Explore Excel
CHARTER SCHOOL

2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 1, 2015

By Adam Schulman, Director of Operations and Technology, Explore Schools

Excel Lower School Campus
1077 Remsen Avenue
Brooklyn, NY 11236
And
Excel Upper School Campus
956 East 82nd Street
Brooklyn, NY 11236

Rebecca Daverin, Chief Operating Officer
Emily Volpini, Chief of Staff
Adam Schulman, Director of Operations and Technology
Briana Gibson, Math Specialist
Miriam Barry, Literacy Specialist
Heath Farnsworth-Williams, Communications Manager
Anna Fountaine, Data and Operations Manager
prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Graeme Daykin	*Chair* *Committees: Finance*
Hank Mannix	*Vice Chair/Treasurer* *Committees: Finance, Accountability*
Kim Carnegie	*Member* *Committees: Accountability*
Beth Cohen	*Member* *Committees: Discipline*
Peter Walker	*Member* *Committees: Finance*
Morty Ballen	*Member* *Committees: Discipline*
Angelica Thomas	*Member* *Committees: Discipline*

Dana Bogle has served as the Principal since August of 2012.

INTRODUCTION

Explore Excel Charter School is a public charter school currently serving grades K-7 in Canarsie, Brooklyn. Excel opened in 2011 and will grow one grade per year until full growth, when it will serve grades K-8 and graduate students to some of the top college-preparatory high schools in New York City. Excel's mission is to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. In the 2015-16 school year, Excel currently serves 480 students, 97% of whom are Black or Hispanic, and 76% of whom qualify for free or reduced-price lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2011-12	60	60	62	63				245
2012-13	54	55	60	59	59			287
2013-14	58	59	57	60	64	62		360
2014-15	59	60	59	59	61	62	62	422

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
Explore Excel Charter School students will meet grade level expectations in English.

Background

In the 2014-2015 school year, Explore Excel Charter School used Journeys anchor curriculum for K-6 as a base for literacy, supplemented by internally developed resources, and Teacher's College curriculum for writing in K-6.

Goal 1: 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 English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 6th grade in April 2015. 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).

2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]			Total Enrolled
		IEP	ELL	Absent	
3	60				60
4	60				61*
5	62				62
6	63				63
All	245				246

*There was 1 4th grade student who did not complete the 14-15 ELA NYS due to an administrative error.

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

Results

Of the students enrolled in at least their second year (196 out of 245) 16.33% achieved proficiency on the NYS English Language Arts Exam.

Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	26.67%	60	28.26%	46
4	8.33%	60	8.33%	48
5	11.29%	62	9.62%	52
6	19.05%	63	20.00%	50
All	16.33%	245	16.33%	**196**

Evaluation

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Excel fell short by 58.67 percentage points. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

Additional Evidence

In 2014-15, Explore Excel Charter School used Fountas & Pinnell Reading Level Assessments to measure student progress along with a mid-year interim assessment mirroring the demands of the state test. We also worked to examine and revise our assessment plan and data use for the 2015-2016 school year as we saw little progress based on our use of the Achievement Network's Interim Assessments in previous years.

English Language Arts Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
| | 2012-13 | | 2013-14 | | 2014-15 | |
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			17.0%	47	28.26%	46
4			15.1%	53	8.33%	48
5			24.0%	50	9.62%	52
6					20.00%	50

All			**18.7%**	**150**	**16.33%**	**196**

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[2]

Results

Our performance index for the 2014-15 academic year in English Language Arts was 73.88.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	42.45	41.22	15.51	0.82

PI	=	41.22	+	15.51	+	0.82	=	57.55
				15.51	+	0.82	=	16.33
						PLI	=	73.88

Evaluation

We fell short of the PLI for ELA by 23.12. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

Results

Of the students enrolled in at least their second year (196 out of 245) 16.33% achieved proficiency on the NYS English Language Arts Exam.

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	28.26%	46	21.2%	1,254
4	8.33%	48	23.2%	1,412
5	9.62%	52	23.3%	1,189
6	20.00%	50	24.1%	1,193
All	**16.33%**	**196**	**22.9%**	**5,048**

Evaluation

We did not outperform our local district (CSD 18).

