practice in writing narrative, opinion, and informational texts.

3–8:

Our literacy program, for these essential periods of development, is methodologically designed and integrated to help our students become successful readers and life-long learners who are prepared to thrive in college-preparatory high school programs and beyond.

Specifically, Exceed uses Expeditionary Learning (EL) as the primary resource for teaching literacy in grades 3–8. Expeditionary Learning includes both reading and writing instruction as well as explicitly imbedding the Speaking and Listening Standards. The curriculum is designed to address the three key components of the standards: (1) regular practice with complex text and its academic language, (2) reading, writing, and speaking grounded in evidence from both literary and informational text, and (3) building knowledge through content-rich non-fiction. Based on the latest research supporting the power of background knowledge, EL modules are designed around topics that help students build background knowledge. Modules also include a blend of fiction and non-fiction complex texts. In each module, students have the opportunity to dig deeply into a high-interest topic by analyzing complex, grade-level texts and then completing performance tasks and assessments aligned to the standards. In addition, we offer students four periods per week of Close Reading where they read short grade-level texts, dissect the main ideas and craft and structure moves in order to build independence as readers.

Special Populations of Students (ELL, Students with Disabilities):

Exceed's Special Populations team worked to improve instruction and support for our special populations. In the coming school year, small group instruction (SGI) will be the key component of Exceed's approach to supporting special populations. The primary resource for SGI in grades K–3 will continue to be skills double dose. This intervention provides data-based support for students struggling with decoding and comprehension, aligned to the core Skills curriculum. In 4–8, Leveled Literacy Intervention, (LLI) and Wilson are the primary intervention resources for decoding and comprehension for students who are significantly below grade level in reading. In addition, small group close reading groups will be created based on reading and interim data.

Approach to data-driven instruction

In the 2018-19 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. This year, we've developed a comprehensive data platform through the use of PowerBI providing school leaders earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years.

We use a set of common benchmarks and measures for student performance in ELA and math. In collaboration with the school's leadership, the network sets End of Year (EOY) measures tied to official assessments. They include:

- the mathematics and English language arts state exams,
- Fountas and Pinnell,
- Core Knowledge Skills assessments
- NYSESLAT

Aligned to the EOY measures, the network also sets cycle measures that identify intervals for improvement on internal assessments in order to be on track to meet EOY measures. Teachers use these measures to set classroom level goals and track progress toward them throughout the year. Progress toward benchmarks is tightly monitored, through weekly data tracking of student outputs aligned to each measure, and through teacher observations, feedback, and professional development

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aligned to a focused set of teacher inputs. Almost all network driven professional development and resource creation is aligned to the benchmarks with student outputs and teacher inputs identified termly. Student outputs are defined as observable student behaviors that indicate progress toward achieving the cycle and EOY measures. Teacher inputs are defined as observable strategies and actions teachers can take that will lead to the student outputs.

This year, Exceed is using Power BI, a data analysis software, to simplify the process for viewing progress on these teacher inputs and student outputs. This allows teachers and leaders to access real-time data and make immediate instructional changes. In addition, Exceed has streamlined the process for collecting benchmark data. All data is now collected through Illuminate, Exceed's student information system.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Explore Exceed students will meet grade level expectations in Math.

BACKGROUND

Exceed's approach to math instruction prioritizes the three key elements of the standards:

- 1) Deep dive into few topics,
- 2) Coherence: linking topics and thinking across grades, and
- 3) Rigor: pursuing conceptual understanding, procedural skills and fluency, and application with equal intensity.

Exceed implements research-based curricular resources that best support this vision for mathematical instruction. During the 2018-19 school year in grades 3–8, Exceed used Achievement First's Math Curriculum, AF Navigator. At the lower grades Exceed used Math Stories.

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 April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	56				1	57
4	56				3	59
5	56				2	58
6	55				1	56
7	59	1				60
8	50					50
All	332	1	0	0	7	340

RESULTS AND EVALUATION

Exceed's students in at least their 2nd year did not meet this measure for Math. Exceed missed this measure by 24.2pp. However, the school demonstrated significant growth in this area from 2017-18 to 2018-19. Exceed's overall proficiency rate increased by over 5pp, jumping from 45.2% to 50.8%. Notably, Exceed's 3rd, 5th, and 8th grade students who have been at Exceed for two or more years posted proficiency levels higher than 60pp. The school's 5th graders who have been at Exceed for 2+ years increased their proficiency by over 33pp.

