

**DEMOCRACY PREP CHARTER
SCHOOL**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Kimberly Mendez, Program Accountability Associate, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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Katie Duffy	

Tanya Nunez served as the school leader of Democracy Prep Charter Middle School in the 2017-18 school year.

Elisa DiMauro served as the school leader of Democracy Prep Charter High School in the 2017-18 school year.

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The mission of Democracy Prep Charter School (DPCS) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. DPCS opened in 2006 as the flagship middle school in the Democracy Prep Public Schools (DPPS) network, and as such, the DPCS academic program maintains core components of DPPS' rigorous middle and high school instructional models and school culture across all grades.

During the 2017-18 school year, DPCS demonstrated significant progress in overall student proficiency on ELA and Math state exams, both compared to last year's performance and to surrounding district schools. Noteworthy metrics, including college matriculation rates and comparative academic performance to district schools, demonstrate the extent to which DPCS continues to provide parents with high-quality public school options in their community.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14							119	108	112	123	123	80	50	715
2014-15							107	111	119	119	95	106	65	722
2015-16							106	116	111	104	112	86	87	722
2016-17							99	114	113	123	90	88	78	705
2017-18							105	107	105	125	96	73	80	691

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	2	0	2

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2016-17	2013-14	2013	11	1	10
2017-18	2014-15	2014	82	0	82

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	74	0	74
2016-17	2013-14	2013	69	1	70
2017-18	2014-15	2014	78	0	78

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	71	1	72
2016-17	2012-13	2012	74	0	74
2017-18	2013-14	2013	70	0	70

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Charter students will meet requirements for high school graduation.

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Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

High School Promotional Criteria is based on:

- Passing all major subjects. A passing grade is a 70.
- Passing all comprehensive examinations. A passing grade is a 70.
- Passing all necessary Regents.
- A minimum 75% numerical average (GPA of 2.0 or higher).
- Maintaining a satisfactory disciplinary record.
- Grade-level MAP testing scores.
- No more than 9 absences.

Scholars who fail three or fewer combined comprehensive exams and classes may be eligible to attend Summer Academy and earn promotion to the next grade.

Graduation Requirements include:

In 12th grade, all seniors are expected to successfully complete the 10 Civic Skills and Dispositions requirements, and earn at least a 70 on the Senior Change the World Project and Research Paper. Additional graduation requirements include:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep in the ninth grade or earlier), awarded upon completing class credits listed in chart below;
- Satisfactory transcript, earning minimum of 70% in each class;
- Satisfactory PSAT, SAT, SAT II, and ACT scores;
- Demonstrated mastery in the Senior Civics Seminar;
- 83% or above on the U.S. Citizenship Exam;
- Satisfactory disciplinary record; and
- Minimum two college acceptance letters.

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)

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Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

RESULTS AND EVALUATION

81% of DPCS scholars in the 2016 and 2017 cohorts earned promotion to the next grade, meeting the listed goal of at least 75% promotion in the first and second year cohorts. DPCS exceeded the listed goal by 6 points in both the 2016 and 2017 cohorts.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	82	81
2017	90	81

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

DPCS did not meet the listed goal, with 70% of students in the 2nd year Total Graduation Cohort scoring at or above proficient on at least three different Regents exams in 2017-18. DPCS fell short of the listed goal of 75% by five points.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	78	94

ENGLISH LANGUAGE ARTS

2015	67	96
2016	82	70

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

DPCS partially met the listed goal, with 90% of students in the Total Graduation Cohort graduating after four years and 94% of students graduating after five years. DPCS surpassed the four-year graduation goal by 15 points, while it fell short of the five-year graduation goal by only 1 point.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	74	89
2013	70	86
2014	78	90

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2011	72	93
2012	74	97
2013	70	94

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

ENGLISH LANGUAGE ARTS

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

Though graduation data for the surrounding district in 2017-18 has not yet been released, the 90% graduation rate at DPCS in 2017-18 surpassed the 2016-17 graduation rate in the surrounding district by 26 points, suggesting that DPCS is likely to surpass the district in 2017-18.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	74	89	1000	66
2013	70	86	988	64
2014	78	90		

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

RESULTS AND EVALUATION

Students at DPCS did not pursue an alternative 4+1 pathway to graduation.