Additional Evidence

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			17.0%	21.4%	28.26%	21%
4			15.1%	25.3%	8.33%	23%
5			24.0%	24.2%	9.62%	23%
6					20.00%	24%
All			**18.7%**	**23.6%**	**16.33%**	**22.8%**

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[3] Schools can acquire these data when the New York State Education Department releases its Access 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.

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 2014-15 analysis is not yet available. This report contains <u>2013-14</u> results, the most recent Comparative Performance Analysis available.

Results
We are waiting on data from CSI.

<u>2013-14</u> 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						

School's Overall Comparative Performance:
Write in Comparative Performance Analysis from report here

Evaluation

We are waiting on data from CSI.

Additional Evidence

We are waiting on data from CSI.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12						
2012-13						
2013-14						

Goal 1: Growth Measure[4]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains <u>2013-14</u> results, the most recent Growth Model data available.[5]

Results

The school's overall mean growth percentile is 43.8.

<u>2013-14 </u>English Language Arts Mean Growth Percentile by Grade Level

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[4] See Guidelines for <u>Creating a SUNY Accountability Plan</u> for an explanation.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	45.0	50.0
5	56.0	50.0
All	**50.5**	**50.0**

Evaluation

The school's overall mean growth percentile exceeds the state median of the 50th percentile. We met this goal.

Additional Evidence

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

Grade	Mean Growth Percentile			
	2011-12[6]	2012-13	2013-14	Statewide Median
4		49.0	45.0	50.0
5			56.0	50.0
All		**49.0**	**50.5**	**50.0**

Summary of the English Language Arts Goal

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 Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A

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[6] Grade level results not available.

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

Action Plan

We recognize that our 14-15 results do not meet our performance goals and need to be improved upon. We believe this was due to three main deficits in our structures and execution:
1. Literacy curricula lacked common-core alignment and effective implementation tools and resources for teachers
2. Teachers needed additional support and development in lesson planning and execution
3. Teachers and leaders failed to effectively use interim data to inform instruction and plan targeted interventions

In order to address these deficits, Explore Excel Charter School implemented several new structures and processes to improve classroom instruction, the responsiveness to student needs and the implementation of interventions.

Literacy Curricula – In 2014-15, Explore Excel Charter School's Charter Management Organization (CMO) created a literacy committee composed of experienced teachers, coordinators and leaders from across four schools. The committee was tasked with evaluating literacy curricular options for common core alignment and effectiveness, and identifying the best curricula for our schools. In this several-month process, the literacy committee identified, tested, and selected new curricula for K-8 grade for the 2015-16 school year. The curricula selected were Core Knowledge Language Arts Skills and Listening & Learning Strands for grades K-2 and Expeditionary Learning in cohort with word study programs, Words Their Way and Grammar Works, for grade 3-8. These curricula were rolled out to Explore Excel Charter School teachers through a robust pre-service program during which teachers received over 30 hours of content-based sessions to learn this curricula and plan lessons.

Teacher support and development in lesson planning and execution – As mentioned above, Explore Excel Charter School, with support from its CMO, began the 15-16 year with a robust pre-service. This was a three-week program used for training, development and planning for all teachers and staff. In 2014-15, pre-service was a total of 10 days for new teachers and 5 for returning teachers. This extended time was used to provide role-specific professional development and support for teachers, including over 30 hours of content/curriculum-based sessions for literacy teachers, between 7 and 12 hours of classroom management sessions (based on experience level and need), and several hours of lesson planning, feedback and lesson execution practice with leaders and peers.

Under the leadership and coordination of the CMO's Literacy Specialist and Program Team, Explore Excel Charter School has begun and will continue to participate in CMO-driven unit planning, training for leaders, and professional development opportunities for teachers, supporting the effective implementation of, and collaboration around, the new curricula. Teachers also attend a weekly Professional Learning Community ("PLC"), in which a teacher leader or school leader guides the grade level in planning and preparing units and lessons through content-based discussions about the curriculum and students' needs. These PLC leaders received additional professional

development during pre-service to build their capacity to effectively lead these sessions. Additionally, Explore Excel Charter School is working with an external Expeditionary Learning Consultant to provide additional development to school leaders and grade level leaders throughout the year to ensure high level execution of the new curricula.

Use of Interim Data to inform instruction and interventions – While in 2014-15 the Fountas & Pinnell Reading Level Assessments ("F&P") were used to assess student progress, Explore Excel Charter School lacked a cohesive and intentional strategy around responding to this data and implementing intervention systems based on student needs. This year, to ensure teachers are using data to inform instruction and create interventions, Explore Excel Charter School is conducting termly in-service days in which teachers receive support in analyzing their F&P results and planning their instruction based on that data. School leaders will also receive professional development and coaching around having data-driven conversations with teachers and supporting data-driven instruction.

Currently, the most prevalent intervention need is for students who are behind grade level in reading. Over 50 teachers across our network of four schools received formal training in using this LLI system and will began implementation of this intervention program in late October. To address this need, Explore Excel Charter School is also rolling out robust use of the Fountas & Pinnell Leveled Literacy Intervention System ("LLI") to students behind grade level in reading. This LLI program was chosen due to its proven effectiveness in numerous research studies for catching up students who are behind grade level.

With the comprehensive and supported rollout of common-core-aligned curricula, implementation of robust professional development and support systems, and targeted use of data to monitor progress and implement intervention systems, Explore Excel Charter School is confident it can improve results for its students in literacy.

MATHEMATICS

Goal 2: Mathematics
Explore Excel Charter School students will meet grade level expectations in Math.

Background

In the 2014-15 school year, Explore Excel Charter School used the TERC/Investigations anchor curriculum in math school-wide for grades K – 5 and Impact as the anchor curricular resource for 6th Grade.

Goal 2: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 6th grade in April 2015. 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.

2014-15 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[7]			Total Enrolled
		IEP	ELL	Absent	
3	60				60
4	61				61
5	61			1	62
6	63				63
All	**245**				246

Results

Of the students enrolled in at least their second year (196 out of 245) 27.04% achieved proficiency on the NYS Math Exam.

Performance on 2014-15 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	38.33%	60	36.96%	46
4	32.79%	61	36.73%	49
5	14.75%	61	15.69%	51
6	19.05%	63	20.00%	50
All	**26.12%**	**245**	**27.04%**	**196**

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[7] 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.

Evaluation

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Excel fell short by 47.9 percentage points. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report

Additional Evidence

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	31.3%	48	44.7%	47	36.96%	46
4	48.6%	37	24.5%	53	36.73%	49
5			46.0%	50	15.69%	51
6					20.00%	50
All	**38.8%**	**85**	**38%**	**150**	**27.04%**	**196**

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[8]

Results

Our performance index for the 2014-15 academic year in Math was 84.9.

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

Mathematics 2014-15 Performance Level Index (PLI)

| Number in | Percent of Students at Each Performance Level | | | |
Cohort	Level 1	Level 2	Level 3	Level 4
	41.22	32.65	17.55	8.57

$$
\begin{array}{lcccccccc}
\text{PI} & = & 32.65 & + & 17.55 & + & 8.57 & = & 58.78 \\
& & & & 17.55 & + & 8.57 & = & \underline{26.12} \\
& & & & & & \text{PLI} & = & 84.9
\end{array}
$$

Evaluation

We fell short of the PLI index for Math by 9.1. We did not meet this goal. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

Goal 2: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.[9]

Results

Of the students enrolled in at least their second year (196 out of 245) 27.04% achieved proficiency on the NYS Math Exam.

2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level

| | Percent of Students at Proficiency | | | |
| Grade | Charter School Students In At Least 2nd Year | | All District Students | |
	Percent	Number Tested	Percent	Number Tested
3	36.96%	46	28.9%	1,270
4	36.73%	49	24.9%	1,423
5	15.69%	51	26.9%	1,195

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[9] 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.

6	20.00%	50	20.3%	1,193
All	**27.04%**	**196**	**25.2%**	**5,081**

Evaluation

We met the first comparative measure.

Additional Evidence

Our students outperformed the local district students in math in the 2012-2013, 2013-2014 and the 2014-2015 school years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	31.3%	22.2%	44.7%	21.4%	36.96%	28.9%
4	48.6%	22.4%	24.5%	25.3%	36.73%	24.9%
5			46.0%	24.2%	15.69%	26.9%
6					20.00%	20.3%
All	**38.8%**	**22.4%**	**38%**	**23.6%**	**27.04%**	**25.2%**

Goal 2: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 2014-15 analysis is not yet available. This report contains <u>2013-14</u> results, the most recent Comparative Performance Analysis available.

Results

We are waiting on data from CSI.

2013-14 **Mathematics Comparative Performance by Grade Level**

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

School's Overall Comparative Performance:
Write in Comparative Performance Analysis from report here

Evaluation

We are waiting on data from CSI.

Additional Evidence

We are waiting on data from CSI.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12						
2012-13						
2013-14						

Goal 2: Growth Measure[10]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.[11]

The School's Mean Growth Percentile is 44.5.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	42.0	50.0
5	46.5	50.0
All	**44.5**	**50.0**

Evaluation

The school fell short of the state Mean Growth Percentile by 5.5. We did not meet this goal.

Additional Evidence

We met this goal for the 2012-13 school year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile

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[10] See Guidelines for Creating a SUNY Accountability Plan for an explanation.
[11] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

	2011-12[12]	2012-13	2013-14	Statewide Median
4		55.8	42.0	50.0
5			46.5	50.0
All		**55.8**	**44.5**	**50.0**

Summary of the Mathematics Goal

We met 1 of our 5 goals.

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 Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	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 2013-14 school district 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 state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

This year, Explore Excel Charter School will continue using Investigations, a curriculum that is aligned to the Common Core Learning Standards. However, we recognize that our current implementation of the curriculum and support for teachers has not yet met our performance goals. Similar to our approach in literacy, we are addressing our gaps in math using two methods:
1. Increasing support for curricular planning and implementation
2. Implementing and supporting use of data to inform instruction and address student needs

Increasing support for curricular planning and implementation
As discussed in the literacy goal above, our CMO increased its pre-service to 17 days this year to ensure all teachers received robust support in learning the math curriculum and preparing units and

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[12] Grade level results not available.

lessons aligned with common core standards. During this extended 17-day pre-service, Explore Excel Charter School math teachers received between 10 and 25 hours, depending on grade level, of math professional development and network-led collaborative planning sessions to ensure alignment on, and support for, curricular implementation across all grades.

To ensure effectively implementation of the curriculum throughout the year, Explore Excel Charter School is working with Illustrative Mathematics and Student Achievement Partners. Sessions with these organizations will provide professional development to teacher leaders and help them more efficiently adapt existing curricular resources to meet the needs of students. Additionally, our CMO is hosting cross-school collaborative planning sessions for all grade level leads at each of our network's four school before the start of major units. These sessions are facilitated by content specialists across our network of schools who will help grade level leaders identify key knowledge and skills needed by students in each unit. These facilitators further help grade level leaders plan how they will turnkey the information learned to their individual school teams. By engaging in all of the above mentioned activities, Explore Excel Charter School expects to improve teacher effectiveness and responsiveness to student needs in math.

Implementing and supporting use of data to inform instruction and address student needs
This year our CMO has also instituted normed Math Interim Assessments, which are created by our math content specialists and vetted to ensure alignment with the rigor of the common core and the state exams. These cumulative tests will be administered at the end of each term. Teachers will participate in leader-facilitated sessions during termly in-service days to engage in data analysis of student performance on these assessments with their grade level colleagues. During these data analysis sessions, teachers will identify common errors and overarching trends before creating action plans in response to student needs. These plans may include re-teaching, small group instruction, or modifying subsequent unit plans to address student needs. This process will improve teachers' abilities to analyze data and increase responsiveness to individual student needs. We will also be better positioned to help Explore Excel Charter School leaders track student progress towards math achievement and implement strategic supports for instruction as needed.

SCIENCE

Goal 3: Science
Explore Excel Charter School students will meet grade level expectations in Science.

<u>Background</u>

In 2014-15, Explore Excel Charter School employed a full-time science teacher who utilized FOSS kits in instruction.

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

Of the students enrolled in at least their second year (49 of 61) 61.22% achieved proficiency on the 4th grade NYS Science exam.

Charter School Performance on 2014-15 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	61.22%	49		

Evaluation

We did not meet this goal.

Additional Evidence

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4					61.22%	49
All					61.22%	49

Goal 3: Comparative Measure
Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

We do not have District 18 results.

2014-15 State Science Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency | | | |
| | Charter School Students In At Least 2nd Year | | All District Students | |
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	61.22%	49		

Evaluation

We do not have District 18 results.

Additional Evidence

We do not have District 18 results.

Summary of the Science Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

Explore Excel Charter School implemented several measures to improve support and professional development for the 2015-16 school year.

As described in other sections above, pre-service was extended from 10 days for new staff and 5 days for returning staff to 17 days for all staff. During this extended pre-service, Explore Excel Charter School science teachers received science-specific professional development sessions including sessions aligned to common core standards. Teachers attended the following sessions:
- o Infusing Common Core into the Scope and Sequence
- o Guided Unit Planning
- o Project-Based Learning in Science: The Performance Assessment

- o Unit 1 Planning Protocol
- o Inquiry-Based Learning in Science: The 5E Lesson
- o Routines and Procedures in the Science

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

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

NCLB

Goal 4: NCLB
Explore Excel will make adequate yearly progress.

Goal 4: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

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

Results

The school has not received its NCLB status for the 2014-2015 school year.

Evaluation

The school has not received its NCLB status for the 2014-2015 school year.

Additional Evidence

There is no additional evidence.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction
Explore Excel Charter School will have high satisfaction rates from key stakeholders.

Goal S: Absolute Measure
Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

The school used the NYC DOE annual survey.

Results

The survey response rate was 89%.

2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
--	--	89%

2014-15 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Rigorous Instruction	83%
Supportive Environment	78%
Collaborative Teachers	81%
Effective School Leadership	79%
Strong Family-Community Ties	84%
Trust	87%

Evaluation

Explore Excel Charter School met and in fact exceeded this goal, which is consistent with results from previous years. We believe these results are a reflection of the overall quality of the family and student experience and of the caring and dedicated teachers and staff at Explore Excel Charter School. In addition, these results reflect Explore Excel Charter School's intentional approach to family engagement, including:

- Explore Excel Charter School's open communication policy – Teachers and staff ensure open and consistent communication with families. All families have access to teachers' cell

phones and teachers make an effort to call home frequently with updates regarding student progress.

- Explore Excel Charter School's multiple opportunities for parent involvement – Explore Excel Charter School encourages and fosters family involvement by offering multiple volunteer opportunities, strongly promoting attendance at school and family events, and working closely with the PTO (the school's parent organization) to plan additional community events for students and families.
- Explore Excel Charter School's community culture – School leadership consistently promotes a strong sense of community and culture with students, staff and families that is palpable. Staff, students and families are proud to be part of the Explore Excel Charter School community and feel supported by each other.

Despite this success, we would like to see even higher satisfaction rates in the 2015-16 school year and school leadership will continue partnering with parent leaders to identify and pursue opportunities for deeper family engagement and support.

Goal S: Absolute Measure
Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Our end of year enrollment will be used to measure this goal.

Results

Our retention rate was 89.7%.

2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
360	0	323	89.7%

Evaluation

We did not meet this goal. Explore Excel Charter School fell short of this goal by less than 1 percentage point (.3), which is a decrease in our retention rate compared to previous years. We believe one contributing factor to this reduction is the move to a separate campus for our upper school scholars, beginning in 5th grade. To address this going forward, Explore Excel Charter School's leadership will increase engagement with 5th grade families earlier in the school year to ease the transition to the new campus and address parent questions and concerns regarding middle school.

Overall, we believe the programmatic improvements and family engagement approach described in earlier sections will lead to an improvement in our student retention rates year to year.

Additional Evidence

Year	Retention Rate
2013-14	94.4%
2014-15	89.7%

Goal S: Absolute Measure
Each year the school will have a daily attendance rate of at least 95 percent.

Method

Student attendance is taken daily by each homeroom teacher, and is entered into our Student Information System. Then, members of the Operations Team review the attendance and layer in any changes that need to be made to account for tardies and absences. The daily attendance rate is calculated by taking the total days a student is present and dividing it by the total days that student is enrolled in the school for the same year.

Results

Attendance was successfully taken every day and overall attendance was 95.7%

2014-15 Attendance

Grade	Average Daily Attendance Rate
KG	95.3%
1	96.1%
2	95.6%
3	95.8%
4	95.8%
5	95.6%
6	95.6%
Overall	95.7%

Evaluation

We met this goal.

Additional Evidence

There is no additional evidence.