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	53.6%	56	61.9%	42
4	33.9%	56	32.6%	46
5	58.9%	56	63.0%	46
6	40.0%	55	41.2%	34
7	44.1%	59	43.1%	51
8	58.0%	50	62.8%	43
All	47.9%	332	50.8%	262

ADDITIONAL EVIDENCE

Overall, students in at least their 2nd year at Exceed saw significant growth on the math exam from 2018 to 2019 (growth of over 5pp). All but 2 grades at Exceed outperformed their 2018 proficiency, with most grades increasing by a significant degree.

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	9.3%	43	53.3%	45	61.9%	42
4	25.0%	52	41.9%	43	32.6%	46
5	13.7%	51	29.2%	48	63.0%	46
6	31.4%	35	23.3%	30	41.2%	34
7	29.1%	55	55.6%	36	43.1%	51
8	-	-	62.0%	50	62.8%	43
All	21.6%	236	45.2%	252	50.8%	262

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 of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Our performance index for the 18-19 academic year in Math was 135.4, surpassing the measure set by the state by 28.4 points.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22.6%	29.5%	27.7%	20.2%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 29.5 & + & 27.7 & + & 20.2 & = & 77.4 \\
 & & & & 27.7 & + & 20.2 & = & 47.9 \\
 & & & & & + & (.5) * 20.2 & = & 10.1 \\
 & & & & & & \text{PI} & = & \mathbf{135.4}
 \end{array}$$

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Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

Exceed met this measure for the 2018-19 school year. Students in at least their 2nd year at Exceed Charter School outperformed all district 17 students on the 2018-19 math exam by 12.4pp. Looking more closely at the data, Exceed students in at least their second year outperformed all students in district 17 at every grade level except 4th grade.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	61.9%	42	50.3%	1243
4	32.6%	46	41.9%	1393
5	63.0%	46	34.4%	1353
6	41.2%	34	38.8%	1556
7	43.1%	51	33.4%	1344
8	62.8%	43	32.6%	1347
All	50.8%	262	38.4%	8236

ADDITIONAL EVIDENCE

Students enrolled in at least their second year at Exceed outperformed their district overall in math by over 12pp. Additionally, all grades except grade 4 saw growth in math from 2018 of at least 5 percentage points, most by significantly more. From 2017-18 to 2018-19, Exceed continued to pull ahead of the district, moving from 11.6% ahead to 12.4% ahead.

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	9.3%	28.8%	53.3%	46.3%	61.9%	50.3%
4	25.0%	28.1%	41.9%	37.5%	32.6%	41.9%
5	13.7%	28.5%	29.2%	29.1%	63.0%	34.4%
6	31.4%	29.2%	23.3%	34.4%	41.2%	38.8%
7	29.1%	17.9%	55.6%	25.5%	43.1%	33.4%
8	-	-	62.0%	28.9%	62.8%	32.6%
All	21.6%	26.5%	45.2%	33.6%	50.8%	38.4%

Goal 2: Comparative Measure

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

METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Exceed met this measure for the 2018-19 school year with an effect size of 0.41. The school's economically disadvantaged students performed significantly higher than predicted by 9.3pp. In addition, the school improved upon this measure by 0.98 when compared to the previous academic year.

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2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	74.6	54	50.0	47.6	2.4	0.12
4	81.0	54	40.7	38.2	2.5	0.12
5	80.0	56	30.4	33.2	-2.9	-0.16
6	80.7	54	31.5	32.7	-1.2	-0.10
7	81.1	50	50.0	28.7	21.3	0.94
8	76.4	52	59.6	23.5	36.2	1.59
All	79.0	320	43.4	34.1	9.2	0.41
School's Overall Comparative Performance:						
Higher than expected to a meaningful degree.						