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

ENGLISH LANGUAGE ARTS

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
Overall			

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

DPCS successfully achieved 2 out the 4 High School Graduation Goals that can be measured at this time. DPCS saw 81% of first and second year students earning enough credits for promotion and remaining on track for four-year high school graduation. Additionally, 90% of DPCS students graduated high school within four years, and 94% graduated within five years.

While DPCS missed the five-year graduation goal, it significantly exceeded its four-year high school graduation goal, and teachers and school staff will continue to think critically about opportunities to better support students that may fall behind in the 2018-19 school year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	TBD
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Democracy Prep Charter will prepare students for success in college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

DPCS met the listed goal, with 97% percent of the 2014 Total Cohort Graduates demonstration college preparation by earning an Advanced Regents diploma in 2017-18.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with Advanced designation	70	68	97

ENGLISH LANGUAGE ARTS

Overall	70	68	97
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Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

DPCS exceeded the Measure of Interim Progress set forth in the state’s ESSA accountability system for College, Career, and Civic Readiness by 50 points.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	74	N/A	
2016-17	2013	70	N/A	
2017-18	2014	78	128.2	178.57

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

ENGLISH LANGUAGE ARTS

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

DPCS achieved at CCCRI Index of 178.57, meeting the listed goal and exceeding the CCCRI for the surrounding school district by 42 points.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	178.57	136

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

DPCS met the listed goal of at least 75% student matriculation into a college or university in the year after graduation, with 97% of students matriculating in Fall 2018.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012	72	67	93
2013	66	66	100
2014	70	68	97

SUMMARY OF THE COLLEGE PREPARATION GOAL

DPCS achieved all four of its College Preparation Goals in the 2017-18 school year. 97% of DPCS graduates achieved an Advanced Regents diploma, and 97% of the previous year's graduates matriculated into a college or university this Fall. Additionally, DPCS exceed the state MIP as well as

ENGLISH LANGUAGE ARTS

the district index for College, Career, and Civic Readiness as set forth by the state's ESSA accountability plan.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Achieved
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Democracy Prep Charter students will demonstrate proficiency in English Language Arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families, based on several research studies. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Democracy Prep Charter provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at DPCS are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Middle School and High School take exams at the Trimester level and are assessed on a unit basis throughout the year.

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 English language arts examination for grades 3-8.

ENGLISH LANGUAGE ARTS

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6th through 8th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	96	0	0	0	0	96
7	107	0	0	0	0	107
8	102	0	0	0	0	102
All	305	0	0	0	0	305

RESULTS AND EVALUATION

In the school year 2018-18, the school did not meet the goal of 75% of students enrolled in at least their second year achieving proficiency on the NY State English Language Arts exam. 53% of students enrolled in at least their second year achieved proficiency, which was 22 percentage points below the goal. The highest performing grade level was eighth grade, with 59% of students enrolled in at least their second year achieving proficiency. In two out of the three grades tested, an equal or higher percentage of scholars enrolled in at least their second year achieved proficiency compared to scholars as a whole. This suggests that the longer a student is enrolled in Democracy Prep Charter School, the more likely the scholar is to achieve proficiency.

Performance on 2017-18 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	-	0	-	0
4	-	0	-	0
5	-	0	-	0

⁴ 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

6	50	96	36	14
7	49	107	49	77
8	56	102	59	88
All	51	305	53	179

ADDITIONAL EVIDENCE

During the accountability period, a greater percentage of scholars achieved proficiency on the New York State English Language Arts exam each year. In 2015-16, 40% of scholars achieved proficiency. In the year 2016-17, 50% of scholars achieved proficiency, and during the year 2017-18, 53% of scholars achieved proficiency.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	0	-	0	-	0
4	-	0	-	0	-	0
5	-	0	-	0	-	0
6	11	18	0	11	36	14
7	42	96	52	87	49	77
8	45	82	54	94	59	88
All	40	196	50	192	53	179

Goal 3: 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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

ENGLISH LANGUAGE ARTS

RESULTS AND EVALUATION

The 2017-18 State MIP for ELA performance was 100.7 and the District/School MIP for 2017-18 ELA performance was 136.4. With a Performance Index of 149.5, DPCS met and exceeded the listed performance goal, surpassing the State MIP by almost 49 points and the district MIP by 13.1 points.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11	37	38	13

$$\begin{array}{rclclclcl} \text{PI} & = & 37 & + & 38 & + & 13 & = & 88 \\ & & & & 38 & + & 13 & = & 51 \\ & & & & & + & (.5)*13 & = & 6.5 \\ & & & & & & \text{PI} & = & 149.5 \end{array}$$

Goal 3: 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.⁵

RESULTS AND EVALUATION

During the school year 2017-18, Democracy Prep Charter School outperformed the district of comparison by 23 percentage points. 30% of students in the district achieved proficiency on the New York English Language Arts exam, while 53% of scholars enrolled in at least their second year at DPCS achieved proficiency on the English Language Arts exam. In fact, Democracy Prep Charter School outperformed the district in every grade tested in the school year 2017-2018. In sixth grade, 36% of DPCS scholars enrolled in at least their second year achieved proficiency, while only 32% of district students achieved proficiency. In seventh grade, 49% of DPCS scholars enrolled in at least their second year achieved proficiency compared to 25% of district students, a 24 percentage point difference. In eighth grade, 59% of DPCS scholars enrolled in at least their second year achieved proficiency, compared to 34% of district students, a 25 percentage point difference.

2017-18 State English Language Arts Exam

⁵ 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

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	-	0		
4	-	0		
5	-	0		
6	36	14	32	771
7	49	77	25	834
8	59	88	34	838
All	53	179	30	2443

ADDITIONAL EVIDENCE

In every year during the accountability period, Democracy Prep Charter School scholars enrolled in at least their second year at the school outperformed the district of comparison. In the year 2015-16, 40% of DPCS scholars enrolled in at least their second year achieved proficiency on the English Language Arts exam, compared to 24% of district students, a difference of 16 percentage points. In the school year 2016-17 Democracy Prep Charter School outperformed the district by an even greater margin. 50% of DPCS scholars enrolled in at least their second year achieved proficiency, compared to 25% of district students, a difference of 25 percentage points.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	-		-		-	
4	-		-		-	
5	-		-		-	
6	11	23	0	17	36	32
7	42	22	52	26	49	25
8	45	26	54	32	59	34
All	40	24	50	25	53	30

Goal 3: 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The SUNY Comparative Performance Analysis was not completed for DPCS this year, as this was its first year of SUNY authorization.

2016-17 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						
4						
5						
6						
7						
8						
All						

Goal 3: Growth Measure⁶

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ENGLISH LANGUAGE ARTS

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

All grade levels at DPCS exceeded the target mean growth percentile on the 2016-17 ELA exams, resulting in an overall mean growth percentile of 56.5, 6.5 points higher than the target.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	58.5	50.0
7	58.5	50.0
8	53.5	50.0
All	56.5	50.0

ADDITIONAL EVIDENCE

DPCS has consistently exceeded the target mean growth percentile over the past three years by at least 6 points.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5				50.0
6	60	60.5	58.5	50.0
7	61	57	58.5	50.0
8	65.5	63	53.5	50.0
All	62.5	60.5	56.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Charter School achieved three out the four ELA goals measured for the 2017-18 school year. Though DPCS did not reach the goal of 75% proficiency on the state ELA exam, it has made significant and consistent improvement over the past three years.

DPCS continues to surpass district performance on the state ELA exam, with overall proficiency for grades 3-8 exceeding district performance by 23 points. Additionally, DPCS achieved a Performance Index of 149.5, surpassing the State MIP by almost 49 points and the district MIP by 13.1 points.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Achieved

ACTION PLAN

ELA curriculum is specifically being adjusted in the 2018-2019 school year to include more specific and targeted questions aligned with state standards throughout Reading blocks. This means an overhaul of the Novel Study program to better target specific, standards-aligned learning outcomes, and a readjustment of the Writing curriculum to align with these shifts. These blocks are being aligned in content as well, so that scholars are writing about what they are reading. Assessment data is also going to be tracked to measure growth over the course of the year. At the middle school level, network staff is rewriting and refining plans that address the Reading for Informational Text standards to include more opportunities for direct instruction and more at-bats for scholars to practice these skills independently.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting

ENGLISH LANGUAGE ARTS

Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁸ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

DPCS surpassed the listed goal, with 88% of students in the 4th year Accountability Cohort achieving at least Level 4 on the Regents English exam, surpassing the goal by 23 points.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	2	50
2013	10	90
2014	82	88

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

DPCS surpassed the listed goal, with 100% of students in the 4th year Accountability Cohort achieving at least Level 3 on the Regents English exam.

Percent Scoring at Least Level 3 on Regents English Common Core Exam

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

⁹ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	2	100
2013	10	100
2014	82	100

Goal 3: Absolute Measure

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹¹ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The 2017-18 State MIP for ELA performance was 189.4 and the District/School MIP for 2017-18 ELA performance was 215. With a Performance Index of 244, DPCS met and exceeded the listed performance goal, surpassing the State MIP by 54.6 points and the district MIP by 29 points.

English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
82	0	0	12	88

$$PI = 0 + 12 + 88 = 100$$

¹⁰ Based on the highest score for each student on the English Regents exam

¹¹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

ENGLISH LANGUAGE ARTS

$$\begin{array}{rclcl}
 12 & + & 88 & = & 100 \\
 & + & (.5)*88 & = & 44 \\
 & & PI & = & 244
 \end{array}$$

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 54% of students in the surrounding district achieved Level 4 or higher on the Regents English exam. 88% of DPCS students achieved a Level 4 or 5 on the Regents English exam in 2017-18, suggesting that DPCS likely surpassed district performance on the Regents English exam in 2017-18.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	50	2		
2013	90	10		
2014	88	82		

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam

ENGLISH LANGUAGE ARTS

and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 78% of students in the surrounding district achieved Level 3 or higher on the Regents English exam. 100% of DPCS students achieved a Level 3 or higher on the Regents English exam in 2017-18, suggesting that DPCS likely surpassed district performance on the Regents English exam in 2017-18.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	50	2		
2013	100	10		
2014	100	82		

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

DPCS met the listed goal and exceeded the Performance Index of the comparable school district by 42 points. DPCS performance also improved upon the previous year's performance by 7 points.

English Regents Performance Index (PI)¹²
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School	School District
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¹² For an explanation of the procedure to calculate the school's PI, see page 28.

ENGLISH LANGUAGE ARTS

	PI	Cohort Size	PI	Cohort Size
2012	176	2		
2013	181	10	149	1000
2014	188	82	146	988

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

DPCS did not meet the listed goal of 50% of students who did not score proficient on their 8th grade state ELA exam scoring at least Level 4 on the Regents English exam by the completion of their fourth year.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	2	0
2013	10	0
2014	82	20

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet

¹³ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

DPCS did not meet the listed goal of 75% of students who did not score proficient on their 8th grade state ELA exam scoring at least Level 3 on the Regents English exam by the completion of their fourth year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	2	0
2013	10	11
2014	82	37

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁵

DPCS met four out of the six High School ELA goals in the 2017-18 school year that can be measured at this time.

One hundred percent of DPCS students in the 4th year Accountability Cohort demonstrated proficiency by scoring at least Level 3 on the Regents English exam in the 2017-18 school year. Further, 88% of students in the 4th year Accountability Cohort demonstrated mastery of ELA concepts by scoring at least Level 4 on the Regents English exam.

DPCS also surpassed the State Measure of Interim Progress on ELA performance by 54.6 points and exceeded the district MIP by 29 points.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	Achieved

¹⁴ Based on the highest score for each student on the English Regents exam

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ENGLISH LANGUAGE ARTS

	or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	TBD
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	TBD
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did Not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did Not Achieve

ACTION PLAN

The ELA curriculum at DPCS provides targeted instruction to better prepare students not only for annual state Regents exams, but also for college prep exams, such as the SAT and ACT. A major focus for teachers this year has been finding more opportunities to provide individualized instruction and focused intervention. With the Accelerated Reader program, teachers are able to align Reading blocks with follow-up writing assignments and quizzes, allowing scholars to write about and be evaluated on what they are reading. This program helps teachers to determine students' individual reading levels and test comprehension, enabling them to personalize and focus instruction. It also gives scholars more opportunity to explore independent reading, writing, and critical thinking. English Literature and Writing teachers work closely together to co-plan and reinforce their individual curricula in order to create cohesive and interrelated learning environments for students.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Democracy Prep Charter students will demonstrate proficiency in Mathematics.

BACKGROUND

The Math curriculum at Democracy Prep Charter School is designed to ensure that students master state standards, including the standards for Mathematical Practice. Scholars receive a curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

Goal 4: 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 6th through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	96	0	0	0	0	96
7	110	0	0	0	0	110
8	74	0	0	0	0	74
All	280	0	0	0	0	280

¹⁶ 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.

MATHEMATICS

RESULTS AND EVALUATION

In the school year 2017-2018, 64% Democracy Prep Charter School students enrolled in at least their second year achieved proficiency on the New York State Math exam. While the listed goal of 75% of students proficient was not met, the school only fell short of the goal by 11 percentage points. The 7th grade had the greatest percentage of students achieving proficiency, with 70% proficient on the math exam. In the aggregate, Democracy Prep Charter School scholars in their second year achieved proficiency on the math exam at a higher rate than the students body as a whole. While all scholars achieved 56% proficiency, 64% of scholars enrolled in at least their second year at Democracy Prep Charter School achieved proficiency on the New York State math exam, which suggests that the longer a scholar is enrolled at Democracy Prep Charter School, the more likely he or she is to achieve proficiency.

Performance on 2017-18 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				
4				
5				
6	50	96	29	14
7	56	110	65	78
8	62	74	70	60
All	56	280	64	152

ADDITIONAL EVIDENCE

The school has achieved a rate of proficiency on the New York State Math exam of at least 50% each year during the accountability period. In 2015-16, 66% of scholars enrolled in at least their second year at Democracy Prep Charter School achieved proficiency. In 2016-2017, 54% of scholars enrolled in at least their second year achieved proficiency. And in the school year 2017-2018, 64% of scholars enrolled in at least their second year achieved proficiency.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						

MATHEMATICS

6	56	18	27	11	29	14
7	65	96	51	86	65	78
8	71	56	63	65	70	60
All	66	170	54	162	64	152

Goal 4: 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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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

The 2017-18 State MIP for Math performance was 103.3. With a Performance Index of 148, DPCS met and exceeded the listed performance goal, surpassing the State MIP by almost 45 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
	16	28	38	18

$$\begin{array}{rclclclcl}
 \text{PI} & = & 28 & + & 38 & + & 18 & = & 83 \\
 & & & & 38 & + & 18 & = & 56 \\
 & & & & & + & (.5)*18 & = & 9 \\
 & & & & & & \text{PI} & = & 148
 \end{array}$$

Goal 4: 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

MATHEMATICS

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.¹⁷

RESULTS AND EVALUATION

In the school year 2017-2018, Democracy Prep Charter School scholars enrolled in at least their second year at the school outperformed the district of comparison by a wide margin. 64% of DPCS scholars enrolled in at least their second year achieved proficiency, while a mere 17% of students in the district of comparison achieved proficiency, a difference of 47 percentage points. Furthermore, DPCS outperformed the district of comparison in every grade tested. 29% of 6th graders enrolled in at least their second year at DPCS achieved proficiency, compared to 21% of district students. 65% of 7th graders enrolled in at least their second year achieved proficiency, compared to 19% of district students, a difference of 46 percentage points. And 70% of eighth graders enrolled in at least their second year at DPCS achieved proficiency, compared to 11% of district students, a difference of 47 percentage points.

2017-18 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				
4				
5				
6	29	14	21	778
7	65	78	19	844
8	70	60	11	693
All	64	152	17	2315

ADDITIONAL EVIDENCE

Democracy Prep Charter School scholars enrolled in at least their second year at the school not only outperformed the district on the New York State math exam in 2017-18, DPCS outperformed the district by wide margins in the previous two years as well. In 2015-2016, 66% of DPCS scholars enrolled in at least their second year achieved proficiency on the state math exam, compared to 13% of district students, a difference of 53 percentage points. In 2016-2017, 54% of DPCS scholars enrolled in at least their second year at the school achieved proficiency, compared to 13% of district students, a difference of 41 percentage points. Furthermore, in both SY 2015-2016 and SY 2016-2017 scholars enrolled in their second year at Democracy Prep Charter School outperformed the district of comparison in every grade level tested.

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

¹⁷ 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 Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	56	18	27	17	29	21
7	65	16	51	16	65	19
8	71	6	63	4	70	11
All	66	13	54	13	64	<u>17</u>

Goal 4: 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 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The SUNY Comparative Performance Analysis was not completed for DPCS this year, as this was its first year of SUNY authorization.

2016-17 Mathematics Comparative Performance by Grade Level

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

MATHEMATICS

7	
8	
All	

Goal 4: Growth Measure¹⁸

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.¹⁹

RESULTS AND EVALUATION

All grade levels at DPCS exceeded the target mean growth percentile of 50.0, resulting in an overall mean growth percentile of 70.5, 20.5 points higher than the target.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	75.5	50.0
7	63.5	50.0
8	75.6	50.0
All	70.5	50.0

ADDITIONAL EVIDENCE

DPCS has consistently exceeded the target mean growth percentile over the past three years, surpassing the target by at least 20 points each year.

¹⁸ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5				50.0
6	74	82.5	75.5	50.0
7	69	73.5	63.5	50.0
8	83	88.5	75.6	50.0
All	76	81	70.5	50.0

SUMMARY OF THE MATHEMATICS GOAL

Democracy Prep Charter School achieved 3 out of 4 Mathematics goals measured in the 2017-18 school year. Though DPCS did not reach the goal of 75% proficiency on the state Math exam, it has made significant and consistent improvement over the past three years.

DPCS continues to surpass district performance on the state Math exam, as well as exceed the target mean growth percentile across all grade levels for the third year in a row.

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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Achieved

ACTION PLAN

Democracy Prep Charter School is moving to a 100-minute block of math instruction, providing scholars one, cohesive math lesson per day in 6th and 7th grade. This longer block gives teachers more opportunities to weave in projects and group work designed to provide scholars a better depth of understanding. Teachers will also have greater access to classroom tech that will allow them to better assign scholars review materials and will provide opportunities for differentiated practice and remediation.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²⁰ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

While DPCS did not achieve the listed goal of 65% of students scoring 4 or above on a Regents Math exam by completion of their fourth year, DPCS did show significant improvement from the previous year's 4th year cohort with 54% of DPCS students in the 4th year accountability cohort scoring at least Level 4, while only 20% of students did the previous year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	2	50
2013	10	20
2014	82	54

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

²⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²¹ Based on the highest score for each student on a mathematics Regents exam

MATHEMATICS

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

DPCS surpassed the listed goal, with 97% of students in the 4th year Accountability Cohort scoring at least Level 3 on a Regents Math exam.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	2	100
2013	10	100
2014	82	97

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²³ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is

²² Based on the highest score for each student on a mathematics Regents exam

²³ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

MATHEMATICS

the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The 2017-18 State MIP for Math performance was 149.1 and the District/School MIP for 2017-18 Math performance was 177.8. With a Performance Index of 224, DPCS met and exceeded the listed performance goal, surpassing the state MIP by almost 75 points and the district MIP by over 46 points.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
82	0	3	43	54

$$\begin{array}{rclclclcl}
 \text{PI} & = & 3 & + & 43 & + & 54 & = & 100 \\
 & & & & 43 & + & 54 & = & 97 \\
 & & & & & + & (.5)*54 & = & \underline{27} \\
 & & & & & & \text{PI} & = & 224
 \end{array}$$

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 20% of students in the surrounding district scored Level 4 or 5 on the Algebra I exam; 23% scored Level 4 or 5 on the Geometry exam; and 39% scored Level 4 or 5 on the Algebra II exam. 82% of DPCS students in the 4th year Accountability cohort achieved a Level 4 or 5 on the Math Regents exams in 2017-18, which is a significantly greater proportion of students than the surrounding district in the previous year, suggesting that DPCS performance likely surpassed the surrounding district in 2017-18.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

MATHEMATICS

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	50	2		
2013	20	10		
2014	54	82		

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 55% of students in the surrounding district scored Level 3 or higher on the Algebra I exam; 60% scored Level 3 or higher on the Geometry exam; and 72% scored Level 3 or higher on the Algebra II exam. 82% of DPCS students in the 4th year Accountability Cohort scored Level 3 or higher on the Math Regents exams in 2017-18, demonstrating a significantly higher rate of proficiency among 4th year Cohort students when compared to the surrounding district, and suggesting that DPCS proficiency likely surpassed district performance in 2017-18.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	100	2		
2013	100	10		
2014	97	82		

Goal 4: Comparative Measure

MATHEMATICS

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

DPCS met the listed goal of surpassing the Performance Index of the comparable district on the Math Regents exam. DPCS exceeded the Performance Index of the comparable district by 27 points in 2017-18.

Mathematics Regents Performance Index (PI)²⁴
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	181	2		
2013	173	10	126	1000
2014	152	82	125	988

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

DPCS did not meet the listed goal, with only 30% of the 4th year Accountability cohort who did not reach proficiency on their 8th grade Math exam achieving at least Level 4 on the Regents Math exam.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students

²⁴ For an explanation of the procedure to calculate the school’s PI, see page 46.

MATHEMATICS

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	2	0
2013	10	0
2014	82	30

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

DPCS met the listed goal, with 90% of students in the 4th year Accountability Cohort that did not reach proficiency on the state Math exam in 8th grade reaching at least Level 3 on the Regents Math exam.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	2	100
2013	10	100
2014	82	90

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ²⁷

DPCS achieved four out of the six High School Mathematics goals that can be measured at this time.

Ninety-seven percent of students in the 4th year Accountability Cohort demonstrated proficiency in Math by scoring at least Level 3 on a Regents Math exam in 2017-18. While DPCS did not achieve the listed goal of 65% of students scoring Level 4 or above on a Regents Math exam by completion

²⁵ Based on the highest score for each student on the English Regents exam

²⁶ Based on the highest score for each student on the mathematics Regents exam

²⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

MATHEMATICS

of their fourth year, DPCS did show significant improvement from the previous year's 4th year cohort with 54% of DPCS students in the 4th year accountability cohort scoring at least Level 4, while only 20% of students did the previous year.

Additionally, DPCS exceeded the state Measure of Interim Progress on the Regents Math exams and surpassed the Performance Index of the comparable district on the Math Regents exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	TBD
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	TBD
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

Math curriculum at DPCS is being adjusted to provide teachers with more background knowledge and context for the subjects and courses they are teaching. The network, in conjunction with select teachers, is rewriting and providing the majority of course materials for Algebra I and Geometry to ensure that teachers have a strong foundation from which to teach. These materials include Regents and state standards-aligned problem banks, as well as projects that ask scholars to apply

MATHEMATICS

and extend their understanding across various lessons, topics, or units. Teachers are also receiving continued professional development in course groups to build on these plans.

GOAL 5: SCIENCE

Goal 3: Science

Democracy Prep Charter students will demonstrate proficiency in Science.

BACKGROUND

The Science curriculum at Democracy Prep Charter School is based on the Next Generation Science Standards and is designed to give scholars a hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at DPCS put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on state standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

Goal 5: 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 8th grade in spring 2018. 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

During the 2017-2018 school year, the school exceeded the goal of 75% of scholars proficient on the New York State science assessment. 88% of Democracy Prep Charter School students enrolled in at least their second year achieved proficiency on the science assessment. Furthermore, scholars enrolled in at least their second year at DPCS achieved a higher rate of proficiency compared to total scholars, which suggests that the longer scholars are in the school, the more likely they are to achieve proficiency on the science exam. Among all scholars in the school, 81% achieved proficiency on the science exam compared to 88% enrolled in at least their second year.

Charter School Performance on 2017-18 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				
8	88	88	-	0
All	88	88	-	0

ADDITIONAL EVIDENCE

Not only did Democracy Prep Charter School achieve the goal of 75% of students proficient on the science exam in 2017-18, the school also exceeded the goal in the previous two years as well. Furthermore, In each year in the accountability period, scholars enrolled in at least their second year at the school outperformed all scholars, which suggests that the longer a scholar is enrolled at DPCS, the more likely he or she is to achieve proficiency on the New York State science exam. In 2015-2016, 91% of scholars enrolled in at least their second year achieved proficiency, compared to 87% of all scholars. In 2016-2017, 88% of scholars achieved proficiency compared to 86% of all scholars.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8	91	81	88	94	88	88
All	91	81	88	94	88	88

Goal 5: 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 2017-18 comparative data is not yet available. Schools should report comparison to the district's 2016-17 data.

RESULTS AND EVALUATION

The percentage of DPCS scholars enrolled in at least their second year at the school achieving proficiency on the New York State Science exam was significantly greater than the percentage of

scholars achieving proficiency in the district of comparison. In 2017-2018, 88% of scholars enrolled in at least their second year at DPCS achieved proficiency, compared with 20% of students in the district of comparison achieving proficiency in 2016-2017, a difference of 68 percentage points.

**2017-18 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 ²⁸	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	88	88	-	0
All	88	88	-	0

ADDITIONAL EVIDENCE

As in 2018-19, 88% of DPCS scholars enrolled in at least their second year at the school achieved proficiency on the New York State Science exam. In the same year, only 20% of students in the district of comparison achieved proficiency, a difference of 68 percentage points. In 2015-2016, DPCS outperformed the district as well. That year, 91% of scholars enrolled in at least their second year at the school achieved proficiency on the New York State Science exam, compared with 25% of students achieving proficiency in the district of comparison, a difference of 66 percentage points.

**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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4						
8	91	25	88	20	88	-
All	91	25	88	20	88	-

SUMMARY OF THE SCIENCE GOAL

DPCS achieved the goal of at least 75% student proficiency, with 88% of students reaching proficiency in the 2017-18 school year. Comparative data to the district is not yet available.

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.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the	TBD

²⁸ This table uses the prior year's results as 2017-18 district science scores are not yet available.

	state exam will be greater than that of all students in the same tested grades in the school district of comparison.	
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ACTION PLAN

Democracy Prep Charter School teachers are working with Curriculum specialists at the network level to continue focusing around knowledge-building aligned with state standards. Coupled with this, teachers are receiving more targeted professional development around science and science instruction. At the middle school level, teachers are receiving additional lesson materials and professional development to promote scholar ability to write about scientific concepts and to include and cite quantitative evidence.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

97% of DPCS students that took a Science Regents exam passed with a score of 65 or more by completion of their fourth year in the cohort. DPCS met the listed goal of achieving at least a 75% passing rate.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	2	100
2013	10	100
2014	82	97

²⁹ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 42% of students in the surrounding district scored 65 or above on the Regents Earth Science exam; 53% scored 65 or above on the Living Environment exam; 87% scored 65 or above on the Chemistry exam; and 91% scored 65 or above on the Physics exam. DPCS achieved a 97% passing rate in 2017-18 on at least one Science Regents exam, and can therefore expect to have surpassed district performance on the Regents Science exams in 2017-18.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	100	2		
2013	100	10		
2014	97	82		

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Democracy Prep Charter students will demonstrate proficiency in Social Studies & Civics.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or

higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS AND EVALUATION

DPCS met and surpassed the listed goal, with 100% of students scoring at least 65 on the NY State Regents U.S. History exam by the completion of their fourth year.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	2	100
2012	10	100
2013	82	100

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 65% of students in the surrounding district scored 65 or above on the Regents U.S. History exam. DPCS achieved a 100% passing rate in 2017-18, and can therefore expect to have surpassed district performance on the Regents U.S. History exam in 2017-18.

U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	100	2		
2012	100	10		

³⁰ Based on the highest score for each student on a science Regents exam

2013	100	82		
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Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS AND EVALUATION

DPCS met and surpassed the listed goal, with 100% of students scoring at least 65 on the NY State Regents Global History exam by the completion of their fourth year.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	2	100
2012	10	100
2013	82	100

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Though the comparative data to district is not yet available for 2017-18, in the 2016-17 school year, 47% of students in the surrounding district scored 65 or above on the Regents Global History exam.

³¹ Based on the highest score for each student on a science Regents exam

DPCS achieved a 100% passing rate in 2017-18, and can therefore expect to have surpassed district performance on the Regents Global History exam in 2017-18.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	100	2		
2012	100	10		
2013	100	82		

GOAL 7: ESSA

Goal 7: ESSA

Democracy Prep Charter will make Adequate Yearly Progress.

Goal 7: 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

Democracy Prep Charter School achieved "Good Standing" status for the 2017-18 school year, consistently meeting the absolute measure under the state's accountability system.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing