

## **Explore Excel Charter School**

# **2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Explore Schools Inc.

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**EXCEL**  
CHARTER SCHOOL

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Explore Schools Inc. prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

| Trustee's Name         | Board Position                             |                                                 |
|------------------------|--------------------------------------------|-------------------------------------------------|
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Anna Bear Dallis and Aisha Lubin have served as Principals of lower and upper schools since 2019 and 2024, respectively.

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## SCHOOL OVERVIEW

Excel Charter School is a K–8 public charter school in Canarsie, Brooklyn. Excel opened in 2011 and graduated its first class of 8<sup>th</sup> graders in 2017 to some of the top college-preparatory high schools in New York City. While Excel’s mission continues to focus on providing students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school, we have honed the vision and priorities for how we go about achieving that mission. Our vision for instruction includes:

- We view excellent curriculum and instruction as a pathway to equity and a response to the opportunity gap by providing our scholars with access and opportunities to succeed.
- Our curriculum is culturally responsive, rigorous, and standards aligned.
- We believe children are natural problem solvers, and so we value teaching that balances critical thinking with learning new skills and knowledge.

We cultivate student investment by nurturing curiosity, providing high-quality feedback, and using data to drive our decision making.

## ENROLLMENT SUMMARY

In the 2024-25 school year, Excel served 620 students as of BEDS Day (October 2, 2024).

School Enrollment by Grade Level and School Year

| School Year | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | Total      |
|-------------|----|----|----|----|----|----|----|----|----|------------|
| 2022-23     | 48 | 57 | 54 | 66 | 54 | 55 | 70 | 73 | 56 | <b>533</b> |
| 2023-24     | 64 | 56 | 60 | 49 | 61 | 55 | 74 | 67 | 73 | <b>559</b> |
| 2024-25     | 51 | 73 | 61 | 64 | 53 | 81 | 80 | 85 | 72 | <b>620</b> |

## GOAL 1: ENGLISH LANGUAGE ARTS

### BACKGROUND

For the 2024-25 school year, Excel Charter School continued to use the Core Knowledge Language Arts (CKLA) Skills and Knowledge Strands for grades K–2 and the EL Education literacy curriculum in grades 3–8. Both programs provide students with literacy education rooted in the science of reading.

This year, we focused on implementing close reading strategies aligned with the science of reading across all grades K-8. These strategies focused on vocabulary development, quick writes, and annotations, and discourse—all in service of bolstering comprehension of grade-level texts.

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### **K–2**

Excel's early literacy curriculum focuses on developing phonological awareness, building content knowledge and vocabulary, and developing comprehension skills. Excel used the Core Knowledge Language Arts (CKLA) program as its main curriculum last year. CKLA has two program strands: Knowledge and Skills. CKLA's two strand program is research-based and provides extensive support for students as they become critical readers and writers.

According to CKLA, the Knowledge Strand emphasizes reading comprehension development in a language- and knowledge-rich context. The primary instructional activity is a read-aloud that exposes students to complex texts, related to a systematically ordered set of topics, or domains. The materials are designed to build knowledge in areas of history, science, literature, and geography. The lesson activities emphasize vocabulary acquisition, building comprehension skills through interactive discussions during and after reading, and use writing to extend and explore the texts and their content. The Skills Strand is a comprehensive, explicit, and systematic phonics program designed to build decoding, fluency, and writing/spelling skills. In 25-26, we will continue to use CKLA in Kindergarten, while we pilot the RedThread curriculum in first and second grade (as discussed in Action Plan).

In addition to the CKLA Program, Excel's K-2 literacy program also includes: Independent Reading, Small Group Instruction and Interactive Read Aloud as supplemental supports for comprehension development, skill practice, and discourse.

### **3–8**

Our literacy program is designed to help our students become successful readers and life-long learners who are prepared to thrive in college-preparatory high school programs and beyond.

Specifically, Excel uses the EL Education curriculum as the primary resource for teaching literacy in grades 3–8. EL Education includes reading and writing instruction and explicitly embedded practice with Speaking and Listening Standards. The curriculum is designed to address the three key components of the standards: (1) regular practice with complex text and its academic language, (2) reading, writing, and speaking grounded in evidence from both literary and informational text, and (3) building knowledge through content-rich non-fiction. Based on the latest research supporting the power of background knowledge, EL modules are designed around topics that help students build background knowledge. Modules also include a blend of fiction and non-fiction complex texts. In each module, students dig deeply into a high-interest topic by analyzing complex, grade-level texts and then completing performance tasks and assessments aligned to the standards. Students at Excel experience four EL Education modules across the year, ensuring a deepening of our students' background knowledge, exposure to content-specific vocabulary, and a variety of texts and genres – all aligned to the science of reading.

In addition to our anchor curriculum, we offer students four periods per week of Close Reading where they read short grade-level texts, dissect the main ideas and craft and structure moves to build their

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independence as readers. Excel uses i-Ready as a diagnostic assessment for all students and as a progress monitoring tool to support RTI and small group instruction.

All of our literacy components include a focus on writing. In grade levels where students have more than one teacher who writes with them, we ensured consistent use of a shared rubric and outlining process. This supported students by providing a clear and systematic process for organizing their thinking and tracking their progress as writers. We continued with assessed writing cycles across grades 3-8 approximately every term. Students produced an on-demand writing assignment based on a grade level text(s) and a standards-aligned question. We used our 3-5 writing rubric and our 6-8 writing rubric to grade, identify grade level trends, plan clear reteaching opportunities and goals, and give students feedback on their work.

Students who required additional reading support in 24-25 received small group, targeted instruction using mCLASS intervention, Just Words, Wilson, or Leveled Literacy Intervention. Students who are Multi-Lingual Learners (MLLs) were offered SIOP. In addition to their core literacy programming, each week, Excel's students received four periods of modified Close Reading with additional scaffolds built in. Throughout Close Reading, students were taught transferable thinking that provided access to unlock the deepest meaning of any text, across all subjects. ESI's Program Team continued to provide support directly to Excel's leaders and teachers in these areas.

For our youngest students, Excel used the mCLASS DIBELS 8 assessment as the central literacy assessment in K-2. Data from the assessment was used to inform responsive instruction across core content blocks and small group instruction (SGI). Excel also continued using Amplify Reading to provide personalized instructional support. Amplify Reading is an interactive, game-based platform that targets specific literacy skills for students based on their performance on the DIBELS 8.

Excel continued to use mCLASS Intervention as an added curricular structure to provide enhanced support for students in response to mCLASS data. The mCLASS Intervention program groups students into SGI groups based on the highest-leverage skill they need support on and provides teachers with detailed scope and sequence and lessons for 2 weeks of intensive instruction with embedded progress monitoring.

For 3-8 students, Excel administered i-Ready diagnostic assessments during the beginning of the year, middle of the year, and end of the year. As mentioned above, these assessments determined the year's beginning RTI groups and informed small group intervention and cross-curricular support throughout the year.

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## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam  
Number of Students Tested and Not Tested

| Grade      | Total Tested | Not Tested |          |           |             |                   |              | Total Enrolled |
|------------|--------------|------------|----------|-----------|-------------|-------------------|--------------|----------------|
|            |              | Absent     | Refusal  | ELL/IEP   | Admin error | Medically excused | Other reason |                |
| 3          | 62           |            | 2        | 4         |             |                   |              | 68             |
| 4          | 48           |            | 2        |           |             |                   |              | 50             |
| 5          | 79           |            | 2        | 1         |             |                   |              | 82             |
| 6          | 79           |            |          | 1         |             |                   |              | 80             |
| 7          | 82           |            | 2        | 3         |             |                   |              | 87             |
| 8          | 72           |            |          | 1         |             |                   |              | 73             |
| <b>All</b> | <b>422</b>   | <b>0</b>   | <b>8</b> | <b>10</b> | <b>0</b>    | <b>0</b>          | <b>0</b>     | <b>440</b>     |

Performance on 2024-25 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

| Grade      | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|------------|---------------|-------------------|--------------------|----------------------------------------|-------------------|--------------------|
|            | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3          | 62            | 30                | 48.4%              | 52                                     | 26                | 50.0%              |
| 4          | 48            | 30                | 62.5%              | 36                                     | 26                | 72.2%              |
| 5          | 79            | 54                | 68.4%              | 48                                     | 39                | 81.3%              |
| 6          | 79            | 39                | 49.4%              | 52                                     | 32                | 61.5%              |
| 7          | 82            | 44                | 53.7%              | 64                                     | 38                | 59.4%              |
| 8          | 72            | 45                | 62.5%              | 60                                     | 42                | 70.0%              |
| <b>All</b> | <b>422</b>    | <b>242</b>        | <b>57.3%</b>       | <b>312</b>                             | <b>203</b>        | <b>65.1%</b>       |

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS Day of the school year prior to the most recent exam administration.

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### ELA Measure 2 - Absolute

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.

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 2024-25 English language arts MIP for all students of **117.3**. 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.<sup>2</sup>

English Language Arts 2024-25 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|-----------------------------------------------|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 19.2                                          | 23.5    | 35.5    | 21.8    |

$$PI = 0 * 19.2_{Level\ 1} + 1 * 23.5_{Level\ 2} + 2 * 35.5_{Level\ 3} + 2.5 * 21.8_{Level\ 4} = \mathbf{149.0}$$

## RESULTS AND EVALUATION

Excel Charter School did not meet the first absolute measure, but came within 18 percentage points with all students, and was even closer with students in at least their second year, coming within 10 percentage points of meeting the overall proficiency goal. Excel greatly surpassed the state's goal for measure of interim progress, exceeding the state's goal by 31.7 points.

### ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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

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<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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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.<sup>3</sup>

### 2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade      | Percent of Students at or Above Proficiency                    |                  |                       |                  |
|------------|----------------------------------------------------------------|------------------|-----------------------|------------------|
|            | Charter School<br>Students In At Least 2 <sup>nd</sup><br>Year |                  | All District Students |                  |
|            | Percent<br>Proficient                                          | Number<br>Tested | Percent<br>Proficient | Number<br>Tested |
| 3          | 50.0%                                                          | 52               | 63.8%                 | 600              |
| 4          | 72.2%                                                          | 36               | 55.1%                 | 641              |
| 5          | 81.3%                                                          | 48               | 61.0%                 | 623              |
| 6          | 61.5%                                                          | 52               | 48.1%                 | 642              |
| 7          | 59.4%                                                          | 64               | 56.9%                 | 710              |
| 8          | 70.0%                                                          | 60               | 54.5%                 | 732              |
| <b>All</b> | <b>65.1%</b>                                                   | <b>312</b>       | <b>56.4%</b>          | <b>3948</b>      |

#### ELA Measure 4 - Comparative

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

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>4</sup>

<sup>3</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

<sup>4</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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### 2023-24 English Language Arts Comparative Performance by Grade Level

| Grade      | Percent Economically Disadvantaged | Mean Scale Score |              | Effect Size |
|------------|------------------------------------|------------------|--------------|-------------|
|            |                                    | Actual           | Predicted    |             |
| 3          | 87.2%                              | 438.0            | 438.6        | -0.06       |
| 4          | 80.3%                              | 454.0            | 440.9        | 1.25        |
| 5          | 83.9%                              | 446.0            | 438.7        | 0.77        |
| 6          | 87.5%                              | 440.0            | 438.3        | 0.17        |
| 7          | 82.4%                              | 450.0            | 444.6        | 0.55        |
| 8          | 75.7%                              | 452.0            | 446.4        | 0.55        |
| <b>All</b> | <b>82.5%</b>                       | <b>447.1</b>     | <b>441.6</b> | <b>0.55</b> |

## RESULTS AND EVALUATION

Excel Charter School met the third measure related to comparison to district schools; second year students surpassed the overall proficiency for NYC District 18 by over 8 percentage points. Excel greatly surpassed the state's Effect Size comparison measure, with an effect size 0.25 higher than the original goal.

### ELA Measure 5 - 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.

## METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.<sup>5</sup>

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 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

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<sup>5</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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2023-24 English Language Arts Mean Growth Percentile by Grade Level

| Grade      | Mean Growth Percentile |             |
|------------|------------------------|-------------|
|            | School                 | Target      |
| 4          | 65.1                   | 50.0        |
| 5          | 40.8                   | 50.0        |
| 6          | 55.8                   | 50.0        |
| 7          | 54.2                   | 50.0        |
| 8          | 61.1                   | 50.0        |
| <b>All</b> | <b>55.8</b>            | <b>50.0</b> |

### RESULTS AND EVALUATION

Excel Charter School met the fifth measure related growth, exceeding the mean growth percentage by 5.8 points.

### ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**. Due to the reporting structure of the iReady platform, all results are shown for 3<sup>rd</sup>-4<sup>th</sup> grade and 5<sup>th</sup>-8<sup>th</sup> grade separately.

2024-25 i-Ready ELA Assessment End of Year Results

| Measure                                                                                                                                                                                                                                                                                          | Subgroup              | Target | Tested | Results | Met? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------|--------|---------|------|
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 4 <sup>th</sup> grade students will be equal to or greater than 100%.                                                                                                             | All students          | 100%   | 124    | 130%    | Met  |
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 5 <sup>th</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.                                                                                                             | All students          | 100%   | 318    | 139     | Met  |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 4 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110%   | 59     | 136%    | Met  |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 5 <sup>th</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will                                                                           | Low initial achievers | 110%   | 150    | 144%    | Met  |

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be equal to or greater than 110% by the spring assessment administration.

### End of Year Performance on 2024-25 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades     | All Students                        |               | Enrolled in at least their Second Year |               |
|------------|-------------------------------------|---------------|----------------------------------------|---------------|
|            | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above    | Number Tested |
| 3          | 24%                                 | 67            | 29%                                    | 52            |
| 4          | 24%                                 | 50            | 30%                                    | 37            |
| 5          | 19%                                 | 81            | 20%                                    | 49            |
| 6          | 25%                                 | 80            | 31%                                    | 52            |
| 7          | 31%                                 | 86            | 36%                                    | 59            |
| 8          | 23%                                 | 71            | 28%                                    | 58            |
| <b>3-4</b> | <b>24%</b>                          | <b>117</b>    | <b>29%</b>                             | <b>89</b>     |
| <b>5-8</b> | <b>25%</b>                          | <b>318</b>    | <b>28%</b>                             | <b>218</b>    |

### End of Year Growth on 2024-25 i-Ready ELA Assessment By All Students

| Grades     | Median Percent of Annual Typical Growth | Number Tested |
|------------|-----------------------------------------|---------------|
| 3          | 117%                                    | 67            |
| 4          | 161%                                    | 50            |
| 5          | 108%                                    | 81            |
| 6          | 100%                                    | 80            |
| 7          | 203%                                    | 86            |
| 8          | 156%                                    | 71            |
| <b>3-4</b> | <b>136%</b>                             | <b>117</b>    |
| <b>5-8</b> | <b>139%</b>                             | <b>318</b>    |

## ADDITIONAL CONTEXT AND EVIDENCE

For iReady there are two additional measures (broken down in 3-5 and 6-8 subgroups). Excel Charter School met both goals for each subgroup. With regards to all students, Excel set a goal for median percent progress toward annual growth of 100% or greater. Excel exceeded this goal with by over 35 points (by over 60 points for upper grades). For students who started the year 2 or more grade levels behind, this was a solid 134% for lower and 165% for upper.

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### Additional Measure 4: Growth

75% of students in KG-2 will reach or exceed their mCLASS growth goal or meet/exceed their grade level benchmark from 24-25 Beginning of Year Assessment to 24-25 End of Year Assessment.

### METHOD

Using the mCLASS assessment hosted by Amplify, students are tested regarding their early literacy skills at various points throughout the school year. Growth goals are determined by the platform based on beginning of year assessment/diagnostic and results are gathered in the spring as part of an end of year assessment.

### RESULTS AND EVALUATION

Performance on 24-25 mCLASS EOY  
By All Students

| Grades     | All Students |               |
|------------|--------------|---------------|
|            | Met Measure  | Number Tested |
| KG         | 84.4%        | 45            |
| 1          | 70.6%        | 68            |
| 2          | 73.5%        | 49            |
| <b>All</b> | <b>75.3%</b> | <b>162</b>    |

Excel met this measure overall and exceeded it in Kindergarten by almost 10 percentage points.

### SUMMARY OF THE ELA 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 meet |
| Absolute    | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.                                                                                                                                                                     | Met          |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.                                                                   | Met          |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | Met          |

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|                 |                                                                                                                                                                                                                                                                                       |          |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 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.                                                                                               | Met      |
| Growth (iReady) | Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.                                                                                                                                     | Met (x2) |
| Growth (iReady) | Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Met (x2) |
| Growth (mClass) | 75% of students in KG-2 will reach or exceed their mCLASS growth goal or meet/exceed their grade level benchmark from 24-25 Beginning of Year to 24-25 End of Year.                                                                                                                   | Met      |

### ELA ACTION PLAN

Over the past several years, our network has made steady gains in English Language Arts (ELA); however, our data suggests a plateau in student growth, signaling a critical juncture in our work. This has prompted a bold and necessary pivot in our ELA approach, beginning with meaningful curriculum updates.

Last year, we piloted the RedThread Foundations curriculum as an intervention for our third-fourth grade students at Excel who needed more support in reading. The pilot revealed strong alignment to standards and high-quality instructional design that provided teachers with a stronger framework from which to teach, and most importantly, the pilot bolstered foundational reading for participating students. Based on the success of this pilot, we will implement RedThread Foundations across all third-grade classrooms this year. This move ensures every third-grade student receives science of reading-aligned systematic, research-based foundational reading support, setting the stage for improved comprehension.

In addition to scaling our third-grade implementation, we will pilot the full RedThread curriculum in our first- and second-grade classrooms. While our small group instruction (SGI) and skills-based groups remain effective for Tier 2 and Tier 3 interventions, we have interrogated the efficacy of our Tier 1 core curriculum. Our goal is to ensure all students engage with a rich variety of texts, experience consistent writing practice, and participate in cross-content, project-based learning. RedThread offers an instructional design that meets these needs, allowing students to think more expansively and apply interdisciplinary knowledge creatively. Additionally, it ensures that all students are receiving grade-level standards-aligned skills practice every day, in every lesson. We will actively monitor the success of this pilot to inform our curriculum decisions across the network in the years ahead.

To support the implementation of this pilot, we are investing in comprehensive professional development for teachers facilitated directly by Lavinia Group, the authors of the curriculum and proven

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leaders in the field of improving literacy outcomes at schools. This training will ensure fidelity to the curriculum and foster instructional coherence across grade levels.

We are also beginning implementation of an online digital reading platform for foundational reading in K-2 called Magpie. As we began to shift away from Amplify Reading, we looked for a platform that would complement the Redthread curriculum. After a successful pilot of Magpie for Kindergarteners at our network, we are implementing Magpie across the K-2 grade band. It will supplant Amplify Reading and provide similar digital supplemental support for foundational reading.

In alignment with our curricular shifts, we are also reinvesting in teacher text internalization practices. At the network level, we will be auditing teacher intellectual preparation materials and lesson plans, attending school-level PLCs to coach school-based leaders on effective facilitation, and observing how planning translates to classroom impact. This renewed focus aims to ensure that teachers are not only equipped with strong materials but are also deeply internalizing the texts and planning lessons that meet the intellectual demands of the standards.

In grades 4-8, we are investing in a robust training from Student Achievement Partners called “Improving Reading for Older Students” for teachers across all content areas. The strategies in this training are centered around reading “accelerators” including:

- Word recognition and fluency
- Growing vocabulary and background knowledge
- Habits confident close readers use to tackle complex texts
- Writing as a tool to support reading

These accelerators build naturally on the close reading strategies we implement across content in the 2024-2025 school year relating to interactive vocabulary, quick writes and discussion protocols.

Finally, we will also continue to support leaders and teachers in planning for and including small group instruction (SGI) during all core content periods. This instructional practice allows teachers to provide targeted support based on students’ specific learning needs more immediately, helping to close gaps and extend learning where needed before students move on from that specific lesson. Through this focus, we will ensure that all learners can access and succeed with grade-level material.

Outside of our curricular pilots and SGI focus, we will continue to implement our Close Reading and EL Education programming.

### **Special Populations of Students (MLLs, Students with Disabilities)**

Aligned to our belief that all children can learn when immersed in a rich environment full of high expectations, rigorous academics, and caring, committed adults, Explore Schools has a multi-tiered system of support (“MTSS”) to meet the needs of all learners. Our multi-tiered system of support creates inclusive and equitable systems that ensure that all students have equal opportunities to learn and develop their social-emotional well-being at high levels. Our staff is equipped with the necessary tools and supports to cultivate identity, skills, intellect, and criticality in all our students. The key components of our MTSS are:

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- Strong core instruction at the tier 1 level, including responding to data to maximize student achievement.
- Strengths-based perspective to support students' social, emotional, and behavioral needs.
- Universal screening to identify students in need of additional support.
- Progress monitoring for all students
- Multi-level prevention/tiered interventions
- Data-based decision making

In addition to ensuring that we provide high-quality mandated services, including SETSS, integrated co-teaching, and ENL services, we believe in using data to make informed decisions to support students in areas in which they need targeted support. Given this belief, we utilize a wide range of intervention programs, and we train our teachers to implement data-driven, student-centered, targeted instruction by collecting and closely analyzing assessments and student work. Our intervention programming includes mCLASS intervention, RedThread, LLI (Leveled Literacy Intervention), STARI, Wilson, Just Words, and iReady. We also offer targeted close reading, aligned to specific needs identified in our universal screening process. In grades 3-5, students who are identified as needing additional reading support can be in a "Close Reading Foundations" small group. These small groups launch each week with a focus on morphology and phonics (Day 1) and fluency practice (Day 2). Using the foundation established during Days 1 & 2, students learn transferable thinking that gets them to the deepest meaning of the text (Day 3) and examine how authors craft impacts how they communicate that meaning. This five-day cycle ends with students taking the learning from the week to read and respond to new texts with strategic coaching and support (Day 5). In our Upper Grades, students will receive targeted close reading instruction or STARI instruction, as aligned to their needs. The STARI curriculum is designed with the science of reading at the forefront, integrating concrete instruction in fluency, decoding, and comprehension into units designed around engaging themes and authentic texts.

We consistently develop the skillset of our staff to provide effective intervention through network-led professional development, ongoing PLCs and RTI meetings, and individual teacher coaching. We focus on using progress monitoring data to ensure that our interventions are effectively leading students to meet their growth goals.

We are committed to improving outcomes for our MLLs and know that our teachers need high-level training to best support this subset of students. During the 24-25 school year, we partnered with ElevatED to provide whole staff training to all academic content teachers around serving MLLs. Our 3 trainings covered:

- 8 impactful strategies to use in planning and instruction of MLLs
- Teaching academic vocabulary to MLLs
- Designing effective graphic organizers for MLLs

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In the 25-26 school year, new staff members will engage in training with ElevatED. To support our staff in increasing accessibility and removing learning barriers for all, we have partnered with SELF, the Special Education Leader Fellowship, for the upcoming school year. They will support our leaders in creating a vision that centers on learning for all, developing equitable systems aligned to that vision, and analyzing data to increase access for all learners.

### GOAL 2: MATHEMATICS

#### BACKGROUND

Excel's approach to math instruction prioritizes focus and cohesiveness aligned to New York State's Next Generation Learning Standards, which balances rigor of conceptual understanding, procedural skill and fluency, and application in preparation for college and career. Excel implements research-based curricular resources that best support this vision for mathematical instruction. In grades K–8, Excel uses LEAP Math, also known as Achievement First's math curriculum. We also offer an Algebra 1 elective to 8<sup>th</sup> graders who are prepared to take on high school level standards in addition to their 8<sup>th</sup> grade coursework. ESI's Program Team supports Excel's leaders and teachers, focusing on strengthening instruction and data-driven practices.

In the 2024-25 school year, Excel built on the success we experienced in the 2023-2024 school year. We continued to ensure that all standards were taught ahead of the NYS exam, in alignment with the updated NYS Next Generation Standards Educators' Guide. Based on our programmatic success from the previous year, we stayed the course with our approach – teaching all tested standards ahead of the NYS exams and utilizing our interim assessments and math quizzes to inform reteaching opportunities. We also continued using our formalized preparation program leading up to the state exams.

In our K-5 classrooms, we continued to strengthen our instructional delivery by standardizing teaching practices across our classrooms by implementing shared close reading strategies to support literacy in the content area. These strategies included activated vocabulary, quick writes, and discussion protocols.

To facilitate improved outcomes in 8<sup>th</sup> grade math in 2024-25, we updated our 8<sup>th</sup> grade pacing and time on instruction to maximize instructional time on Geometry and Expressions, Equations, and Inequalities domains to align to the NYS mathematics test blueprint. Our Algebra 1 course was an elective offered to qualifying students. Our goal was to make Algebra 1 a more accessible option for students and families who were interested in this Regents level course. By using 7<sup>th</sup> grade data to determine eligibility for the Algebra 1 course which began at the very start of the school year. We also offered a summer math course for rising 8<sup>th</sup> graders who had not yet qualified for the class but wanted the opportunity to take it. These 2 shifts strengthened our 8<sup>th</sup> grade math achievement outcomes in 25-26.

We continued weekly differentiated digital practice in all grades K-8 through Khan Kids (K-2) and Khan Academy (3-8) and trained our staff on how to assign targeted lessons to students based on their data.

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Additionally, we continued to use Do the Math as our intervention curriculum for students who demonstrated lagging skills in math with a focus on the four operations as applied to whole and rational numbers. Using a systematic approach to diagnostic testing, we ensured that all students placed in Do the Math groups were entering at their readiness levels and building from there. In support of all these changes, ESI's Program Team worked to ensure Excel leaders had the tools, resources, and access to high-quality training for strong data analysis and response and standards-aligned math instruction.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam  
Number of Students Tested and Not Tested

| Grade      | Total Tested | Not Tested |          |          |             |                   |              |              | Total Enrolled |
|------------|--------------|------------|----------|----------|-------------|-------------------|--------------|--------------|----------------|
|            |              | Absent     | Refusal  | ELL/IEP  | Admin error | Medically excused | Other reason | Took Regents |                |
| 3          | 66           |            | 2        |          |             |                   |              |              | 68             |
| 4          | 49           |            | 1        |          |             |                   |              |              | 50             |
| 5          | 81           |            | 1        |          |             |                   |              |              | 82             |
| 6          | 79           |            | 1        |          |             |                   |              |              | 80             |
| 7          | 86           |            |          |          |             |                   |              |              | 86             |
| 8          | 73           |            |          |          |             |                   |              |              | 73             |
| <b>All</b> | <b>434</b>   | <b>0</b>   | <b>5</b> | <b>0</b> | <b>0</b>    | <b>0</b>          | <b>0</b>     | <b>0</b>     | <b>439</b>     |

Performance on 2024-25 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|----------------------------------------|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | 66            | 43                | 65.2%              | 52                                     | 38                | 73.1%              |
| 4     | 49            | 40                | 81.6%              | 37                                     | 35                | 94.6%              |
| 5     | 81            | 46                | 56.8%              | 48                                     | 35                | 72.9%              |
| 6     | 79            | 42                | 53.2%              | 52                                     | 32                | 61.5%              |

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|            |            |            |              |            |            |              |
|------------|------------|------------|--------------|------------|------------|--------------|
| 7          | 86         | 58         | 67.4%        | 64         | 46         | 71.9%        |
| 8          | 73         | 47         | 64.4%        | 60         | 43         | 71.7%        |
| <b>All</b> | <b>434</b> | <b>276</b> | <b>63.6%</b> | <b>313</b> | <b>229</b> | <b>73.2%</b> |

### Math Measure 2 - Absolute

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 2024-25 mathematics MIP for all students of **119.4**. 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.

Mathematics 2024-25 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|-----------------------------------------------|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 16.4%                                         | 20.0%   | 43.1%   | 20.5%   |

$$PI = 0 * 16.4_{\text{Level 1}} + 1 * 20.0_{\text{Level 2}} + 2 * 43.1_{\text{Level 3}} + 2.5 * 20.5_{\text{Level 4}} = 157.45$$

### RESULTS AND EVALUATION

Excel Charter School did not meet the first absolute measure, but came within 1.8 percentage points for 2<sup>nd</sup> year students, and 11.4 for all students in 3<sup>rd</sup>-8<sup>th</sup> grades. Excel significantly surpassed the Measure for Interim Progress, exceeding the state's goal by 38.05 points.

### Math Measure 3 - Comparative

Each year, the percentage 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 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

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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.

### 2024-25 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade      | Percent of Students at or Above Proficiency                    |                  |                       |                  |
|------------|----------------------------------------------------------------|------------------|-----------------------|------------------|
|            | Charter School<br>Students In At Least 2 <sup>nd</sup><br>Year |                  | All District Students |                  |
|            | Percent<br>Proficient                                          | Number<br>Tested | Percent<br>Proficient | Number<br>Tested |
| 3          | 73.1%                                                          | 52               | 75.0%                 | 624              |
| 4          | 94.6%                                                          | 37               | 59.4%                 | 658              |
| 5          | 72.9%                                                          | 48               | 63.0%                 | 617              |
| 6          | 61.5%                                                          | 52               | 45.0%                 | 640              |
| 7          | 71.9%                                                          | 64               | 55.5%                 | 688              |
| 8          | 71.7%                                                          | 60               | 56.0%                 | 514              |
| <b>All</b> | <b>73.2%</b>                                                   | <b>313</b>       | <b>59.0%</b>          | <b>3741</b>      |

#### Math Measure 4 - Comparative

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

#### 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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>6</sup>

<sup>6</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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### 2023-24 Mathematics Comparative Performance by Grade Level

| Grade      | Percent Economically Disadvantaged | Mean Scale Score |              | Effect Size |
|------------|------------------------------------|------------------|--------------|-------------|
|            |                                    | Actual           | Predicted    |             |
| 3          | 87.2%                              | 446.0            | 445.5        | 0.03        |
| 4          | 80.3%                              | 482.0            | 450.0        | 2.06        |
| 5          | 83.9%                              | 447.0            | 443.9        | 0.23        |
| 6          | 87.5%                              | 448.0            | 443.6        | 0.33        |
| 7          | 82.4%                              | 462.0            | 450.1        | 0.80        |
| 8          | 75.7%                              | 449.0            | 443.1        | 0.38        |
| <b>All</b> | <b>82.6%</b>                       | <b>455.7</b>     | <b>446.0</b> | <b>0.65</b> |

## RESULTS AND EVALUATION

Excel Charter School met the third measure related to comparison to district schools; second year students surpassed the overall proficiency for NYC District 18 by over 14 percentage points. Excel greatly surpassed the state's Effect Size comparison measure, with an effect size 0.35 higher than the original goal.

### Math Measure 5 - 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.

## METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.<sup>7</sup>

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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 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.

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<sup>7</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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### 2023-24 Mathematics Mean Growth Percentile by Grade Level

| Grade      | Mean Growth Percentile |             |
|------------|------------------------|-------------|
|            | School                 | Target      |
| 4          | 82.0                   | 50.0        |
| 5          | 22.9                   | 50.0        |
| 6          | 57.9                   | 50.0        |
| 7          | 74.4                   | 50.0        |
| 8          | 45.1                   | 50.0        |
| <b>All</b> | <b>56.7</b>            | <b>50.0</b> |

## RESULTS AND EVALUATION

Excel Charter School met the fifth measure related growth, exceeding the mean growth percentage by 6.7 points.

## MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Curriculum based

| Measure                                                                                                                                          | Subgroup     | Target | Tested | Results | Met?         |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------|--------|---------|--------------|
| Measure 1 Absolute: 75% of students will meet grade level proficiency on the 24-25 EOY Math IA (R4)                                              | All students | 75%    | 504    | 54.6%   | Did Not Meet |
| Measure 2 Growth: 75% of students who sat for both years of tests, will show 5% improvement over their scores between the 23-24 R3 and 24-25 R3. | All students | 75%    | 419    | 36.5%   | Did Not Meet |

### Performance on 24-25 Math IA EOY (R4)

#### By All Students

| Grades | All Students |               |
|--------|--------------|---------------|
|        | Met Measure  | Number Tested |
| KG     | 84.0%        | 50            |
| 1      | 47.9%        | 71            |
| 2      | 7.69%        | 52            |
| 3      | 52.4%        | 63            |
| 4      | 71.1%        | 45            |
| 5      | 61.0%        | 77            |
| 6      | 60.0%        | 75            |

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|            |              |            |
|------------|--------------|------------|
| 7          | 48.7%        | 78         |
| <b>All</b> | <b>54.6%</b> | <b>504</b> |

### Percent of Students Showing Improvement Between 23-24 R3 Math IA and 24-25 R3 Math IA By All Students

| Grades     | All Students |               |
|------------|--------------|---------------|
|            | Met Measure  | Number Tested |
| 1          | 28.8%        | 59            |
| 2          | 7.0%         | 43            |
| 3          | 42.0%        | 50            |
| 4          | 97.7%        | 44            |
| 5          | 12.2%        | 49            |
| 6          | 38.2%        | 55            |
| 7          | 43.1%        | 65            |
| 8          | 25.9%        | 54            |
| <b>All</b> | <b>36.5%</b> | <b>419</b>    |

## RESULTS AND EVALUATION

Excel did not meet either of the internal/curriculum-based measures for 24-25. Excel fell short of 75% overall proficiency at the End of Year exam by approximately 20.4 percentage points and fell short of the year over year growth goal by approximately 39 percentage points. Despite falling particularly short in the growth goal year over year, there were bright spots; Kindergarten exceeded the 75% overall proficiency goal for R4 by 9 percentage points and 4<sup>th</sup> grade exceeded the year over year growth significantly by over 22 points.

### Additional Math Measure 2: Absolute

Each year, 75 percent of all tested students will perform at proficiency on the New York State Algebra I Regents.

## METHOD

A subset of students in 8<sup>th</sup> grade received a high school Algebra I curriculum throughout the 24-25 school year and sat for the June 2025 Algebra I Regents. Proficiency is defined by scoring 65% or higher.

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### RESULTS AND EVALUATION

Performance on a Regents Math Exam  
Of 8<sup>th</sup> Grade All Students by Year

| Grade | Year    | Regents Exam | Percent Passing with a 65 | Number Tested |
|-------|---------|--------------|---------------------------|---------------|
| 8     | 2021-22 | Algebra      | 89.5%                     | 19            |
| 8     | 2022-23 | Algebra      | 85.7%                     | 14            |
| 8     | 2023-24 | Algebra      | 100%                      | 12            |
| 8     | 2024-25 | Algebra      | 100%                      | 21            |

We are proud that we have met our goals on the Algebra Regents for each of the last four years. Looking toward the 25-26 school year, we are looking for a greater percentage of students earning a mastery score of at least 80% and increasing the percent of students who have access to Regents level math, which will be expanded on in the action plan section of this report.

### SUMMARY OF THE MATHEMATICS 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 Mathematics exam for grades 3-8.                                                                                                                                                   | Did Not Meet |
| 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.                                                                                                                                                                     | Met          |
| Comparative | Each year, the percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.                                                                | Met          |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | Met          |
| Growth      | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.                                                                                                                                                    | Met          |
| Absolute    | 75% of students will meet grade level proficiency on the 24-25 EOY Math IA (R4)                                                                                                                                                                                                                                                  | Did Not Meet |
| Growth      | 75% of students will show 5% improvement over their scores between the 23-24 Math R3 Interim and 24-25 Math R3 Interim. For                                                                                                                                                                                                      | Did Not Meet |

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|          |                                                                                                                                         |     |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------|-----|
|          | new students, they will show 5% improvement over their scores between the 24-25 R1 Interim and 24-25 R3 Interim.                        |     |
| Absolute | Each year, 75 percent of all tested 8 <sup>th</sup> grade students will perform at proficiency on the New York State Algebra I Regents. | Met |

### MATHEMATICS ACTION PLAN

With the continued use of the LEAP curriculum, Excel maintained a high level of rigor in math instruction for its students. Below, we outline the additional steps Excel is taking by grade band to continue to improve the quality of math instruction:

- **Grades K-8:** In 2025-26 our math teachers, like their ELA counterparts will continue to engage our students in the same set of teaching techniques around vocabulary acquisition and use, annotation and short answer response writing, and small group discussion. We have identified that as a general trend, our students' math skills are solid, and we need to continue developing their comprehension of mathematical situations. Specifically, incorporating the science of reading techniques such as "storifying" math problems to build context, engaging students in rich discourse to identify why the math works for deeper meaning, and writing to express understanding.
- **Grades K-8:** In 2025-26, our math teachers will focus their instructional practices to include targeted, small group instruction throughout both core classes and responsive classes to ensure students are getting the feedback they need to practice the content accurately and providing supports just in time rather than a delayed response. Targeted instruction will offer differentiation to support student outcomes.
- **Grade 8 and Algebra 1 Regents Programming:** The shifts we made to our 8<sup>th</sup> grade math pacing guide in the 2024-2025 school year had a positive impact on student outcomes especially on NYS test results and Regents results. We will be focusing on small group instruction during the core instructional block from the start of the school year to ensure that all students are getting the support they need and mastering content more rapidly.
- **Special Populations:** In 2025-2026, we will continue to implement Do the Math and responsive math instruction to support all learners. Similar to their humanities counterparts, we will ensure that our new math teachers are trained by ElevateED to deepen their knowledge of best practices for MLLs in our math classes. This year, our upper school is opening a 12:1:1 program utilizing TransMath, a comprehensive math program designed to prepare students who are two or more years below grade level in mathematics for algebra. In the upcoming school year, we will pair TransMath content with CCSS aligned questions, to allow students the opportunity to apply their skills in a variety of different contexts. We will also continue to utilize Do the Math across grades 3-8 in order to support students who need to deepen their conceptual understanding of the core mathematical operations.

### Approach to data-driven instruction

In the 2024-2025 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. We will continue using a

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comprehensive data platform, PowerBI, to provide school leaders with earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years. In 2025-2026, we are adding new data visualizations and access to additional data triangulations to support a deeper understanding of the specific needs of each student, class, grade level as well as the implications for programmatic supports.

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

- Foundational reading assessments – mClass (K-2) and IReady (3-8)
- Math Interim Assessments
- Math and ELA Quizzes
- WIDA Assessment
- NYS ELA and Math Exam proficiency and cohort growth

Aligned to the EOY measures, the network also sets cycle measures that identify intervals for improvement on internal assessments to be on track to meet EOY measures. Progress toward benchmarks is tightly monitored, through bi-weekly data tracking of student outputs aligned to each measure, and through teacher observations, feedback, and professional development aligned to a focused set of teacher inputs. Most network-driven professional development and resource creation is aligned to the benchmarks with student outputs and teacher inputs identified termly. Student outputs are evaluated through student work analysis that indicates progress toward achieving the cycle and EOY measures. Teacher inputs are defined as observable strategies and actions teachers can take that will lead to the student outputs.

In 2025-2026, we will continue to provide oversight and training on best practices in data analysis and action planning. A significant component of our data-driven approach is including a “looking at student work” component in our weekly PLC meetings with teachers. We believe that the weekly practice of analyzing data – whether it is formative or summative – will sharpen our collective approach to data-driven instruction and ensure that teachers are responding to what their students know and where they need to grow. As always, teachers and leaders facilitate formal data driven planning around key assessments like our interims, mClass and iReady data. This planning includes reflection on progress toward measures, studying the assessment results to determine what students already know and what they do not yet know, data driven lesson planning to close gaps, reassessment, and reflection.

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### GOAL 3: SCIENCE

#### BACKGROUND

In 2024-25, Excel Schools continued our implementation of a cohesive K-5, 6-7, and grade 8 science program. In grades K-5, the science program used PhD Science by Great Minds. In Gr6-7, the science program was Amplify Science, and grade 8 was New Visions Biology, in alignment with NYS Regents shifts. Excel has continued to provide science beginning in Kindergarten. Excel's chosen science curricula is designed to promote inquiry, problem solving skills, and exposure to 21<sup>st</sup> century learning and skills. All three science curricula support rigorous, aligned instruction to NYS Next Generation Science standards with an accelerated K-7 program that provides the opportunity for all 8<sup>th</sup> graders to graduate having completed the Biology Regents Course.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 7<sup>th</sup> grade in spring 2025 as our 8<sup>th</sup> grade students take the NYS Biology Regents. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam  
By Students Enrolled in At Least Their Second Year

| Grade      | Students in At Least Their 2 <sup>nd</sup> Year |                   |                    |
|------------|-------------------------------------------------|-------------------|--------------------|
|            | Number Tested                                   | Number Proficient | Percent Proficient |
| 5          | 48                                              | 23                | 47.9%              |
| 7          | 59                                              | 27                | 45.8%              |
| 8          | 2                                               | 0                 | 0%                 |
| <b>All</b> | <b>109</b>                                      | <b>50</b>         | <b>45.9%</b>       |

#### Science Measure 2 - Comparative

Each year, the percentage 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.

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

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

| 2024-25 State Science Exam<br>Charter School and District Performance by Grade Level |                                                             |                      |                       |                       |                      |                       |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------|-----------------------|-----------------------|----------------------|-----------------------|
|                                                                                      | Charter School Students in at Least 2 <sup>nd</sup><br>Year |                      |                       | All District Students |                      |                       |
| Grade                                                                                | Number<br>Tested                                            | Number<br>Proficient | Percent<br>Proficient | Number<br>Tested      | Number<br>Proficient | Percent<br>Proficient |
| 5                                                                                    | 48                                                          | 23                   | 47.9%                 | TBD                   | TBD                  | TBD                   |
| 7/8                                                                                  | 61                                                          | 27                   | 44.3%                 | TBD                   | TBD                  | TBD                   |
| <b>All</b>                                                                           | <b>109</b>                                                  | <b>50</b>            | <b>45.9%</b>          | <b>TBD</b>            | <b>TBD</b>           | <b>TBD</b>            |

### Additional Science Measure 1- Absolute

Each year, 75 percent of all tested 8<sup>th</sup> grade students will perform at or above proficiency on the New York State Biology Regents.

## RESULTS AND EVALUATION

| Performance on a Regents Science Exam<br>Of 8 <sup>th</sup> Grade All Students by Year |         |                       |                                  |                  |  |
|----------------------------------------------------------------------------------------|---------|-----------------------|----------------------------------|------------------|--|
| Grade                                                                                  | Year    | Regents Exam          | Percent<br>Passing with a<br>65% | Number<br>Tested |  |
| 8                                                                                      | 2021-22 | Living<br>Environment | 53.3%                            | 45               |  |
| 8                                                                                      | 2022-23 | Living<br>Environment | 69.7%                            | 33               |  |
| 8                                                                                      | 2023-24 | Living<br>Environment | 78.3%                            | 23               |  |
| 8                                                                                      | 2024-25 | Biology               | 35.4%                            | 65               |  |

Excel did not meet our absolute Regents goal in Science, falling short by approximately 40 points. We believe the shift to a new curriculum necessitated by the switch from Living Environment to Biology, played a significant factor. We also significantly expanded access to Regents course work and testing, having all of our 8<sup>th</sup> graders sit for the Regents exam this year, an increase of 42 students. We look to build on the foundations of 24-25 in future years, which will be expanded upon in our Science Action plan section below.

## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

| Type     | Measure                                                                                  | Outcome      |
|----------|------------------------------------------------------------------------------------------|--------------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will | Did Not Meet |

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|             |                                                                                                                                                                                                                                                   |              |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|             | perform at proficiency on the New York State examination.                                                                                                                                                                                         |              |
| Comparative | Each year, the percentage of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | ?            |
| Absolute    | Each year, 75 percent of all tested 8th grade students will perform at or above proficiency on the New York State Living Environment Regents.                                                                                                     | Did Not Meet |

### ACTION PLAN

In 2025-2026 we are strengthening our science programming in several ways:

1. Like our humanities and math teachers, science teachers in K-8 will continue to use our shared teaching strategies to teach technical vocabulary, support students in annotations and short response writing, and to provide students with opportunities for small group discussion protocols. We know that science literacy is dependent on transferable and cross-cutting frameworks for thinking and we are committed to providing all our science students with clear and consistent instruction on how to approach their learning.
2. We are offering an accelerated middle school science course to our 6<sup>th</sup> and 7<sup>th</sup> graders that covers all 6-8<sup>th</sup> grade investigations and content and culminates in our 7<sup>th</sup> graders sitting for the 8<sup>th</sup> grade state science exam. We will continue using the Amplify science curriculum for 6<sup>th</sup> and 7<sup>th</sup> grade.
3. We are offering the Biology Regents course to our 8<sup>th</sup> graders. We will continue using the New Visions curriculum for Biology in place of Living Environment.
4. Across 5-8<sup>th</sup> grade, we will engage in more frequent and rigorous data analysis with science teachers. We will utilize network-wide planning days to analyze unit test data and ensure that our students are making sufficient progress as they prepare for their culminating exams.
5. In 25-26, we are elevating our science student achievement outcomes as part of our network goals, which will push us to utilize our network approach and tactics for progress monitoring and responsive to internal data.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### GOAL 4: ESSA

#### **ESSA Measure 1**

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

| Year    | Status                        |
|---------|-------------------------------|
| 2022-23 | Local Support and Improvement |
| 2023-24 | Local Support and Improvement |
| 2024-25 | Local Support and Improvement |

### **ADDITIONAL CONTEXT AND EVIDENCE**

We have met this measure; Excel Charter School has been in good standing aka identified for only local support and improvement with ESSA for at least the last 3 school years where data is available.