ADDITIONAL EVIDENCE

In the 2017-18 school year, Exceed made exceptional growth in math increasing its Effect Size by 0.98, going from -0.57 in 2016-17 to 0.41 in 2017-18. The significant growth was a result of a change in curriculum. Exceed adopted the Achievement First Navigator as the primary math curriculum.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-6	81.2	247	21.1	30.3	-0.49
2016-17	3-7	77.6	291	20.6	31.6	-0.57
2017-18	3-8	79.0	320	43.4	34.1	0.41

Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a

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

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percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

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

RESULTS AND EVALUATION

Students at Exceed charter school met the mean growth percentile measure with a mean growth percentile of 74, exceeding the threshold by 24pp. Students in all grades exceeded the measure. Students in 4th and 8th grade did particularly well, exceeding the measure by 29pp. This data demonstrates that Exceed students continue to grow in proficiency at a faster rate than students who had similar scores in the previous school year.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	79	50.0
5	60.5	50.0
6	75.5	50.0
7	76	50.0
8	79	50.0
All	74	50.0

ADDITIONAL EVIDENCE

Over the past three years, students at Exceed have continued to improve the mean growth percentile. The most recent mean growth percentile of 74 demonstrates that over the charter term students at Exceed grew academically at a rate faster than other students with similar scores on the NYS math assessment. In the 2017-18 school year, that growth was particularly strong when compared to the previous 2 years. This data demonstrates that the changes to Exceed's academic program are yielding demonstrable results.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	22.7	45.6	79	50.0
5	37.6	50.1	60.5	50.0
6	42.5	47.3	75.5	50.0
7	-	64.4	76	50.0
8	-	-	79	50.0
All	34.3	49.0	74	50.0

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

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SUMMARY OF THE MATHEMATICS GOAL

In the 2018-19 school year, Exceed met 4 of its 5 accountability measures. While the school did not meet the absolute measure of 75 percent of students in their second year demonstrating proficiency on the NYS math exam, the students at Exceed continued to improve their performance when compared to the previous school year, improving proficiency by 4pp. Although the school did not meet all of its measures, it improved upon all math measures when compared to the 2017-18 school year, demonstrating the effectiveness of the math academic program being implemented by the school.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3–8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4–8 will be above the target of 50. (Using the 2017-18 results.)	Achieved

ACTION PLAN

With the adoption of the AF Navigator curriculum, Exceed elevated the level of rigor in math instruction for its students. Below, we outline the additional steps Exceed took by grade band—to continue to improve the quality of math instruction this past year:

- **Grades K–2:** This past school year (2018-19), Exceed implemented Achievement First's Math Stories curriculum in grades K–2. Math Stories is a curriculum that uses strategically designed routines, to help students develop a deep number sense and flexibility with numbers in order to support complex problem solving. Math Stories also provides students with an access point into basic math operations by using real life topics familiar to students. Overall, the implementation of Math Stories has shown promising signs, with K–2 Exceed students improving proficiency in accuracy and representation by 38 and 42pp respectively by the end of the 2018-19 school year.
- **Grades 3–8:** In partnership with Achievement First, Exceed's 3–8 grade math teachers participated in robust training for AF Navigator, designed to deepen their understanding of the math content and the critical thinking work students must engage with to show mastery of the standards. In addition, Exceed started to offer additional math intervention blocks to allow teachers to further

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assess student needs and employ timely and effective interventions in the 2018-19 school year. Interventions ensure students struggling with grade-level standards continue to get exposure to grade-level content while still remediating lagging skills. Finally, another change Exceed made last year to effectively assess student progress with the AF Navigator curriculum, was to adopt the AF Navigator interim exams in grades 3–8. These exams are externally validated and provide benchmark data for how students at Exceed, and across the Explore Schools network, did in comparison to other schools.

- **Special Populations:** Exceed’s Special Populations team worked to revamp the approach to small group instruction (SGI) in math during the 2018-19 school year. The goal was to ensure small group instruction and SETSS were aligned to the current classroom curriculum. To support in remediating any lagging skills, Exceed will be using Goal Book which uses vertical progression, allowing teachers to scaffold to reach the priority skills while also providing additional practice for students.

Approach to data-driven instruction

In the 2018-19 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. This year, we’ve developed a comprehensive data platform through the use of PowerBI providing school leaders earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years. We use a set of common benchmarks and measures for student performance in ELA and math. In collaboration with the school’s leadership, the network sets End of Year (EOY) measures tied to official assessments. They include:

- the mathematics and English language arts state exams,
- Fountas and Pinnell,
- Core Knowledge Skills assessments
- NYSESLAT

Aligned to the EOY measures, the network also sets cycle measures that identify intervals for improvement on internal assessments in order to be on track to meet EOY measures. Teachers use these measures to set classroom level goals and track progress toward them throughout the year. Progress toward benchmarks is tightly monitored, through weekly data tracking of student outputs aligned to each measure, and through teacher observations, feedback, and professional development aligned to a focused set of teacher inputs. Almost all network driven professional development and resource creation is aligned to the benchmarks with student outputs and teacher inputs identified termly. Student outputs are defined as observable student behaviors that indicate progress toward achieving the cycle and EOY measures. Teacher inputs are defined as observable strategies and actions teachers can take that will lead to the student outputs.

GOAL 3: SCIENCE

Goal 3: Science

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

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BACKGROUND

In 2018-19, Exceed Charter School employed a full-time K–5 science teacher, a full-time 6th grade science teacher, and a full-time 7–8th grade science teacher. Exceed’s science curriculum is designed to promote inquiry, problem solving skills, and exposure to 21st century learning and skills. Science teachers develop their own lessons based on best practices in the field, and they partner with school leaders to ensure the lessons are rigorous and aligned to NYS standards. In the 2018-19 school year, the school continued to work with Dr. Purvis, a veteran science instructor and consultant recommended to us by Success Academy to work with our network’s science teachers to examine their lesson plans and curriculum to ensure alignment with the NY Science Standards. Dr. Purvis has decades of experience working in science education, and he worked with Success Academy to design their science curriculum. He provides group professional development to all network science teachers, and he also provides one-on-one coaching and lesson plan feedback to individual teachers.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. 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 AND EVALUATION

Exceed did not meet this measure. Exceed 4th and 8th grade students in at least their 2nd year achieved 50.6% proficiency. While not meeting the measure, Exceed’s 4th grade students came within 1.1pp of the 75% proficiency benchmark.

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

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	73.9%	46
8	25.6%	43
All	50.6%	89

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	76.5%	62	74.4%	43	73.9%	46
8	-	-	38.0%	50	25.6%	43
All	76.5%	62	54.8%	93	50.6%	89

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

At this time, we have not received access to district science performance data and therefore cannot determine comparative performance.

2018-19 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	73.9%	46	--	--
8	25.6%	43	--	--
All	50.6%	89	--	--

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

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ADDITIONAL EVIDENCE

At this time, we have not received access to district science performance data and therefore cannot determine comparative performance.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	54.9%	--	74.4%	--	73.9%	--
8	-	--	38.0%	--	25.6%	--
All	54.9%	--	54.8%	--	50.6%	--

SUMMARY OF THE SCIENCE GOAL

Exceed did not meet the absolute measure for 75% of students in at least their second-year performance at or above proficiency.

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.	Did Not Achieve
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

ACTION PLAN

Exceed is continuing to build a robust, high-quality science program that gives students a 21st century science experience, in the 2019-20 school year, Exceed Upper will be introducing Amplify Science. The new high-quality curriculum blends hands on investigations with literacy rich tools to support students. Also rated highly by ED Reports, we expect that Amplify Science will help support Exceed teachers in providing high-quality instruction in science. 8th grade students at Exceed will have the opportunity to prepare and take the Living Environment Regents. The school expects his work to be even more impactful, as he works exclusively with the 4th grade. Finally, we plan to hold network-wide professional development sessions for science teachers on each of our staff in-service days in 2019-20.

GOAL 4: ESSA

Goal 4: ESSA

Explore Exceed will make adequately yearly progress.

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

We have met this measure. Exceed Charter School has met the ESSA accountability requirements for at least the last 3 school years.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing