

**Oracle Charter School  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**



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John Ashwood, Head of School, Christian Cornwell, Director of Curriculum and Instruction, Brian Pawloski, Dean of Students & former Chief Information Officer, helped in preparation of this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joseph Costantini	Executive, Finance, Development/Marketing
Ramone Alexander	Executive, Academic Excellence
Thomas Bailey	Executive, Chair - Governance , Finance
Robert Spampata	Executive, Chair - Finance, Development/Marketing, School Safety Committee
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Divitta Alexander	Academic Excellence
Jacqueline Hollins	Governance, Academic Excellence
Ron Stewart, Ph.D.	Chair - Academic Excellence
Laryssa Kimble	Alumni Representative

**John Ashwood has served as the Head of School since August 2011.**

## INTRODUCTION

### ● MISSION STATEMENT

*As established by a strategic planning team in Summer 2013:*

We exist to prepare each student to flourish in college, career and life by providing:

- A nurturing, safe environment
- Smaller classes
- Passionate, caring educators
- Guidance to discover, navigate and pursue their passion
- The confidence and skills necessary to succeed in the 21<sup>st</sup> century
- A diverse and challenging curriculum

*As previously communicated:*

The Oracle Charter School will engage students of varying abilities in a concept-rich, challenging academic experience, enabling them to inhabit a meaningful place within their academic and civic communities and to know and value themselves as individuals. To that end, Oracle Charter School will graduate students who are able to meet or exceed state performance standards and who are prepared thereby to take the next step in their lives.

### ● HISTORY

Established in 2005 with a charter to educate students in grades 7-12, Oracle Charter School has just completed its ninth year of operation. In 2008-09, we graduated our first class of high school students in the 2005 Cohort and attained a four-year graduation rate of 76.0% (their five-year graduation rate was 96.0%). In 2009-10, the 2006 Cohort achieved a four-year graduation rate of 72.5% (their five-year graduation mark was 80.4%). 2009-10 also marked the last year of our middle school. The past three years we provided an education to students in grades 9-12. In June 2011, we graduated our third class, which comprised 40 out of 65 students in the 2007 Cohort (four-year graduation rate of 61.5%). Five additional members of the cohort graduated in 2012, which boosted our five-year graduation rate to 69.2%. Following our worst year in school history, we responded in 2011-12 with our most outstanding graduating class to date as the 2008 Cohort achieved a 79.1% four-year graduation rate. This was a result of our reflective practices that led us to modify and improve our educational program for our students. By 2012-13, the 2008 Cohort had reached a five-year graduation rate of 81.2%. In 2012-13, the 2009 Cohort became our fifth graduating cohort. The 2009 Cohort posted a 69.3% 4-year graduation rate. In 2013-14, the 2010 Cohort became the sixth and most recent graduating cohort. It also became our most successful as it posted a 79.5% graduation rate. The 2011 cohort posted a 63.6% 4-year graduation rate in 2014-2015. Altogether, we have graduated seven cohorts with an average graduation rate of 71.8%, which is 3.2% percentile points below our absolute measure of 75%. Over the past 4 years we have achieved an average four year graduation rate of 72.9%. During that same period of time, however, Buffalo Public Schools had a 6-year average graduation rate of 54%. While these numbers provide clear indication that Oracle Charter School is emerging as an institution of educational excellence – and that we are a significantly better choice for most students than a traditional public school – we do recognize that the 2.1 percentile gap between our achievement and our absolute measure account for about 2 students a year that we are not graduating on time. As will be evidenced later in this report, over the past few years, the student demographics of Oracle have exceeded that of the local district in both percentage of economically disadvantaged students and minority students. We are proud of our accomplishments

and trajectory, including the fact that each of the last two graduating cohorts have had 81.0% of African American males graduate in four years, higher than our actual graduation rate during the same time period. This success significantly surpasses the local, state and national achievement for the same demographic group. We have much work to do to improve and are driven to vastly exceed our absolute graduation measure. The following report will capture the recent progress, as well the efforts we have prioritized to ensure that we continue our ascension as a leading high school.

### **School Enrollment by Grade Level and School Year**

BEDS Day

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10									20	106	91	57	47	321
2010-11										119	97	71	48	335
2011-12										101	87	74	68	330
2012-13										152	84	73	42	351
2013-14										144	112	58	54	368
2014-15										162	96	71	47	376

Our academic successes are apparent throughout this document, however, the rise in overall enrollment, approximately 10% since the current school leader has been in place, is also a sign that our reputation throughout Buffalo is strong as more parents are choosing to send their students to Oracle. The start of the 2015-2016 school year will be the third consecutive year that OCS has initiated the school year with an enrollment in excess of the original charter amount of 361 students.

### **High School Cohorts**

#### **Accountability Cohort**

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2011-12 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30<sup>th</sup>.

#### Fourth-Year High School Accountability Cohorts

Year	Year Entered 9 <sup>th</sup> Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October of year	Number Removed During the School Year	Number in Accountability Cohort
2008-09	2005-06	2005	47	1	46
2009-10	2006-07	2006	48	2	46
2010-11	2007-08	2007	51	1	50
2011-12	2008-09	2008	76	0	76
2012-13	2009-10	2009	61	0 <sup>1</sup>	61
2013-14	2010-11	2010	70	0	70
2014-15	2011-12	2011	58	0	59

Interestingly, our highest accountability cohorts (2008 & 2010) also had the highest graduation rates, 79.1% and 79.5% respectively.

#### Total Cohort for Graduation

Students are included in the Total Cohort for Graduation, which is also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2011-12, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9<sup>th</sup> grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

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<sup>1</sup> Four students left during the 2012-13 school year, one who was expelled and three others who entered a GED program (we have no evidence that they have completed their GED degree). Those four students have remained on our Accountability Cohort.

<b>Fourth Year Total Cohort for Graduation</b>					
<b>Fourth Year Cohort</b>	<b>Year Entered 9<sup>th</sup> Grade Anywhere</b>	<b>Cohort Designation</b>	<b>Number of Students Enrolled on June 30<sup>th</sup> of the Cohort's Fourth Year (a)</b>	<b>Additional Students Still in Cohort <sup>2</sup> (b)</b>	<b>Graduation Cohort (a) + (b)</b>
2009-10	2006-07	<b>2006</b>	46	8	54
2010-11	2007-08	<b>2007</b>	49	16	66
2011-12	2008-09	<b>2008</b>	76	10	86
2012-13	2009-10	<b>2009</b>	61	14	75
2013-14	2010-11	<b>2010</b>	70	8	78
2014-2015	2011-2012	<b>2011</b>	59	7	66

<b>Fifth Year Total Cohort for Graduation</b>					
<b>Fifth Year Cohort</b>	<b>Year Entered 9<sup>th</sup> Grade Anywhere</b>	<b>Cohort Designation</b>	<b>Number of Students Enrolled on June 30<sup>th</sup> of the Cohort's Fifth Year (a)</b>	<b>Additional Students Still in Cohort <sup>3</sup> (b)</b>	<b>Graduation Cohort (a) + (b)</b>
2010-11	2006-07	<b>2006</b>	Not available <sup>4</sup>	Not available	54
2011-12	2007-08	<b>2007</b>	3	0	65
2012-13	2008-09	<b>2008</b>	5	0	85 <sup>5</sup>
2013-14	2009-10	<b>2009</b>	1	75	76
2014-15	2010-11	<b>2010</b>	0	76	76

<sup>2</sup>One student graduated with the 2010 cohort a year earlier than expected; one student dropped out completely; two moved out of state, one of which provided appropriate documentation; and three informed us they would be pursuing their GED's.

<sup>3</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

<sup>4</sup> The CSI workbook has some issues that have corrupted this workbook page.

<sup>5</sup> Briana Overton, a student in the 2008 cohort who did not graduate in four years, transferred to Buffalo Public Schools during her 5<sup>th</sup> year of high school. Therefore, we have counted her against our 4-year rate, but we have removed her from our 5-year graduation numbers.

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

Oracle Charter School students will demonstrate proficiency in listening, speaking, reading, and writing.

## ENGLISH LANGUAGE ARTS

### **Goal 1.1: Absolute Measure**

Each year, 65% of students in the high school Accountability Cohort will meet the college and career standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

### **Method**

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.<sup>6</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

### **Results**

This is the third year where we have applied the standard for College and Career Readiness. In the first year of this standard, 32.2% of our Accountability Cohort passed the ELA Regents with a score of 75 or higher. In 2014, our 2010 Cohort had 43.5% College and Career Readiness rate and an 88.5% pass rate for the ELA Regents exam. Our 2011 cohort had a 32.2 % College and Career Readiness rate and an overall pass rate of 78.0%. Our decline in performance in this area is detailed in the Additional Evidence portion of the ELA results.

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<sup>6</sup> The statewide adaptation of the Common Core State Standards includes incorporating College and Career Readiness performance standards for the English Language Arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

**English Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>7</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	50	86% (passed exam)
2008	76	89.5% (passed exam)
2009	61	32.2% (met CCR); 86.4% passed exam
2010	70	42.9% (met CCR); 87.1% passed exam
2011	59	32.2% (met CCR); 78.0% passed exam

**English Regents Passing Rate with a score of 65% by Cohort and Year**

Cohort Designation	2010-11		2011-12		2012-13 <sup>s</sup>		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	87	44.8%	64	68.8%	62	85.0%	62	86.4%	62	86.4%
2010			82	15.7%	71	78.9%	69	87.1%	66	86.4%
2011					69	37.7%	59	71.2%	59	78.0%
2012					115	1.7%	104	1.9%	83	71.1%
2013							81	0.0%	72	0.0%
2014										

<sup>7</sup> Based on the highest score for each student on the English Regents exam.

<sup>8</sup> These numbers for the 2012-13 data are taken from a report that was generated on April 13, 2014. Therefore, the numbers for 2010-2012 Cohorts are reflective of students from the 2012-13 school year who are still with the school the following year. Scores also include data from the January Regents exam in 2014, which would raise the pass rate.

## Evaluation

Over the past three cohorts since this measure was reported, Oracle Charter School is averaging 35.8% of students achieving College and Career readiness on the NYS ELA exam. With another year remaining in high school, the 2012 cohort, our current senior class, have already surpassed 40.0% College and Career readiness. Overall, our ELA program has generated some of the highest performing results and shows tremendous promise for rising cohorts as evidenced by the progress of the 2012 cohort to date. Some aspects that contribute to this performance:

- Literacy support that we have prioritized with our “Literacy Across the Curriculum.” Sheri Voss, our literacy consultant, has worked with our ELA department for several years now to vertically align curriculum and increase the rigor of instruction.
- To ensure that students and teachers are prepared for the rigor of the Common Core, Mrs. Voss also works with the other three core departments to assist them in incorporating literacy skills into their courses such as delivery CLOSE reads and vocabulary acquisition.
- Structured writing across the curriculum has increased in terms of support and reflection in the past three years. Students are much clearer on expectations for writing, and their skills are scaffolded from 9<sup>th</sup> grade on.
- We have an AP English class offered in 12<sup>th</sup> grade. The simple expectation of a college-level course offered at the end of the curriculum seems to inherently raise expectations.
- Professional development from Erie 1 BOCES representatives.
- Strong department norming of written work and multiple reviewers providing feedback to students.
- Continuity of ELA department staff.
- Culturally relevant and interesting topics for text set analysis
- Extremely rigorous interim assessments

At this pace of improvement, we should meet, or come very close to achieving our CCR goals for ELA by the time the 2012 Cohort graduates.

## Additional Evidence

The table below depicts the most recent achievement in relation to the ELA Regents requirement by cohort. Each accountability cohort has to graduate with a pass rate in excess of 75%, and as we move to the new standard of College and Career Readiness, 65% of each cohort is required to have a 75 or above. The chart below depicts the proficiency rate of each cohort. Although the 2011 cohort only achieved a 78.0% pass rate on the Regents ELA exam, this number was significantly impacted by a group of English Language Learners that were enrolled at the start of their junior year from the district. During their first two years of high school not one of the students had earned a passing grade on a Regents exam. Of the eight students, only one successfully earned a score at or greater than 65.0%. The other seven, representing approximately 10.6% of the cohort, were unsuccessful. Without that group, we would have performed in line with our historical performance. Unfortunately, two years was not sufficient time to close such a gap.

OCS provided ELL students’ preferential enrollment after receiving a 5 year renewal in the 2012-2013 school year at the strong suggestion of site evaluators in an attempt to increase our ELL enrollment to

more closely mirror that of the district. Prior to this cohort, Oracle has always had great success with its ELL and we remain confident that ELL's in subsequent cohorts will perform extremely well

### English Regents Passing Rate with a score of 65% by Cohort and Year

In relation to this measure, Oracle Charter School **met and exceeded the goal** for the 2011 Accountability Cohort.

In relation to this measure, Oracle Charter School **is on track** for the 2012 Accountability Cohort as 71.7 % of the students had met their ELA requirement by the end of their junior year. Additionally, the 2012 has nearly achieved the highest CCR mark in school history at the end of their junior year. This is a clear indication of the strong vertical alignment, norming and increased rigor throughout the department.

#### Goal 1.2: Absolute Measure

Each year, 65% of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

#### Method

The school demonstrates the effectiveness of its English Language Arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma (65% and above) and the college and career readiness standard (75% and above). In the chart below, we have communicated both standards.

#### Results

In the table below, we present the performance data on the English Regents examination after four years in the cohort for Oracle Charter School students who failed to achieve proficiency on New York State's 8<sup>th</sup> grade English Language Arts examination.

For students in the 2011 Cohort, 78.0% of our students passed the English Regents by the end of their fourth year in high school. Although we do not have access to all of the 8<sup>th</sup> grade ELA scores for the 2011 Cohort, we have the identical amount as we had for the 2010 cohort (49 total scores).

Consequently, this is the most accurate depiction that we have ever had in regards to this measure. Students in the 2011 Cohort for whom data is available achieved a 20.0% proficiency and mastery rate on the 8<sup>th</sup> grade ELA exam in the 2009-10 school year. **The lowest recorded percent ever entering our school.** In 2010-11 school year, the district had 23.0% of their 8<sup>th</sup> grade rated as proficient or higher. Therefore, **Oracle had a higher number of students who were below proficient entering their 9<sup>th</sup> grade year than the local district.**

Of the students in the 2011 cohort for whom we have data and scored a Level 1 or 2 on their 8<sup>th</sup> grade ELA assessment, 84.6% of those students passed the English Regents examination by the completion of their fourth year in the cohort, and 28.2% of those students achieved College and Career. As it pertains

to this measure, however, we have seen some significant gains for our students who enter high school behind in their ELA achievement. Although the 2011 entered with the lowest 8<sup>th</sup> grade scores in school history, we were able to achieve the third highest ELA passing rate in school history for students that entered not proficient. This figure is a testament to the traction our academic program is gaining in general and in ELA specifically.

Percentage of Students with 8th Grade Score History Who Pass							
the Comprehensive English Regents after 4 Years in Cohort							
	Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	% of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 Passing English Regents	% of Students at Level 2 or 1 attaining CCR
	2006	46	11	72.7%	27.3%	100.0%	
	2007	50	16	68.8%	31.2%	81.8%	
	2008	76	20	70.0%	30.0%	78.6%	
	2009	61	18	50.0%	50.0%	66.7%	22.2%
	2010	70	49	77.6%	22.4%	89.5%	36.8%
	2011	59	49	80.0%	20.0%	84.6%	28.2%

On the 8<sup>th</sup> grade ELA exam in 2011, the district as a whole achieved a 23% proficiency rate, **so the representative sample size that we have reveals that our student population were three percentile point lower proficiency rate at the time that they entered high school. As evidenced by the chart, this is our lowest proficiency rate for incoming 8<sup>th</sup> graders in the last five years of data collection.** Despite this fact, the 2011 cohort outperformed at least three previous cohort s.

It will be interesting to monitor these data points through the period of our charter term. School demographics for the previous two years indicate that we are at or exceed 90% for economically disadvantaged students, a higher percent than the local district. To be able to improve the ELA performance by such a significant margin is a point of pride since it denotes a school addressing the most marginalized demographics in urban education. Despite a lower graduation rate than we would like, we have our sights set on becoming a 90-90-90 school, which would be a truly remarkable achievement. We want to continue to ensure that we are meeting the needs of those students. So long as our incoming students mirror students in Buffalo City Schools (and at present our students come from a lower socio-economic level than students in Buffalo City School), we will continue to be able to point to achievement as we produce far better results in our graduating cohorts.

**English Regents Passing Rate with a Score of 65 and 75 (covering historical and current accountability standards) among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>9</sup>**

<b>Cohort Designation</b>	<b>Number in Cohort not proficient in 8<sup>th</sup> grade</b>	<b>Percent Passing with a score of 65 and CCR for 2009 Cohort</b>
<b>2007</b>	<b>9</b>	<b>Pass Rate: 81.8%</b>
2008	11	<b>Pass Rate: 78.6%</b>
2009	9	22.2% (CCR); 67% proficiency
2010	34	36.8% (CCR); 89.5% proficiency
2011	39	28.2% (CCR); 84.6% proficiency

**Evaluation**

In relation to this measure, Oracle Charter School has **not met the goal** as it relates the students who scored at Level 1 or 2 in 8<sup>th</sup> grade and went on to meet the College and Career Readiness standard of 75. Only 28.2% of those students met the College and Career Readiness standards.

**Results**

The 2011 Cohort did make significant progress increase in overall Regents proficiency rates compared with their 8<sup>th</sup> grade performance scores as 84.6% of students that entered high school without being at a proficient level on the 8<sup>th</sup> grade exam met the Regents proficiency mark.

**Goal 1.3: Comparative Measure**

Each year, the Accountability Performance Level (APL)<sup>10</sup> on the Regents/Common Core English exam of students complete their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an

<sup>9</sup> Based on the highest score for each student on the English Regents exam

<sup>10</sup> The APL for Regents exams is based on the college and career ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 is Levels 3 & 4. The APL is the sum of the percent of students on the Accountability Cohort at Levels 2, 3, and 4 plus the percent at Levels 3 & 4.

Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of 127.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

**Results**

**English Language Arts Accountability Performance Level (APL)  
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level					APL				
	Level 1	Level 2	Level 3	Level 4	APL					
59	23.7%	44.1%	32.2%	0		APL Previous: 129.9				
	PI	=	44.1	+	32.2	+	0.0	=	76.3	
					32.2	+	0.0	=	<u>32.2</u>	
							APL	=	108.5	

**Evaluation**

We **did not meet** the APL for ELA for the 2011 Cohort.

**Additional Evidence**

After receiving a five year renewal, Oracle Charter School, at the direction of the renewal site visit team, provided preferred enrollment to ELL’s in an attempt to have this demographic group be a closer match to district numbers. Therefore, OCS enrolled a significant number of ELL students in its 2011 cohort at the start of their junior year in high school. Prior to coming to OCS, these students had not passed one Regents exam. In short, the APL rate for the 2011 cohort was significantly impacted as 7/66 or 10.6% of the cohort were late entries to OCS and did not have sufficient time to close the achievement gap as other ELL students had previously done. OCS previously had great success with students that enrolled as freshman. It will be interesting to see how ELL students that enroll at OCS during their freshman year perform compared with the 2011 group that entered significantly behind their peers.

#### **Goal 1.4: Absolute Measure**

Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to regression analysis controlling for economically disadvantaged students among all high schools in New York State.<sup>11</sup>

#### **Method**

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 nor 2014-2015 analysis' are not yet available.

#### **Results**

*Not available at this time.*

#### **Goal 1.5: Comparative Measure**

Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

#### **Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>12</sup>

#### **Results**

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<sup>11</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

<sup>12</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

**English Regents Passing Rate with a Score of 65  
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	86.0%	50	60%	2653
2008	89.5%	76	56%	2948
2009	85.0%	61	59%	2630
2010	87.1%	70	58%	2534
2011	78.0%	59		

**Evaluation**

We vastly outperformed the local district’s most recent results in regards to pass rates. In the past three years, we have outperformed the Buffalo Public Schools by 20-33.5% in terms of overall ELA pass rates for our respective Accountability Cohorts. We have demographics that are more diverse and have a lower socio-economic rate than the district. While Buffalo Schools does not set a high bar for student achievement, we will continue to beat this comparative measure by a considerable margin in the coming years.

**Comparisons Between Fourth-Year Cohorts by  
Oracle and Buffalo Public Schools**

Cohort	Charter School		School District	
	ELA PI	Cohort Size	ELA PI	Cohort Size
2008	112.0	75	127	2105
2009	116.7	61	121	2018
2010	129.9	70	117	2019
2011	108.5	59		

In regards to the comparison between our APL and Buffalo Schools, we experienced a decline in performance this year. Information previously provided in other areas of this report (Additional Evidence) helps to explain why the decline occurred. While the school is not proud of this turn of events, it is important to note **that Oracle Charter School had increased its APL performance for**

**three consecutive cohorts until the 2011 cohort.** Simultaneously, the local district has had three consecutive years of APL decline. Obviously, the practices in place at OCS have been gaining traction. The 2011 results will most likely be a minor blip not an indication of systemic problems, on the long term trajectory of OCS as it relates to student achievement.

**Goal 1.6: Growth Measure<sup>13</sup>**

Each year, under the state’s Growth Model (under development), the relative growth of selected students will exceed the state’s median growth.

**Method**

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean 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 will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

**Results**

*Not available at this time.*

**Goal 1.7: Optional Absolute Measure**

Each year, students will score on average a 70% on the constructed response (essay) portion of the Regents/Common Core English Exam

**Method**

The school will examine the average score of the constructed response portion on the Regents/Common Core English Exam. We will evaluate scores from the January, June, and August administrations of the exam. All test takers will be evaluated.

**Results:**

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<sup>13</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

	GOAL	January Regents	June Common Core	August Common Core	Yearly Average	Met/Not Met (% to goal)
2014	70%	58.5%	63.6%	60.0%	60.7%	Did not meet (fell 9.3 percent short)
2015	70%	68.6%	78.6%	74.3%	73.8%	MET

## Evaluation

During the 2014-2015 year, our students vastly outperformed the results of the previous year on the constructed response portion of the ELA exam. Overall for the year, we were 13.1 percentile points better than the prior year. This result is extremely encouraging and a strong indicator of the emphasis the school has placed on writing. The ELA department has made tremendous progress in the vertical alignment and rigor throughout the program. This result is clear evidence of the impact our program has on students that enter high school that were not proficient on the NYS 8<sup>th</sup> grade ELA exam.

## Evaluation

### Goal 1.8: Optional Growth Measure

9<sup>th</sup> grade students will increase their overall reading comprehension levels by over 1.5 years during their first year in high school (as measured by median and not average to account for the large outliers due to student investment on the front or back end of the administration). Oracle will continue to measure this based upon the Diagnostic Online Reading Assessment (DORA), which is a state approved tool.

## Method

We will administer the DORA at least three times a year to determine student needs and growth. DORA is administered by the ELA department in conjunction with the Technology department and with the support of the administration. It captures a variety of literacy elements, including fluency, spelling, and reading comprehension. We use the information at the start of the year to provide support for students in need of additional literacy skills. The results are also communicated with students, and they create individualized goals with their teachers that are monitored at the middle and end of the year. The test is approved by New York State as a valid measure for measuring literacy and student learning objectives. For the purposes of this measure, we focus on reading comprehension.

## Results

Oracle Charter School did not administer DORA to students during the 2014-2015 year. For numerous reasons including but not limited to: time consumption from class time for administering the test, poor student motivation, and testing that is not connected to curricular learning pieces. ELA staff and instructional leaders intuitively believe that increased writing scores in response to text set challenges must indicate growth in reading comprehension.

## Summary of the High School English Language Arts Goal

We have demonstrated significant traction in relation to College and Career Readiness. Our most intriguing achievement is that 84.6% of our students who entered 9<sup>th</sup> grade below proficient in ELA on their 8<sup>th</sup> grade state exam passed the Regents exam. Of those students, 28.2% of them graduated high school with College and Career Readiness (and all students met the proficiency target). That reveals phenomenal growth during the high school years as a result of our belief in our students' abilities and the aligned plans that create individualized targets. As we posited last year, the increased standards have changed the way that we have approached our expectations throughout the building. Results have unsurprisingly increased as a result of those heightened expectations.

We met our absolute standard of 75% of our 2011 Accountability Cohort passing the New York State Regents exam by the completion of their fourth year, a bar that we have never come close to missing. The transition to a College and Career Readiness standard of 65% of our students passing with a 75% or higher has rightfully raised the expectations we have for our students. Although we did not meet this standard for the 2011 we are convinced that the programmatic emphasis on writing is taking hold and will yield great results in upcoming cohort data.

We have identified and retained key ELA teachers who have high expectations, a tireless work ethic, strong norming and grading practices and a curriculum that is aligned to the rigor of the Common Core. Fortunately, we have retained the significant ELA teachers that are helping to build a rigorous writing based program and interim assessments. Administratively, we set consistently high expectations in the classroom through the implementation of the Danielson Model for teacher evaluations. This has allowed us to have open and honest dialogue about teacher practice as we hold our staff accountable for student learning.

The 2011 Cohort did not meet the majority of our accountability absolute measures, but we are very impressed with the progress we have made with students that enter at 9<sup>th</sup> grade so far behind in ELA performance. The results of the 2011 Cohort are a step back for the school as a whole but as noted in several areas of this report under Additional evidence, there is a key theme that led to the decline in results. Additionally, we are very optimistic that we have rounded the corner and have gained traction in developing students into proficient writers as evidenced by the 2012 cohort.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State.	<i>The measure has not been established at this time</i>
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Achieved
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Did Not Achieve
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	<i>The measure has not been established at this time</i>
Absolute	<b>OPTIONAL:</b> Each year, students will score on average a 70%	<i>Achieved</i>

	on the constructed response (essay) portion of the Regents/Common Core English Exam.	
Growth	<b>OPTIONAL:</b> 9 <sup>TH</sup> grade students will increase their overall reading comprehension levels by over 1.5 years during their first year in high school (as measured by median and not average to account for the large outliers). Oracle will continue to measure this based upon the Diagnostic Online Reading Assessment (DORA), which is a state approved tool.	The school did not administer DORA last year

## ACTION PLAN

### Departmental Objective:

By the end of their third year in the cohort, over 71.1% of student at Oracle will have already met the proficiency standard for the ELA Regents/Common Core examination.

We will increase the College and Career Readiness levels to 50% for the 2011 Cohort

For all test takers in 2014, 50% will meet CCR standards.

We will continue to meet the Optional Measure for our students to average 70% on constructed responses on the ELA exam.

### Gap:

We did not meet the APL for English. While our pass rate decreased from the previous year for the Accountability Cohort, we fell significantly short of our APL target due to the low levels of CCR achievement. A continued focus on College and Career Readiness will ultimately drive the APL higher.

### **COMMON HISTORICAL REASONS FOR PERFORMANCE GAPS:**

- **FAILURE TO ADEQUATELY ALIGN DAILY ASSESSMENTS, CHECKS FOR UNDERSTANDING AND THE RIGOR OF INTERIMS AND INSTRUCTION TO STANDARDS BASED CURRICULUM.**
- **TEACHERS NOT EFFECTIVELY USING SMALL DATA (DAILY, WEEKLY) TO CHANGE ONGOING INSTRUCTION. IN GENERAL TEACHERS WAIT FOR BIG DATA (UNIT ASSESSMENTS, INTERIM ASSESSMENTS) TO GO BACK AND REMEDIATE LEARNING AFTER THE GAP IS TOO WIDE.**
- **LACK OF ADEQUATE INSTRUCTIONAL OVERSIGHT TO TEACHERS REGARDING LESSON AND UNIT PLANS AND ONGOING ASSESSMENT.**
- **TOO MUCH FOCUS SOLELY READING COMPREHENSION SKILLS AS OPPOSED TO DEVELOPING HOLISTIC LITERACY SKILLS AND PERSUASIVE WRITING.**
- **TEACHERS LACK SUFFICIENT CAPACITY TO DELIVER LITERACY AND CONTENT KNOWLEDGE/SKILLS SIMULTANEOUSLY.**
- **FOCUS ON VOCABULARY BY ITSELF RATHER THAN INTENTIONAL LEARNING AND USE THROUGH ACADEMIC DISCOURSE.**

### **COMMON INTERVENTIONS AIMED AT CLOSING PERFORMANCE GAPS:**

- **ESTABLISHMENT OF AN INSTRUCTIONAL LEADERSHIP TEAM (ILT) THAT MEETS REGULARLY TO ADDRESS CURRICULUM AND INSTRUCTIONAL DEFICITS. ILT IS COMPRISED OF : DoI, DoS, CIO, IC, COSI, HoS**
- **ILT CREATION OF THE ORACLE INSTRUCTIONAL PATHWAY “LANDMARK FOR LEARNING” TO PROVIDE TEACHERS WITH AN EASY TO USE ALL IN ONE SYSTEM THAT EMBEDS BEST EDUCATIONAL RESEARCH, RESOURCES AND EXAMPLES TO WORK FROM (SEE ELECTRONIC VERSION; INCLUDE LUCID CHART)**
- **CREATION OF COORDINATOR OF STUDENT INTERVENTIONS (COSI) POSITION TO OVERSEE THE PROGRESS OF ‘AT-RISK’ POPULATIONS AND THE EFFECTIVENESS OF CO-TEACHING PAIRS TO PROVIDE COHERENT INSTRUCTION.**
- **COSI, INVOLVED IN FFT CERTIFICATION TRAINING TO ENSURE TRAINING AND**

**SUBJECT SPECIFIC ACTION PLANS:**

- **START THE SCHOOL YEAR WITH A FOCUS ON STUDENTS PERFORMING TEXT SETS ANALYSIS AND ARGUMENT BASED WRITING RATHER THAN WAITING UNTIL MIDYEAR.**
- **SIGNIFICANT TIME SPENT BY ELA TEACHERS NORMING THEMSELVES ON THE ELA WRITING RUBRIC.**
- **COLLABORATIVE SCORING OF STUDENT WRITING AND MULTIPLE REVIEWERS PROVIDING TWO SETS OF FEEDBACK TO STUDENTS.**
- **CROSS CURRICULAR WEBBING WITH OTHER DEPARTMENTS, MOSTLY SOCIAL STUDIES.**
- **SET HIGHER LEVEL SLO'S AROUND PROFICIENCY AND CCR STANDARDS.**
- **MORE EFFECTIVE USE OF SMALL 'D' DATA ON A DAILY BASIS.**
- **THINKING MAPS BEING USED SCHOOL WIDE TO HELP STUDENTS STRENGTHEN THEIR THINKING AND ORGANIZATION PRIOR TO WRITING TASKS.**
- **SCHOOL WIDE EMPHASIS ON RESTORATIVE JUSTICE TO REDUCE LOST INSTRUCTIONAL TIME FOR BEHAVIORAL INCIDENTS.**

**Rationale for Gap:**

1. Analytical skills, especially literary analysis
2. Writing skills have not risen to the higher standard mandated for College and Career Readiness
3. Teacher responsible for the data did not have the skill-set to deliver high level writing and critical thinking skills required for College and Career Readiness
4. Vocabulary development
5. Students did not do enough independent work to enhance their critical reading skills, such as “close reads” and “evidence-based claims” from non-fiction material
6. Urban students come to high school with a deficit in literacy skills

**Rationale for Progress:**

1. Purposeful instruction around student, skill-based learning

2. Increased quantity of writing product
3. Greater utilization of “close reads” to enhance independent thought so that students can extract supporting evidence from a document that leads to a synthesis statement; this is rooted in 9<sup>th</sup> Grade ELA to gradually lead the students to be able to meet the Common Core requirements, but it is also infused in Social Studies and Health class to improve the cross-curricular nature of the skill
4. Frequent formative assessments and rigorous interim assessments
5. Collaborative scoring throughout the year; outside consultant vets interim exams, frequent observer, and monitors curriculum alignment; ensures that scores are normed on interim assessments
6. On one of the 9<sup>th</sup> grade interim exams, we have done away with multiple choice to focus our analytical writing and reading skills
7. Administration prioritized gaps and aligned strategies following the January Regents administration
8. Use of Castle Learning to increase exposure to Regents questions

**Continuation of Strategies already in place:**

1. Teacher goal setting around mastery and proficiency levels (Pacesetter Model)
2. Teachers establishing SLO’s to close gaps in student achievement; teachers use ambitious and feasible measures that are aligned to school-wide accountability goals
3. Teachers will prepare students at the 12<sup>th</sup> grade to sit for the College Level Examination Program (CLEP)
4. Focus on literacy (reading and writing) in content areas with:
  - a. Continued implementation of targeted writing process. Students across grade levels will submit written products based around common core quarterly. Teachers will participate in collaborative scoring of these products in preparation for new Regents grading requirements.
  - b. Analytical skills
    - i. Developed through writing
    - ii. Scaffolding and frequency of analytical thinking
  - c. Student skill-based learning
  - d. Student work samples
  - e. Student-centered evaluations of short answer questions based upon NYS Regents Rubric
  - f. Student investment in data by identifying progress and gaps towards achievement
5. Professional Development – 90 minutes every Monday focusing on Data Based Problem Solving, Literacy Across the Curriculum (implementation and execution of close reading strategy), Differentiated Instruction/Special Education, ELL population, questioning techniques, student engagement
  - a. Extensive Core Curriculum Maps with support by administration, BOCES, and PICCS staff; ensured the spiraling of core content ideas and skills to promote student mastery
  - b. Implementation of the TERC model of data-based problem solving; utilization of Performance Plus through Curriculum Connector and Data Tracker
  - c. Addition of content specialists to provide assistance in pedagogy through observations, consultation, and strategic examinations of rigor
  - d. Increased used of Regents-based, aligned mastery assessments (unit tests, quizzes, and daily

checks for understanding) to improve reading and writing skills

- e. Provide time and best practices to promote communication, student-centered learning, and parental interaction to increase student outcomes (Mobile Learning Devices, Castle Learning, Performance Plus, Parent Portal, eSchool, AIS, Credit Recovery through Grad Point)
  - f. Implementation of the Hattie Model on feedback to ensure “Visible Student Learning”
  - g. Better vertical skills alignment through the department to ensure that our curriculum scaffolds students to meet the level of expectation for College and Career Readiness with the Common Core Curriculum
6. Administrative Support:
- a. Instructional Coach to provide regular informal visits and feedback
  - b. Continued use of interim assessments to provide progress checks
  - c. Observation and feedback by the trainers for literacy and Special Education
  - d. Creation of ELA AIS into daily matrix for at-risk students
  - e. Common planning time for each course with the Director of Instruction and content specialists
  - f. The Director of Instruction, in collaboration with the department, established better vertical alignment to ensure that writing products scaffolded to the level of Common Core expectations
  - g. Frequent rigor and alignment audits by instructional leaders.

## MATHEMATICS

### Goal 2: Mathematics

Oracle Charter School students will become proficient on the standards of Math Content and Practice.

## MATHEMATICS

### Goal 2.1: Absolute Measure

Each year, 65% of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

### Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the College and Career Readiness standard.<sup>14</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by the completion of their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### Results

As is evident by the chart below, we have met a portion of this measure by exceeding the 75% proficiency mark for our 2011 Cohort by over 16 percentile points, just as we had for the cohorts that had preceded it. We only had 5.1% of the Cohort meet the elevated standard for College and Career Readiness.

**Mathematics Regents Passing Rate with a Score of 65 and 80  
by Fourth Year Accountability Cohort<sup>15</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 and 80
2007	50	Pass rate: 94.0%
2008	76	Pass rate: 93.2%
2009	61	Pass rate: 90.2% CCR: 1.6%
2010	70	Pass rate: 94.3% CCR: 10.0%
2011	59	Pass rate: 91.5% CCR: 5.1%

<sup>14</sup> The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>15</sup> Based on the highest score for each student on the Mathematics Regents exam

## Evaluation

In regards to our 2011 Accountability Cohort, we met the proficiency target but fell far below the College and Career Readiness standard of 65% of our students scoring 80 or better on a Regents examination. As we move into this new era of higher accountability targets, our math program will have to have the most significant improvements in regards to CCR standards. While our students have historically passed their math Regents requirement, this chart very clearly shows us how far we have to go to meet the rigor and results for our students to be fully prepared entering into college.

## Additional Evidence

The table below depicts the most recent achievement in relation to the Mathematics Regents requirement by cohort. Each accountability cohort has to graduate with a pass rate in excess of 75%, and as we move to the new standard of College and Career Readiness, 65% of each cohort is required to have a 80 or above. The chart below depicts the proficiency rate of each cohort based upon a student's highest performance on Integrated Algebra, Geometry, and Algebra II Trigonometry.

**Mathematics Regents Passing Rate with a score of 65 (80) by Cohort and Year**

Cohort Designation	2010-11		2011-12		2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing								
2009	87	55.2%	64	81.0%	61	90.2%	62	94.9%	62	94.9%
2010	81	47.4%	83	79.9%	71	93.0%	66	94.3%	66	93.9%
2011			79	57.0%	69	78.3%	59	88.1%	59	91.5%
2012					115	72.2%	104	80.8%	80	96.4%
2013							81	43.9%	72	56.9%
2014									109	23.9%

The chart above indicates the following:

- Oracle Charter School has **met and exceeded the goal** for the 2010 Accountability Cohort.
- The 2011 Accountability Cohort **met and exceeded the goal** for this measure by the beginning of their senior year.
- The 2012 Accountability Cohort has **met and exceeded the goal** prior to their junior year and already has achieved the highest performance rate in school history.

**Goal 2.2: Absolute Measure**

Each year, 65% of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

**Method**

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma. We also included the percentage of students who met the College and Career Readiness standard as it is important to capture both achievement levels. Students in the 2011 Accountability Cohort were able to pass Integrated Algebra, Geometry, or Algebra II Trigonometry to fulfill this measure.

**Results**

In the table below, we present the performance data on a Mathematics Regents examination after four years in the cohort for Oracle Charter School students who failed to achieve proficiency on New York State's 8<sup>th</sup> grade Mathematics examination.

For students in the 2011 Accountability Cohort who did not achieve proficiency on the 8<sup>th</sup> grade performance data, 91.3% were able to pass a Mathematics Regents examination by the completion of their fourth year in the cohort. Interestingly, the 2011 Cohort had the lowest 8<sup>th</sup> grade math performance of any Cohort entering OCS and still achieved a 91.3% proficiency rate. In addition, 4.3% of those students achieved College and Career Readiness.

Percentage of Students with 8th Grade Score History Who Pass a Mathematics Regents after 4 Years in Cohort							
Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	# of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 Passing Math Regents	% of Students at Level 2 or 1 meeting CCR standards	
2006	46	11	81.8%	18.2%	100.0%		
2007	50	16	87.5%	12.5%	100%		
2008	76	20	30%	70%	66.7%		
2009	61	19	31.6%	68.4%	100%	0%	
2010	70	50	70.0%	30.0%	88.5%	8.6%	
2011	59	51	<b>90.2%</b>	9.8%	<b>91.3%</b>	4.3%	

Although Oracle is currently in possession of incomplete data, 51 8<sup>th</sup> grade student scores represents the highest number of scores we have ever had for a graduating cohort. From the extensive data that we do have, it is clear that only 9.8% of students in the cohort for whom data is available achieved a passing rate on the 8<sup>th</sup> grade Mathematics examination. This compares with the overall 8<sup>th</sup> grade passing rate of students in the local school district of **26.0%**. We are aware that the Regents passing standard is no longer a target of ours and we need to have a significantly greater number of students achieve CCR standards, **the fact that we moved over 91.3% of deficient math students to proficiency is certainly an indication of strong instructional practices at OCS.** This data point is indicative of the challenge that we face based on Oracle being a school of choice.

**Mathematics Regents Passing Rate with a Score of 65 and a College and Career Readiness standard of 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>16</sup>**

<b>Cohort Designation</b>	<b>Number in Cohort with an 8<sup>th</sup> Grade Score History</b>	<b>Percent Passing with a score of 65 and a CCR of 80</b>
<b>2007</b>	<b>16</b>	<b>Pass: 100%</b>
2008	20	Pass: 66.7%
2009	19	Pass: 100%; CCR: 0%
2010	50	Pass: 88.5%; CCR: 8.6%
2011	51	Pass: 91.3%; CCR: 4.3%

**Evaluation and Results**

In relation to this measure, Oracle Charter School has **not met the goal** for students who scored at Level 1 or 2 in 8<sup>th</sup> grade and went on to meet the College and Career Readiness standard of 80%. Although **91.3% of high school students in the 2011 Accountability Cohort who came in below proficient (and whose scores were reported) ultimately passed** a New York State Regents Math exam only 4.3% of those students met the CCR standards.

**Additional Evidence**

Although we have made progress on College and Career Readiness, we are still far below the metric. However, we are eager to meet this standard in the upcoming years because it shows a remarkable jump for a student to move from below proficient to college and career ready in four years. It will be a point of pride when we can effectively meet this level of expectation. As we indicated last year, we will continue to have a more comprehensive collection of scores with the progress in the statewide data system, which will allow us to have a more expansive set of results and corresponding analyses.

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<sup>16</sup> Based on the highest score for each student on the Mathematics Regents exam

- **ADDITIONAL EVIDENCE: MATHEMATICS REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT**

The following table presents Oracle Charter School’s Mathematics Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students’ performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort. The most significant change in the table below is the change in cut points for Levels 1-4. While it is difficult to gain too much perspective from the previous years’ data, one can see that the increased standards for student achievement have shifted our scores downward. As we move into the five-year term of our charter, we need to move our results accordingly to indicate that we have successfully adopted the culture of College and Career Ready expectations.

<b>Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort</b>						
Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2005	44	4.3%	4.3%	72.3%	17.0%	89.4%
2006	46	0.0%	2.2%	93.5%	2.2%	95.7%
2007	50	1.9%	9.3%	88.9%	0%	88.9%
2008	76	2.6%	4.0%	92.1%	1.3%	93.4%
<b>Change in standards from “proficiency” to College and Career Ready</b>						
<b>2009</b>	<b>61</b>	<b>9.8%</b>	<b>88.5%</b>	<b>1.6%</b>	<b>0.0%</b>	<b>90.1%</b>
<b>2010</b>	<b>70</b>	<b>5.7%</b>	<b>84.3%</b>	<b>10.0%</b>	<b>0.0%</b>	<b>94.3%</b>
<b>2011</b>	<b>59</b>	<b>11.9%</b>	<b>83.1%</b>	<b>5.1%</b>	<b>0.0%</b>	<b>88.2%</b>

**Goal 2.3: Absolute Measure**

Each year, Accountability Performance Level (APL)<sup>17</sup> on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 Math AMO of **103**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

**Results**

**Math Accountability Performance Level (APL)  
For the 2011 High School Accountability Cohort**

COHORT	Number in Cohort	Percent of Students at Each Performance Level										APL
		Level 1	Level 2	Level 3	Level 4							
<b>2009</b>	61	9.8%	88.5%	1.6%	0.0%							91.7
<b>2010</b>	70	<b>5.7%</b>	<b>84.3%</b>	<b>10.0%</b>	<b>0.0%</b>							<b>104.3</b>
<b>2011</b>	59	<b>11.9%</b>	<b>83.1%</b>	<b>5.1%</b>	<b>0.0%</b>							<b>93.3</b>
			PI = 83.1	+	5.1	+	0.0	=	88.2			
					5.1	+	0.0	=	<u>5.1</u>			
							APL =		93.3			

<sup>17</sup> The APL for Regents exams is based on the college and career ready standard. In math, 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 100 is Levels 3 & 4. The APL is the sum of the percent of students on the Accountability Cohort at Levels 2, 3, and 4 plus the percent at Levels 3 & 4.

## Evaluation

We **did not meet** the APL for Math for the 2011 Cohort. Though we are disappointed that the results we produced in the past are not at the level of the new College and Career Readiness expectation, the raised bar for our students and our school will force us to reflect on our program and internal expectations.

### **Goal 2.4: Comparative Measure**

Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents 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 high schools in New York State.

## Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 and 2014-2015 analysis' are not yet available.

## Results

*Not available at this time.*

### **Goal 2.5: Comparative Measure**

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>18</sup>

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<sup>18</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

## Results

### Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District<sup>19</sup>

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2008	95	75	94	2105
2009	91.8	61	99	2018
2010	104.3	70	102	1940
2011	93.3	59		

#### Evaluation

OCS did not meet its APL measure. The performance of the 2011 cohort is a step back in school traction from the previous three cohorts, each of which made gains in the APL measure.

**AND**

### Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	90.0%	50	60.0%	2653
2008	93.3%	75	60.0%	2948
2009	90.2%	61	65.0%	2630
2010	94.3%	70	67.0%	2534
2011	88.2%	59		

#### Evaluation

We vastly outperformed Buffalo Public Schools' most recent results in regards to cohort pass rates. In the past three years, we have outperformed the Buffalo Public Schools by 21.2-33.3% in terms of overall

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<sup>19</sup> See page 38 above for an explanation of the APL.

Math pass rates for our respective accountability cohorts. While Buffalo Schools does not set a high bar for student achievement, we aim to increase the margin in the coming years.

It is surprising that a school district that posted a 67% Cohort pass rate for math and a 56% graduation rate could possibly compete with our Math PI considering our comparative Cohort pass rates of 88.2% for vs. 67.0% for BPS.

### **Goal 2.6: Growth Measure**

Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

#### **Method**

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean 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 will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

#### **Results**

*Not available at this time.*

### **Goal 2.7: Optional Absolute Measure**

Each year, 90% of students will achieve 75% on their Regents by the end of their sophomore year on Integrated Algebra, Geometry, or Algebra II Trigonometry.

#### **Method**

Each school year, we will evaluate students in their second year in the cohort to determine if they have achieved a 75% or higher on any of the three Regents exams in the Math continuum. Although this measure does not hit the College and Career Readiness standard of 80 on those exams, it will be a scaffolded indicator to denote progress in the math department.

## Results

Cohort	Number in Cohort	# of Students at CCR	% at CCR	# at or above 75	% at or above 75	Percent Passing
2010	70	7	10.0%			94.3%
2011	59	1	1.7%			88.1%
2012	104	7	6.7%	36	34.3%	80.0%
2013	81	6	7.4%	16	19.8%	44.4%
<b>STANDARD</b>			<b>65%</b>		<b>90%</b>	<b>75.0%</b>

## Evaluation

This is a very challenging metric that we use to see how well we are propelling our students at the early stages of their time at Oracle towards proficiency and College and Career Readiness. The 2012 Cohort, which has just completed its third high school year, **has not achieved the measure** of 65% of our students meeting the College and Career Readiness standard on a Math Regents or Common Core assessment. However, they did outperform the previous Cohorts proficiency pass rates by achieving 96.4% by the end of their third year in high school.

### Goal 2.8: Optional Comparative Measure

Each year, students in the Oracle Charter School Accountability Cohort will exceed the district pass rate by at least 15% for *Integrated Algebra*, Geometry and Algebra II Trig for all test takers.

## Method

Each school year, we will compare the achievement of all Regents and Common Core test takers at Oracle to the results from the district's most recent scores. Each year, students at Oracle will exceed the district pass rate by at least 15 percentile points in all three state math exams.

## Results

### Integrated Algebra

Comparative 2015 Comprehensive Common Core Algebra					
Passing Rate by Charter School and Local District					
Exam Year	Oracle Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2008	29.0%	75	43.0%	2717	
2009	27.6%	76	37.0%	3900	
2010	53.7%	147	41.0%	4412	
2011	70.5%	132	45.0%	3866	
2012	64.4%	135	43.0%	3794	

	2013	65.0%	143	49.0%	4028	
	2014	43.8%	137	38.0%	2045	
	2015	22.0%	139			

Our comparison scores for the 2015 assessment year indicates that Oracle Charter School students had a significantly lower performance than the most recent results for the local district (2014 test year most recent results available). Part of this is due to the transition to the Common Core curriculum and assessment this past year, which is compared to the local district's most recent results that are based on Integrated Algebra Regents. In terms of our optional measure for Integrated Algebra, **we did not meet the goal**. It is interesting to note that we did not exceed the BPS district performance in the 2014 or 2015 school years. Whereas OCS test takers has remained a fairly stable number since the 2010 testing year, ranging from 132-147 students, the range in the number of BPS test takers ranges from 4412 in 2010 to 2045 in 2015, a drop of approximately 50%. It would appear that the local district has modified the policy by which they sit students for this exam and wonder how accurate current comparisons are for testing years.

The comparison for 2013 is final, with 65.0% of students at Oracle Charter School passing the Integrated Algebra examination compared to 49.0% in the Buffalo school district. 2013 marked the third consecutive year we exceeded the district's scores by over 15 percentile points. Additionally, results for the 2014 year show that we exceeded the district by 5.8%. It appears that the local district closed the gap compared to us in 2014 however, it is notable that the number of test takers for BPS declined by approximately 50% from 4028 in 2013 to 2045 in 2014. For the three years 2011, 2012 & 2013 we averaged exceeding the district performance by 20.9%.

### Geometry

<b>Comparative 2013 Comprehensive Geometry Regents</b>					
<b>Passing Rate by Charter School and Local District</b>					
	Exam Year	Oracle Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2009	3.8%	53	28.0%	1850
	2010	54.2%	24	24.0%	2887
	2011	31.5%	54	32.0%	2204
	2012	47.4%	76	37.0%	1664
	2013	50.6%	95	35.0%	1995
	2014	12.1%	58	36.0%	1544
	2015	2.9%	34		

Algebra II & Trigonometry

Comparative 2015 Algebra II & Trigonometry Regents					
Passing Rate by Charter School and Local District					
Exam Year	Oracle Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2010	5.6%	18	25.0%	1034	
2011	30.8%	13	18.0%	1127	
2012	41.2%	17	22.0%	1008	
2013	9.4%	53	26.0%	871	
2014	11.1%	18	31.0%	702	
2015	0.0%	16			

The achievement rate of all test-takers in the 2015 assessment year at Oracle Charter School on the Algebra II & Trigonometry Regents examination is 0.0%. For the 2015 assessment year Oracle Charter School students **will not meet the optional measure** of exceeding the district by 15 percent on the Algebra II & Trigonometry Regents examination and fell below the district numbers by a wide margin.

**Evaluation**

Our math program had made significant progress in terms of getting more of our students to pass Integrated Algebra and Geometry earlier in their high school tenure, but 2015 saw a regression in our overall pass rate, particularly for all math courses. There is no doubt that we are challenged by the new Common Core assessments. **Teachers that had demonstrated an unwillingness or inability to change have not been retained on staff.** We are steadfast in rooting out instructional dysfunction and ensuring our students achieve at high levels. The adoption of heightened achievement levels will undoubtedly have positive effect on our Geometry and Algebra II Trigonometry proficiency and mastery rates over time, but during this initial period of transition, we have struggled to meet the expectations.

**Summary of the High School Mathematics Goal**

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) on a New York State Regents exam by the completion of their fourth year in the cohort.	Did Not Achieve

Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade math exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents 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 high schools in New York State.	<i>The measure has not been established at this time</i>
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Did Not Achieve
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Did Not Achieve
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	<i>The measure has not been established at this time</i>
Optional Comparative	Each year, students at Oracle Charter School will exceed the district pass rates by at least 15% for Integrated Algebra, Geometry, and Algebra II Trigonometry.	<b>Integrated Algebra:</b> Did not Achieve <b>Geometry:</b> Did not Achieve <b>A2Trig:</b> Did not Achieve

## ACTION PLAN

### Departmental Objective:

At the time of this submission, the 2010, 2011, and 2012 Cohorts have some of the highest proficiency achievements in school history. Despite these successes, proficiency rates in Math have never been a significant issue; our mastery rates, and now College and Career Readiness results, have been the indicators of a program that still needs to experience significant growth. During the 2015-16 school year, we will aim to accomplish the following:

- Improve our APL to exceed Buffalo Public Schools' performance by more than 20 points
- Although many of our students in the 2012 Cohort have already taken and passed their Math Regents requirement and have not achieved CCR, we will increase our CCR rates from 10% to 15% (the goals are relatively low due to the low CCR levels through the first three years of the 2011 Cohort).
- In 2015-16, we want to increase our Regents and Common Core performances from:
  - Increase proficiency rates in Integrated Algebra to 65% and have 20% of our students meet College and Career Readiness
  - Increase proficiency rates in Geometry to 50% and have 10% of our students meet College and Career Readiness
  - Increase proficiency rates in Algebra II Trigonometry to 25% and have 5% of our students meet College and Career Readiness

### Gap:

- We had 4.3% of our Accountability Cohort graduate with College and Career Readiness.
- Our proficiency rates for Algebra, Geometry, and Algebra II Trigonometry were 22.0%, 2.9%, and 0.0%, respectively.
- Our APL fell below the Buffalo Public Schools' 2011 Accountability Cohort's performance.

- **COMMON REASONS FOR PERFORMANCE GAPS:**
- **EXPERIENCED TEACHERS RESISTANT TO ADAPTING TO NEW METHODOLOGIES TO EFFECTIVELY TEACH THE COMMON CORE**
- **INCONSISTENT AND INEFFICIENT TEACHER PRACTICES**
- **FAILURE TO ADEQUATELY ALIGN DAILY ASSESSMENTS, CHECKS FOR UNDERSTANDING AND THE RIGOR OF INTERIMS AND INSTRUCTION TO STANDARDS BASED CURRICULUM.**
- **TEACHERS NOT EFFECTIVELY USING SMALL DATA (DAILY, WEEKLY) TO CHANGE ONGOING INSTRUCTION. IN GENERAL TEACHERS WAIT FOR BIG DATA (UNIT ASSESSMENTS, INTERIM ASSESSMENTS) TO GO BACK AND REMEDIATE LEARNING AFTER THE GAP IS TOO WIDE.**
- **LACK OF ADEQUATE INSTRUCTIONAL OVERSIGHT TO TEACHERS REGARDING LESSON AND UNIT PLANS AND ONGOING ASSESSMENT.**
- **UNCLEAR LEARNING INTENTIONS AND ASSESSMENTS THAT DON'T REQUIRE STUDENT THINKING TO ASCEND TO A HIGH ENOUGH LEVEL OF COGNITION.**
- **TEACHERS LACK SUFFICIENT CAPACITY TO DELIVER LITERACY AND CONTENT KNOWLEDGE/SKILLS SIMULTANEOUSLY.**
- **FOCUS ON VOCABULARY BY ITSELF RATHER THAN INTENTIONAL LEARNING AND USE THROUGH ACADEMIC DISCOURSE.**

- **COMMON INTERVENTIONS AIMED AT CLOSING PERFORMANCE GAPS:**
- **ESTABLISHMENT OF AN INSTRUCTIONAL LEADERSHIP TEAM (ILT) THAT MEETS REGULARLY TO ADDRESS CURRICULUM AND INSTRUCTIONAL DEFICITS. ILT IS COMPRISED OF : DoI, DoS, CIO, IC, COSI, HoS0**
- **CREATION OF COORDINATOR OF STUDENT INTERVENTIONS (COSI) POSITION TO OVERSEE THE PROGRESS OF 'AT-RISK' POPULATIONS AND THE EFFECTIVENESS OF CO-TEACHING PAIRS TO PROVIDE COHERENT INSTRUCTION.**

- **COSI, INVOLVED IN FFT CERTIFICATION TRAINING TO ENSURE TRAINING AND ALIGNMENT WITH INSTRUCTIONAL LEADERS AROUND THE DANIELSON FRAMEWORK.**
- **COLLEGE COUNSELOR, COSI, & CIO ARE CONDUCTING A RESEARCH PROJECT AROUND YEAGER'S WORK ABOUT IDENTIFYING POTENTIALLY AT RISK STUDENTS AND INTERVENTIONS TO HELP THEM BE SUCCESSFUL FROM THE START.**
- **TARGETED PROFESSIONAL DEVELOPMENT ON INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (ELL'S). LESSONS NEED BOTH A CONTENT AND LANGUAGE OBJECTIVE EACH LESSON.**
- **ESTABLISHMENT OF A CRITICAL LEARNING ATTRIBUTES COMMITTEE PLC FOCUSED ON ADDITIONAL SKILLS/DISPOSITIONS GRADUATES WILL REQUIRE.**
- **ESTABLISHMENT OF AN ACADEMIC COMMITTEE TO DEVELOP GREATER POLICY OVERSIGHT OF CONSISTENT PRACTICES AMONGST TEACHERS TO TIGHTEN THE THREAD THAT CONNECTS ATTENDANCE, ACADEMIC ACHIEVEMENT AND BEHAVIORS.**

- **SUBJECT SPECIFIC ACTION PLANS:**
- **THREE MATH TEACHERS WERE TERMINATED AT THE END OF THE 2014-2015 SCHOOL YEAR AND ONE OTHER MADE THE CHOICE NOT TO RETURN**
- **THE ESTABLISHMENT OF AN ALGEBRA LITERACY, LAB FOR ALL STUDENTS IN CC ALGEBRA TO ASSIST WITH DEVELOPING THE REQUIRED SKILLS AND CONTENT KNOWLEDGE TO ENSURE FIRST TIME SUCCESS ON THE COMMON CORE ALGEBRA EXAM.**

**Rationale for Gap:**

1. Curriculum alignment and pacing
2. Lack of consistent implementation of effective instructional methodologies
3. Insufficient independent practice
4. Expectations for College and Career Readiness were not integrated into the institutional belief system
5. Insufficient co-planning amongst teachers in common courses
6. Experienced teachers resistant to adjusting instructional practices to meet the demands of the Common Core standards and assessments.

**Rationale for Progress (Prior to the 2014-2015 year):**

1. Purposeful instruction around student, skill-based learning
2. Frequent formative assessments
3. Collaborative scoring throughout the year
4. Scaffolded lessons that began to be embedded in the curriculum
5. Content area consultants helped to prioritize gaps and strategies
6. Individual goal-setting around mastery and proficiency goals
7. BOCES Professional development; summer module training in Common Core

**Action Plan Strategies:**

1. Teacher goal setting around mastery and proficiency levels (Pacesetter Model).
2. Thinking Maps as a building wide initiative to serve as an additional tool to help students become stronger thinkers and meta-cognate on a more frequent basis
3. Three math teachers most responsible for the poor performance were not retained on staff. As part of the application process for math teaching positions, candidates must complete several common core math problems, explain their thinking and detail how they would go about teaching the questions to students.
4. Teachers establishing SLO's that balanced accountability measures and student growth targets; provided multiple options so teachers could choose growth or absolute attainment measure to guide their student growth targets.
5. Teachers will prepare students at the 12<sup>th</sup> grade to sit for the College Level Examination Program (CLEP)
6. We have created a partnership with Erie Community College to align our Advanced Algebra curriculum with a math course of theirs so students could acquire college credit through successful completion of the course at Oracle.
7. Mastery learning concepts (charts, repetition of material and opportunities retake assessments until concepts are mastered)
8. Professional Development – 90 minutes every Monday focusing on Data Based Problem Solving, Literacy Across the Curriculum, Differentiated Instruction/Special Education
  - a. Extensive Core Curriculum Maps with support by administration, BOCES, and PICCS staff; ensured the spiraling of core content ideas and skills to promote student mastery
  - b. Implementation of the TERC model of data-based problem solving; utilization of Performance Plus through Curriculum Connector and Data Tracker
  - c. Addition of content specialists to provide assistance in pedagogy through observations, consultation, and strategic examinations of rigor
  - d. Increased used of Regents-based, aligned mastery assessments (unit tests, quizzes, and daily checks for understanding) to improve reading and writing skills
  - e. Provide time and best practices to promote communication, student-centered learning, and parental interaction to increase student outcomes (Mobile Learning Devices, Castle Learning, Performance Plus, Parent Portal, eSchool, AIS, Credit Recovery through

NovaNet)

- f. Unpacked standards and rearranged course maps with assistance from BOCES

9. Administrative Support:

- a. Continued use of interim assessments to provide progress checks
- b. Breakout sessions focused on key pedagogical skills; observation and specific feedback given following session
- c. Creation Algebra, Geometry and A2Trig AIS classes into the daily matrix for at-risk students.
- d. Observation and feedback by the trainers for literacy and Special Education
- e. Common planning time for each course with the Director of Instruction and content specialists
- f. Math consultant to help model instruction with transition to Common Core
- g. Increased department training in TERC data analysis process
- h. The Director of Instruction, in collaboration with the department, established better vertical alignment to ensure that writing products scaffolded to the level of Regents expectations
- i. Much more frequent accountability check by administrators
- h. Coordinator of Student Interventions ensures success of all students through on-going training of teachers in co-teaching model where differentiated instruction is the norm that allows students to succeed.
- j. Hire an additional Special Education teacher to ensure support in mathematics; goals will be established around Special Education achievement to close the gap between SPED and General Education scores
- k. Public displays and celebrations of achievement and mastery to promote student achievement

## SCIENCE

### Goal 3: Science

Oracle Charter School students will become proficient on the standards of Science Content and Practice.

#### Goal 3.1: Absolute Measure

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

#### Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. In 2014-15, Oracle administered Living Environment, Earth Science, and Chemistry. Students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

#### Results

As is evident by the chart below, we have met the measure by exceeding the 75% proficiency mark for our 2011 Cohort by 14.8%.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>20</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	50	92.0%
2008	75	90.8%
2009	61	83.6%
2010	70	90.0%
2011	59	89.8%

#### Evaluation

While our students have historically passed their Science Regents requirement and met this standard, this chart very clearly shows us that we need to ensure that our students are meeting their requirement early in their high school career so we are not waiting until the later years to attain their credit. In addition, earlier and higher achievement will promote a stronger curricular model at the end of the Science continuum (possible reinstatement of AP level courses) and allow for more Advanced Regents diplomas. Although College and Career Readiness does not apply to the Sciences at present, we are internally applying an elevated standard on our SLOs to provide an equitable and higher bar school-wide.

<sup>20</sup> Based on the highest score for each student on a science Regents exam

## Results

### Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2010-11		2011-12		2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing								
2009	87	48.3%	64	63.0%	62	83.6%	62	86.4%	62	86.4%
2010	81	70.5%	83	78.3%	71	85.9%	70	90.0%	66	90.9%
2011			79	68.4%	69	71.0%	59	84.8%	59	89.8%
2012					115	72.2%	104	85.6%	83	98.8%
2013							81	54.3%	72	76.4%
2014									109	60.6%

The 2011 Accountability Cohort comprises 59 students, the majority of whom were enrolled in the school's 12<sup>th</sup> grade. These students have had the opportunity to take the Living Environment, Earth Science, and Chemistry Regents examination. The passing rate for the 2011 Cohort at the end of their four years is 89.8%, which **surpassed the accountability measure**. The 2011 Cohort had achieved an 85.6% pass rate by the end of their junior year, a year in advance of graduating.

The 2012 Accountability Cohort is comprised 83 students. These students have had the opportunity to take the Living Environment (and Earth Science if they entered having passed the Living Environment Regents) Regents examination. The interim passing rate for the 2012 Cohort after two years in high school is 85.6%, the highest two-year achievement in school history. By the end of their junior year, the 2012 Cohort has a 98.8% pass rate, the highest in school history. They have already **surpassed the accountability measure** a year in advance of graduating.

The 2013 Accountability Cohort is comprised of 72 students. This Cohort already has a 76.4% pass rate and therefore has already **surpassed the accountability measure** and based on trajectory of previous cohorts is well on pace to eclipse 90.0% Cohort pass rate by graduation.

The 2014 Accountability Cohort is comprised of 109 students. This Cohort already has a 60.6% pass rate after one year in high school, a higher rate than the 2013 Cohort and on pace to easily meet the schools accountability measure.

## Evaluation

Oracle Charter School has **met and exceeded the goal** for the 2010, 2011, 2012, and 2013 Accountability Cohorts.

### **ADDITIONAL EVIDENCE: SCIENCE REGENTS PERFORMANCE LEVEL AND PASSING RATE BY FOURTH YEAR ACCOUNTABILITY COHORT**

The following table presents Oracle Charter School's Science Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students'

performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort. It should be noted that while there is not a new College and Career Readiness standard for Science, we have applied an elevated cut score to the levels for Science so that we can have a uniform increase in expectations for Regents exams. The data below indicates cut points that mirror the ELA cut point of a 75 on a Regents exam to determine College and Career Readiness.

Overall, **89.9%** of the 2011 accountability cohort passed a Science Regents examination, and 17.0% met the hypothetical CCR standards. For the last three Accountability Cohorts we have averaged 28.0% of students achieving our self-imposed CCR standards. It is interesting to note that the smaller cohorts have lower rates of achievement.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort							
Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing	CCR
		Level 1	Level 2	Level 3	Level 4		
2005	47	6.4%	2.1%	87.2%	4.3%	91.5%	
2006	46	8.7%	0.0%	84.8%	4.3%	89.1%	
2007	52	3.8%	7.6%	80.8%	7.6%	88.5%	
2008	75	1.3%	7.9%	88.2%	2.6%	90.7%	
2009	61	9.8%	6.6%	78.7%	4.9%	83.6%	
Higher CCR Standards							
2009	61	16.4%	62.3%	19.7%	1.6%	83.6%	21.3%
2010	70	10.0%	44.3%	41.4%	4.3%	90.0%	45.7%
2011	59	13.6%	69.5%	15.3%	1.7%	89.8%	17.0%

The chart above is an attempt to reflect the elevated standards of the College and Career Readiness standards, though there is not a set change for the sciences. The chart reflects both the previous cut points (0-54, 55-64, 65-84, and 85-100), as well as those that mirror the ELA CCR standards.

**Goal 3.2: Comparative Measure**

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

**Method**

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that high school performance data is published on the New York State Accountability and Overview Report and the Comprehensive Information Report on the year after performance is recorded and that students may take Regents exams up through the summer of their fourth year in the cohort, the most recently available district results are presented.

**Results**

This performance data of Oracle’s 2011 Accountability Cohort is compared against performance data for Buffalo school district’s 2010 Accountability Cohort, the most recent district results available. Although this is not a final comparison, these results are strongly predictive. Oracle’s 2011 Accountability Cohort posted at 89.9% pass rate on the Science Regents, compared to Buffalo’s most recent number of 65% from the 2010 Cohort. The difference of approximately 25.0% indicates that Oracle will continue its trend of outperforming the district by a significant margin, and we have recaptured our 90% and above status after a dip in last year’s cohort.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	92.0%	50	55.0%	2653
2008	90.8%	75	62.0%	2948
2009	83.6%	61	65.0%	2630
2010	90.0%	70	65.0%	2534
2011	89.8%	59		

**Evaluation**

We significantly outperformed their most recent results in regards to pass rates. In the past five years, we have outperformed the Buffalo Public Schools by 18.6-37.0 percentile points in terms of overall Science pass rates for our respective accountability cohorts. On average for the past five years we outperform the local district by 25 percentile points in this measure. While Buffalo Schools does not set a high bar for student achievement, we will continue to beat this measure by a considerable margin in the coming years.

- **ADDITIONAL EVIDENCE: COMPARATIVE RESULTS ALL TEST-TAKERS**

The following tables present Oracle Charter School’s performance on the individual Science Regents examinations for all test takers in the 2015 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

**Living Environment**

<b>Comparative 2013 Living Environment Regents</b>					
<b>Passing Rate by Charter School and Local District</b>					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2010	27.4%	179	52.0%	3166
	2011	71.6%	109	61.0%	2803
	2012	72.3%	101	55.0%	2826
	2013	65.3%	118	53.0%	3108
	2014	62.7%	118	56.0%	3192
	2015	65.0%	136		

In 2015, we posted a 2.3% gain in our scores from our previous year. After a markedly low performance in 2010, our commitment to curricular alignment, content expert intervention, proper teacher placement, and data-based problem solving have enabled us to have consistency year to year for our Living Environment examinations. In comparison to the district, we surpassed them by over 9.0 percentile points. For the last five schools years beginning in 2011 we have an average pass rate in Living Environment of 67.38% compared to 55.4% for the local school districts last five year going back to 2010. We consistently outperform the district on average by approximately 12.0%.

**Earth Science**

<b>Comparative 2013 Comprehensive Earth Science Regents</b>					
<b>Passing Rate by Charter School and Local District</b>					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2010	25.0%	132	36.0%	2385
	2011	26.4%	106	37.0%	2048
	2012	44.0%	116	38.0%	1586
	2013	31.6%	117	33.0%	1718
	2014	52.2%	69	40.0%	1440
	2015	54.0%	41		

The performance of all test-takers in the 2015 assessment year at Oracle Charter School on the Earth Science examination tallied a 54.0% pass rate, an increase of over 1.8% percentile points from the 2014 scores. Our comparison scores for the 2015 assessment year reveal that we performed above the level of the district in 2014 by 14.0 percentile points. This marks the third consecutive year that we have increased our scores on the Earth Science assessment.

**Chemistry**

<b>Comparative 2013 Comprehensive Chemistry Regents</b>					
<b>Passing Rate by Charter School and Local District</b>					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2010	0.0%	20	46.0%	835
	2011	50.0%	22	53.0%	677
	2012	44.4%	9	50.0%	681
	2013	11.8%	17	43.0%	803
	2014	37.5%	8	43.0%	770
	2015	50.0%	12		

The performance of all test-takers in the 2015 assessment year at Oracle Charter School on the Chemistry Regents examination was 50.0%, a 12.5% increase from the 2014 year. Based on the data available from the district, we outperformed the Buffalo school districts most recent performance in 2014 by 7.0 percentile points.

**Goal 3.3: Optional Absolute Measure**

75% of student will earn a grade of 80% or higher on the Earth Science Regents lab practical.

**Method**

Each year, starting in the 2013-14 school year, we will collect scores on the lab practical to determine how are students are performing on the Earth Science Regents lab practical. This will enable us to get a clearer evaluation of the lab class and the corresponding student results on that critical portion of a Regents exam that has historically underperformed our results on the Living Environment Regents assessment.

**Results**

	GOAL	January Regents	June Regents	August Regents	Yearly Average	Met/Not Met (% to goal)
2014	80%	n/a	% of kids with 80% or higher: <u>59.1%</u>	% of kids with 80% or higher: <u>83.3%</u>	% of kids with 80% or higher: <u>63.3%</u>	Did not meet goal (fell 16.7% short of overall goal)
2015	80%	n/a	% of kids with 80% or higher: <u>70.3%</u>	% of kids with 80% or higher: <u>25%</u>	% of kids with 80% or higher: <u>56.6%</u>	Did not meet goal (fell 23.4% short of overall goal)

**Evaluation**

In 2015, we fell 23.4.% short of our goal, but the goal shows that the majority of our students (56.6%) are scoring 80% or above on the lab practical. On average, the students scored higher than a 70%. The simple fact that we have disaggregated this portion of the exam (an exam where our students have traditionally struggled to pass and excel) will force us to focus and prioritize interventions so our students are more successful in lab and on the Regents exam. Interestingly, despite falling back in this measure, we had a higher overall pass rate than in 2014.

**Goal 3.4: Optional Absolute Measure**

90% of student will pass their Regents science requirement by the end of their second year enrolled at school.

**Method**

We will measure the Regents attainment for students throughout their career and monitor how quickly our students meet their graduation requirement for Science. In order to graduate with a Regents diploma, students must attain proficiency on a state exam. By the time students have completed their second year in the cohort; most students will have had the opportunity to have taken Earth Science and Living Environment.

## Results

Cohort	% Regents Attainment in Science by 2 <sup>nd</sup> year
2011	72.0%
2012	85.6%
2013	76.4%

We have not met this rigorous measure for any Cohort to date. However, over the past three years of keeping this new measure, we have averaged 78.0% of students having their science Regents credit by the end of their sophomore year which means that we are having cohorts on average exceed the school accountability measure of 75.0% passing by the end of their fourth year in school by the end of their second. Despite not meeting this target we are convinced that it sets a high expectation for teachers and students to achieve.

## SUMMARY

In 2014-15, Oracle Charter School achieved both of our mandated measures, the first which was Absolute and by Accountability Cohort, and the second with was Comparative in relation to Buffalo City Schools and their Accountability Cohort achievement. We did not achieve our Optional Absolute for the Earth Science practical measure, but in our first year of measuring this, we demonstrated some significant progress towards meeting the goal. Our second optional measure requiring us to have 90% of our students achieve their science requirement by the end of their second year of high school fell short for the 2013 Cohort but by the end of their 2<sup>nd</sup> year in high school, the 2013 Cohort had already surpassed their absolute accountability measure and were just 13.6% short of their two-year target.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on a New York State science exam by the completion of their fourth year in the cohort.	ACHIEVED
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.	ACHIEVED
Absolute	75% of students will earn a grade of 80% or higher on the Earth Science Regents lab practical.	DID NOT ACHIEVE
Absolute	90% of student will pass their Regents science requirement by the end of their second year enrolled at school.	DID NOT ACHIEVE

## ACTION PLAN

### Departmental Objective:

The Science Department has consistently outperformed the district in terms of four-year cohort measures. Our 2014-15 results demonstrated another year where we outpaced the district in Living Environment, and unlike in years past, we maintained that momentum into Earth Science and for the first time exceeded the district in Chemistry results. Our leading indicators demonstrate that our students are achieving higher scores on their science Regents and attaining proficiency earlier in their high school careers. While we have made strides in Earth Science, we still need to increase the number of students taking and passing Chemistry. In 2014-15, we had 50% more students take the Chemistry exam and still increased the pass rate by 12.5 percentile points.

Oracle acknowledges that our students need to achieve their graduation requirements earlier in high school so that they can reach higher levels of science as they progress throughout their high school careers (and earn four credits). The optional measure of 90% of our students attaining their Science Regents credit by the end of their 2<sup>nd</sup> year in the cohort will make us more cognizant of getting momentum early in their careers.

**Gap:**

Although we made gains in students achieving proficiency rates in all three science exams during the 2014-2015 year, and exceeding the district in each course, we must continue to focus on achieving self-imposed CCR standards as a higher bar for student achievement.

Additionally, we remain laser focused on students having 90% of our students meet their Regents requirement by the end of their sophomore year.

**Rationale for Gap:**

1. Curriculum alignment and pacing
2. Lack of consistent implementation of effective instructional methodologies
3. Analytical skills, especially literary analysis on reading passages with increased levels of comprehension and vocabulary
4. Limited science skills and content knowledge during K-8 education

**Rationale for Progress:**

1. Purposeful instruction around student, skill-based learning
2. Frequency of Webb-based Depth of Knowledge questions at Levels 2 and 3 on interim and mastery assessments
3. Content area consultants helped to prioritize gaps and strategies
4. Individual goal-setting around mastery and proficiency goals
5. Improved alignment between lab and core class
6. Frequent formative assessments

- **COMMON HISTORICAL REASONS FOR PERFORMANCE GAPS:**
- **FAILURE TO ADEQUATELY ALIGN DAILY ASSESSMENTS, CHECKS FOR UNDERSTANDING AND THE RIGOR OF INTERIMS AND INSTRUCTION TO STANDARDS BASED CURRICULUM.**
- **TEACHERS NOT EFFECTIVELY USING SMALL DATA (DAILY, WEEKLY) TO CHANGE ONGOING INSTRUCTION. IN GENERAL TEACHERS WAIT FOR BIG DATA (UNIT ASSESSMENTS, INTERIM ASSESSMENTS) TO GO BACK AND REMEDIATE LEARNING AFTER THE GAP IS TOO WIDE.**
- **LACK OF ADEQUATE INSTRUCTIONAL OVERSIGHT TO TEACHERS REGARDING LESSON AND UNIT PLANS AND ONGOING ASSESSMENT.**
- **UNCLEAR LEARNING INTENTIONS AND ASSESSMENTS THAT DON'T REQUIRE STUDENT THINKING TO ASCEND TO A HIGH ENOUGH LEVEL OF COGNITION.**
- **TEACHERS LACK SUFFICIENT CAPACITY TO DELIVER LITERACY AND CONTENT KNOWLEDGE/SKILLS SIMULTANEOUSLY.**
- **FOCUS ON VOCABULARY BY ITSELF RATHER THAN INTENTIONAL LEARNING AND USE THROUGH ACADEMIC DISCOURSE.**

- **COMMON INTERVENTIONS AIMED AT CLOSING PERFORMANCE GAPS:**
- **ESTABLISHMENT OF AN INSTRUCTIONAL LEADERSHIP TEAM (ILT) THAT MEETS REGULARLY TO ADDRESS CURRICULUM AND INSTRUCTIONAL DEFICITS. ILT IS COMPRISED OF : DoI, DoS, CIO, IC, COSI, HoS**
- **ILT CREATION OF THE ORACLE INSTRUCTIONAL PATHWAY “LANDMARK FOR LEARNING” TO PROVIDE TEACHERS WITH AN EASY TO USE ALL IN ONE SYSTEM THAT EMBEDS BEST EDUCATIONAL RESEARCH, RESOURCES AND EXAMPLES TO WORK FROM (SEE ELECTRONIC VERSION; INCLUDE LUCID CHART)**
- **CREATION OF COORDINATOR OF STUDENT INTERVENTIONS (COSI) POSITION TO OVERSEE THE PROGRESS OF ‘AT-RISK’ POPULATIONS AND THE EFFECTIVENESS OF CO-TEACHING PAIRS TO PROVIDE COHERENT INSTRUCTION.**

- **COSI, INVOLVED IN FFT CERTIFICATION TRAINING TO ENSURE TRAINING AND ALIGNMENT WITH INSTRUCTIONAL LEADERS AROUND THE DANIELSON FRAMEWORK.**
- **TARGETED PROFESSIONAL DEVELOPMENT ON INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (ELL'S). LESSONS NEED BOTH A CONTENT AND LANGUAGE OBJECTIVE EACH LESSON.**
- **ESTABLISHMENT OF AN ACADEMIC COMMITTEE TO DEVELOP GREATER POLICY OVERSIGHT OF CONSISTENT PRACTICES AMONGST TEACHERS TO TIGHTEN THE THREAD THAT CONNECTS ATTENDANCE, ACADEMIC ACHIEVEMENT AND BEHAVIORS.**

- **SUBJECT SPECIFIC ACTION PLANS:**
- **THINKING MAP IMPLEMENTATION TO MAKE STUDENTS MAKE GREATER CONNECTIONS AND SPEND MORE TIME IN META COGNITIVE STRATEGIES.**
- **SCIENCE LABS NOW MEET EVERY OTHER DAY TO ENSURE COMPLETION OF LAB MINUTES- GREATER TIME TO GO TO DEEPER LEARNING IN SELECTED LABS AND SKILLS DEVELOPMENT TO SUPPORT REGULAR CLASSROOM INSTRUCTION SUCH AS SCALING GRAPHS IN LIVING ENVIRONMENT.**

**Action Plan Strategies:**

1. Teacher goal setting around mastery and proficiency levels (Pacesetter Model)
2. Teachers establishing SLO's that balanced accountability measures and student growth targets; provided multiple options so teachers could choose growth or absolute attainment measure to guide their student growth targets
3. Mastery learning concepts (charts, repetition of material and opportunities retake assessments until concepts are mastered)
4. Focus on literacy (reading and writing) in content areas with:
  - a. Continued implementation of targeted writing process. Students across grade levels will submit written products based around common core quarterly. Teachers will participate in collaborative scoring of these products in preparation for new Regents grading requirements.
  - b. Increased number and rigor of constructed responses required of students on formative and interim assessments. Frequent collaborative scoring for enhanced feedback to teachers for remediation steps and repacing of curriculum.
  - c. Vocabulary development
  - d. Analytical skills

- i. Developed through writing
    - ii. Scaffolding and frequency of analytical thinking
  - e. Student skill-based learning
  - f. Student-centered evaluations of short answer questions based upon NYS Regents Rubric
  - g. Close read PDs with literacy specialist to ensure comprehension of higher level science questions
- 5. Student investment in data by identifying progress and gaps towards achievement
- 6. Professional Development – 90 minutes every Monday focusing on Data Based Problem Solving, Literacy Across the Curriculum (implementation and execution of close reading strategy), Differentiated Instruction/Special Education, ELL population, questioning techniques, student engagement
  - a. Extensive Core Curriculum Maps with support by administration, BOCES, and PICCS staff; ensured the spiraling of core content ideas and skills to promote student mastery
  - b. Implementation of the TERC model of data-based problem solving; utilization of Performance Plus through Curriculum Connector and Data Tracker
  - c. Addition of content specialists to provide assistance in pedagogy through observations, consultation, and strategic examinations of rigor
  - d. Increased used of Webb’s Depth of Knowledge questions, aligned mastery assessments (unit tests, quizzes, and daily checks for understanding) to improve reading and writing skills
  - e. Provide time and best practices to promote communication, student-centered learning, and parental interaction to increase student outcomes (Mobile Learning Devices, Castle Learning, Performance Plus, Parent Portal, eSchool, AIS, Credit Recovery through Grad Point)
  - f. Better vertical skills alignment through the department to ensure that our curriculum scaffolds students to meet the level of expectation for College and Career Readiness with the Common Core Curriculum
- 7. Administrative Support:
  - a. Continued use of interim assessments to provide progress checks
  - b. Observation and feedback by the trainers for literacy and Special Education
  - c. Common planning time for each course with the Director of Instruction and content specialists
  - d. The Director of Instruction, in collaboration with the department, established better vertical alignment to ensure that writing products scaffolded to the level of Regents expectations
    - i. Created flowchart to improve student skill readiness prior to instruction
    - ii. Developed three pathways to ensure Regents attainment and high-level achievement
  - e. Creation of Lab manuals for students to track their own lab minutes for NYS Regents requirements

- f. Creation of co-teaching Living Environment class with ESL and content staff
- g. Greater data analysis of Living Environment Regents results to drive AIS instruction
- h. Public displays and celebrations of achievement and mastery to promote student achievement
- i. Regular lesson plan review with feedback

## SOCIAL STUDIES

### Goal 4: Social Studies

Oracle Charter School students will become proficient on the standards of Social Studies.

#### Goal 4.1: Absolute Measure

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

#### Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

#### Results

Oracle has maintained pass rates that hover right around 90% for our Accountability Cohorts. The 2011 Accountability Cohort just missed the 90% mark by 0.2% with a passing rate of 89.8%, which is approximately 15% above the absolute measure.

#### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>21</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	54	90.7%
2008	75	91.9%
2009	62	88.1%
2010	70	90.0%
2011	59	89.8%

#### Evaluation

As we have in previous years, Oracle achieved this accountability measure by a significant margin.

<sup>21</sup> Based on the highest score for each student on a science Regents exam

**Additional Evidence**

The chart below demonstrates the progress each of the cohorts makes throughout their time in high school. The majority of our students do not have a US history score until their 3<sup>rd</sup> year in the cohort.

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2010-11		2011-12		2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing								
2009	87	1.1%	64	54.7%	62	88.1%	62	88.1%	62	88.1%
2010	81	7.4%	83	6.0%	71	84.5%	70	90.0%	66	89.4%
2011					69	15.9%	59	64.4%	59	76.3%
2012									83	78.3%
2013										
2014										

As evident from this chart, the 2011 Accountability Cohort has met and exceeded the expectation for this accountability measure. Additionally, the 2012 Cohort has already surpassed the absolute accountability measure for this examination.

**Goal 4.2: Comparative Measure**

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

**Method**

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

**Results**

Oracle Charter School’s cohort passing rate for the U.S. History Regents is presented in the table below.

The final comparison of Oracle’s 2011 Accountability Cohort is presented against performance data for the Buffalo school district’s 2010 Accountability Cohort. In this recent evaluation, we exceeded Buffalo’s Accountability Cohort by 19.3 percentile points.

The 2010 Accountability Cohort is presented against the most recent information from the district (also the 2009 results). In this evaluation, we exceeded the district by 31 percentile points.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	90.7%	54	38.0%	2653
2008	91.9%	75	34.0%	2948
2009	88.5%	61	59.0%	2630
2010	90.0%	70	57.0%	2534
2011	76.3%	59		

**Evaluation**

In relation to this measure, Oracle Charter School has **met the goal** for the 2011 Cohort by 19.3 % compared to most recent data available for the local district. As is evident in the chart above, OCS has consistently outperformed the local district each of the previous five years

**Additional Evidence:** Comparative Results All Test-Takers

The following table presents Oracle Charter School’s performance on the U.S History Regents examination for all test takers in the 2015 assessment year with their highest score reported if multiple testing items existed. This data is compared with the last reported performance for all test takers in the Buffalo school district.

The performance of all test-takers in the 2014-15 assessment year at Oracle Charter School on the U.S. History Regents examination is 77.0%, and increase of 2.4% from last year and the highest rate in school history and third consecutive year of improvement. By comparison 64.0% of all test-takers in the Buffalo school district in 2014-15 school year. Comparing the most recent sets of available data, we outperformed the local district by 23 percentile points. These figures indicate that we are surpassing the achievement of the district.

Comparative 2015 Comprehensive U.S. History Regents					
Passing Rate by Charter School and Local District					
Exam Year	Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2008	70.6%	34	75.0%	1988	
2009	71.4%	63	68.0%	2060	
2010	67.6%	71	66.0%	2309	
2011	75.0%	100	62.0%	2389	
2012	70.4%	98	62.0%	2427	
2013	65.9%	88	66.0%	2514	
2014	74.6%	59	64.0%	2337	
2015	77.0%	93			

## GLOBAL STUDIES

The following table presents Oracle Charter School's performance on the Global Studies Regents examination for all test takers in the 2015 assessment year with their highest score reported if multiple testing items existed. This data is compared with the last reported performance for all test takers in the Buffalo school district.

The final performance of all test-takers in the 2014-2015 assessment year at Oracle Charter School on the Global Studies Regents examination was 49.0% compared with 45.0% of all test-takers in the Buffalo school district in the 2015 test cycle. These scores reveal that we outperformed the district by 4 percentile points. Additionally, we reversed a two year decline in performance in this area.

Comparative 2015 Comprehensive Global Studies Regents					
Passing Rate by Charter School and Local District					
Exam Year	Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2007	58.3%	60	44.0%	2776	
2008	57.6%	59	46.0%	2785	
2009	55.6%	108	45.0%	2846	
2010	45.4%	119	45.0%	2846	
2011	49.5%	107	50.0%	2880	
2012	58.5%	106	48.0%	2893	

	2013	41.0%	105	48.0%	3038	
	2014	39.2%	153	45.0%	3194	
	2015	49.0%	147			

**Goal 4.3: Absolute Measure**

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

**Method**

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

**Results**

Unfortunately, Oracle missed this measure for the first time in school history. Poor performance the past two years contributed to our poor performance in this area. Encouragingly, the 2012 Cohort has already exceeded the absolute measure of 75% and the 2013 Cohort is further ahead in performance than the 2011 and 2012 cohorts were at the end of their sophomore year.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>23</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	52	88.5%
2008	76	92.0%
2009	61	82.0%
2010	80	80.0%
2011	59	64.4%

<sup>23</sup> Based on the highest score for each student on a science Regents exam

## Evaluation

We experienced a dip in the overall cohort scores for Global Studies in the 2013 & 2014 years which negatively impacted the achievement of the 2011 Cohort. While the 2009 Cohort's numbers were attributed to four students who dropped out after BEDS Day, the 2010 Cohort's lower rate is a result of nine students who met their Special Education graduation requirement by passing their RCT. While it does give them the credit to earn their Local Diploma) and passes their Regents requirements. The 2011 Cohort missed the accountability measure for the first time in school history for any subject. Global Studies has consistently been an area of weakness, and though we have hired new staff this year to address those deficiencies, we still have a long way to develop to ensure initial student success at high levels. It is encouraging to note that the 2012 Cohort has already exceeded the 75% absolute accountability measure and the 2013 Cohort achieved stronger initial results than the previous two cohorts indicative that we have made significant changes and going traction.

## Additional Evidence

The chart below demonstrates the progress each of the cohorts makes throughout their time in high school in relation to the Global Studies Regents pass rates.

**Global History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2010-11		2011-12		2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Number in Cohort	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	87	39.1%	64	59.4%	62	82.0%	62	86.4%	62	86.4%
2010			83	39.8%	71	73.2%	70	80.0%	66	86.4%
2011					69	18.8%	59	49.2%	59	64.4%
2012							104	30.8%	83	78.3%
2013									72	34.7%
2014										

**Goal 4.4: Comparative Measure**

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

**Method**

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

**Results**

Oracle met this measure.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2007	88.5%	52	44.0%	2653
2008	92.0%	76	42.0%	2948
2009	82.0%	61	59.0%	2630
2010	80.0%	70	57.0%	2534
2011	64.4%	59		

**Evaluation**

Oracle Charter School's 2011 Accountability Cohort is the first to not outperform Buffalo Public's most recent Accountability Cohort by a significant margin. Although, we exceeded the local district by 7.4% we missed the absolute measure. Prior to the 2011 Cohort we have historically exceeded district performance in this measure by 23-50 percentile points. The 2012 Cohort has already proven that we will again open a significant margin between our performance and the local district.

**Goal 4.5: Optional Absolute Measure**

Each year, students in the high school Total Cohort will achieve a 70% on average on the thematic essay/constructed response portion of the US History Regents exam.

**Method**

Each year, starting in the 2013-14 school year, we will collect scores on the thematic essay portion of the US History Regents examination in order to determine our progress in developing students’ writing across the curriculum.

**Results**

	GOAL	January Regents	June Regents	August Regents	Yearly Average	Met/Not Met (% to goal)
2014	70%	N/A	40.0%	45.7%	41.1%	Did not meet (fell 28.9 percent short)
2015	70%	58.5%	60.0%	62.8%	60.4%	Did not meet goal (fell 9.6% short)

**Evaluation**

In the first year of collecting data for this measure, it is evident why this measure was going to be a focal point for our program. We fell well short of our overall goal of 70% on the constructed response sections on the US Regents exam. Although the 2011 Cohort did not hit the 70% measure it significantly surpassed the performance of the 2010 Cohort by 19.3 percentile points ending up at 60.4%. This traction in writing across the curriculum is impressive with the ELA gaps our students enter high school with. As teachers focus more on constructed responses and less on multiple choice questions they have noticed an increase in overall pass rates. These results were reassuring to teachers that developing writing is crucial to high levels of student achievement. In order for us to have sustained excellence on this test and to prepare students to become high achievers at the collegiate level, they must be able to analyze information and develop well thought out responses.

**Goal 4.6: Optional Absolute Measure**

Each year, students in the high school Total Cohort will achieve a 70% on average on the thematic essay/constructed response portion of the Global Studies Regents exam.

**Method**

Each year, starting in the 2013-14 school year, we will collect scores on the thematic essay portion of the Global Studies Regents examination in order to determine our progress in developing students’ writing across the curriculum.

**Results**

Oracle did not achieve this measure.

	GOAL	January	June	August	Yearly	Met/Not Met (% to
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		Regents	Regents	Regents	Average	goal)
2014	70%	N/A	38.1%	33.8%	36.7%	Did not meet (fell 33.3 percent short)
2015	70%	44.3%	67.1%	54.3%	55.2%	Did not meet (fell 14.8% short)

## Results

Oracle did not achieve this measure.

## Evaluation

In the first year of collecting data for this measure, it is evident why this was going to be a focal point for our program. We fell well short of our overall goal of 70% on the constructed response sections on the Global Regents exam. Test results for the 2014-2015 school year indicate that we made significant progress in this metric by increasing by 18.5 percentile points. This traction in writing across the curriculum is impressive with the ELA gaps our students enter with. As teachers focus more on constructed responses and less on multiple choice questions they have notice an increase in overall pass rates. These results were reassuring to teachers that developing writing is crucial to high levels of student achievement. In order for us to have sustained excellence on this test and to prepare students to become high achievers at the collegiate level, they must be able to analyze information and develop well thought out responses.

In short, despite the disappointing 2011 Cohort performance, the most recent data indicates that the social studies program has gained traction in performance scores and student constructed responses. Additionally, the upcoming cohorts are will on track to have us significantly outperform the district and make the 2011 performance in Global studies exam a blip on our long term school report card.

The increased results in student writing scores are evident in both social studies exams, as well as the ELA exam results. This cross curricular and cross grade level traction is evident of a school that is laser focused on developing the critical skills required to transforming from not being proficient on 8<sup>th</sup> grade ELA scores into skilled writers.

**Departmental Objective:**

The Social Studies Department has consistently outperformed the district in terms of four-year cohort measures. Our 2014-15 results demonstrated another year where we outpaced the district in US History. For the first time in two years, our Global Studies performance improved and exceeded the most recent performance of the district..

In an attempt to focus on our writing across the curriculum, we started to track our progress in writing for both exams. Both averages on the writing portion of the Regents exams fell well short of the 70% mark in the 2013-2014 year. However, we made notable improvement in this measure for both exams during the 2014-2015 year. It is evidence that our instructional program is headed in the right direction and we will continue to drive hard in the constructed responses..

**Gap:**

Global History had better scores than in the past two years, but we still need to make greater strides in this exam. Overall, US History had the highest pass rate in school history with a 77.0%.

**Rationale for Gap:**

1. Curriculum alignment and pacing
2. Lack of consistent implementation of effective instructional methodologies
3. Analytical skills, especially literary analysis on reading passages with increased levels of comprehension and vocabulary
4. Limited science skills and content knowledge during K-8 education

**Rationale for Progress:**

7. Purposeful instruction around student, skill-based learning
8. Frequency of Regents-based questions on interim and mastery assessments
9. Content area consultants helped to prioritize gaps and strategies
10. Individual goal-setting around mastery and proficiency goals
11. Improved alignment between lab and core class
12. Frequent formative assessments

- **COMMON HISTORICAL REASONS FOR PERFORMANCE GAPS:**
- **INCONSISTENT AND INEFFICIENT TEACHER PRACTICES**
- **FAILURE TO ADEQUATELY ALIGN DAILY ASSESSMENTS, CHECKS FOR UNDERSTANDING AND THE RIGOR OF INTERIMS AND INSTRUCTION TO STANDARDS BASED CURRICULUM.**
- **TEACHERS NOT EFFECTIVELY USING SMALL DATA (DAILY, WEEKLY) TO CHANGE ONGOING INSTRUCTION. IN GENERAL TEACHERS WAIT FOR BIG DATA (UNIT ASSESSMENTS, INTERIM ASSESSMENTS) TO GO BACK AND REMEDIATE LEARNING AFTER THE GAP IS TOO WIDE.**
- **LACK OF ADEQUATE INSTRUCTIONAL OVERSIGHT TO TEACHERS REGARDING LESSON AND UNIT PLANS AND ONGOING ASSESSMENT.**
- **UNCLEAR LEARNING INTENTIONS AND ASSESSMENTS THAT DON'T REQUIRE STUDENT THINKING TO ASCEND TO A HIGH ENOUGH LEVEL OF COGNITION.**
- **TOO MUCH FOCUS SOLELY READING COMPREHENSION SKILLS AS OPPOSED TO DEVELOPING HOLISTIC LITERACY SKILLS.**
- **TEACHERS LACK SUFFICIENT CAPACITY TO DELIVER LITERACY AND CONTENT KNOWLEDGE/SKILLS SIMULTANEOUSLY.**
- **FOCUS ON VOCABULARY BY ITSELF RATHER THAN INTENTIONAL LEARNING AND USE THROUGH ACADEMIC DISCOURSE.**

**COMMON INTERVENTIONS AIMED AT CLOSING PERFORMANCE GAPS:**

- **SCHOOL WIDE IMPLEMENTATION OF THINKING MAPS TO ENHANCE STUDENTS THINK META COGNITIVELY AND TO INCREASE WRITING WHEN STUDENTS GO “OFF THE MAP”**
- **TEACHERS RESPONSIBLE FOR LOW PASS RATES THE PAST TWO YEARS ARE NOT BACK ON STAFF.**
- **ESTABLISHMENT OF AN INSTRUCTIONAL LEADERSHIP TEAM (ILT) THAT MEETS REGULARLY TO ADDRESS CURRICULUM AND INSTRUCTIONAL DEFICITS. ILT IS**

**COMPRISED OF : DoI, DoS, CIO, IC, COSI, HoS**

- **ILT CREATION OF THE ORACLE INSTRUCTIONAL PATHWAY “LANDMARK FOR LEARNING” TO PROVIDE TEACHERS WITH AN EASY TO USE ALL IN ONE SYSTEM THAT EMBEDS BEST EDUCATIONAL RESEARCH, RESOURCES AND EXAMPLES TO WORK FROM (SEE ELECTRONIC VERSION; INCLUDE LUCID CHART)**
- **CREATION OF COORDINATOR OF STUDENT INTERVENTIONS (COSI) POSITION TO OVERSEE THE PROGRESS OF ‘AT-RISK’ POPULATIONS AND THE EFFECTIVENESS OF CO-TEACHING PAIRS TO PROVIDE COHERENT INSTRUCTION.**
- **COSI, INVOLVED IN FFT CERTIFICATION TRAINING TO ENSURE TRAINING AND ALIGNMENT WITH INSTRUCTIONAL LEADERS AROUND THE DANIELSON FRAMEWORK.**
- **TARGETED PROFESSIONAL DEVELOPMENT ON INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (ELL'S). LESSONS NEED BOTH A CONTENT AND LANGUAGE OBJECTIVE EACH LESSON.**
- **ESTABLISHMENT OF AN ACADEMIC COMMITTEE TO DEVELOP GREATER POLICY OVERSIGHT OF CONSISTENT PRACTICES AMONGST TEACHERS TO TIGHTEN THE THREAD THAT CONNECTS ATTENDANCE, ACADEMIC ACHIEVEMENT AND BEHAVIORS.**

- **SUBJECT SPECIFIC ACTION PLANS:**
- **SOCIAL STUDIES: CREATION OF CO-TAUGHT CLASS WITH A CONTENT SPECIALIST, AND ESL TEACHER TO PUSH IN DELIVERY IN GLOBAL 1, 2, AND US HISTORY.**
- **CROSS CURRICULAR WEBBING WITH ELA DEPARTMENT AND OTHER DEPARTMENTS TO A LESSER DEGREE.**
- **A GLOBAL LITERACY CLASS THAT HAS AN ELA AND ESL TEACHER IN TO FOCUS STUDENTS ON WRITING AND LITERACY IN SOCIAL STUDIES CONTENT WITH THE GOAL OF HAVING GREATER SUCCESS OF THE AT-RISK POPULATION ON THE STATE GLOBAL EXAM.**

**Action Plan Strategies:**

1. Teacher goal setting around mastery and proficiency levels (Pacesetter Model)
2. Teachers establishing SLO's that balanced accountability measures and student growth targets; provided multiple options so teachers could choose growth or absolute attainment measure to

guide their student growth targets

3. Mastery learning concepts (charts, repetition of material and opportunities retake assessments until concepts are mastered)
4. Focus on literacy (reading and writing) in content areas with:
  - a. Continued implementation of targeted writing process. Students across grade levels will submit written products based around common core quarterly. Teachers will participate in collaborative scoring of these products in preparation for new Regents grading requirements.
  - b. Increased number and rigor of constructed responses required of students on formative and interim assessments. Frequent collaborative scoring for enhanced feedback to teachers for remediation steps and repacing of curriculum.
  - c. Vocabulary development
  - d. Analytical skills
    - i. Developed through writing
    - ii. Scaffolding and frequency of analytical thinking
  - e. Student skill-based learning
  - f. Student work samples
  - g. Student-centered evaluations of short answer questions based upon NYS Regents Rubric
  - h. Close read PDs with literacy specialist to ensure comprehension of higher level science questions
5. Student investment in data by identifying progress and gaps towards achievement
6. Professional Development – 90 minutes every Monday focusing on Data Based Problem Solving, Literacy Across the Curriculum (implementation and execution of close reading strategy), Differentiated Instruction/Special Education, ELL population, questioning techniques, student engagement
  - a. Extensive Core Curriculum Maps with support by administration, BOCES, and PICCS staff; ensured the spiraling of core content ideas and skills to promote student mastery
  - b. Implementation of the TERC model of data-based problem solving; utilization of Performance Plus through Curriculum Connector and Data Tracker
  - c. Increased used of Regents-based, aligned mastery assessments (unit tests, quizzes, and daily checks for understanding) to improve reading and writing skills
  - d. Provide time and best practices to promote communication, student-centered learning, and parental interaction to increase student outcomes (Mobile Learning Devices, Castle Learning, Performance Plus, Parent Portal, eSchool, AIS, Credit Recovery through Grad Point)
  - e. Better vertical skills alignment through the department to ensure that our curriculum scaffolds students to meet the level of expectation for College and Career Readiness with the Common Core Curriculum
7. Administrative Support:

- a. Continued use of interim assessments to provide progress checks
- b. Breakout sessions; literacy support (observation and feedback) 1x/week
- c. Common planning time for each course with the Director of Instruction and content specialists
- d. The Director of Instruction, in collaboration with the department, established better vertical alignment to ensure that writing products scaffolded to the level of Regents expectations
  - i. Created flowchart to improve student skill readiness prior to instruction
  - ii. Developed three pathways to ensure Regents attainment and high-level achievement
- e. Public displays and celebrations of achievement and mastery to promote student achievement

## NCLB

### Goal 5: NCLB

Oracle Charter School will make Adequate Yearly Progress.

### Goal 5: 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 a local-assistance-plan school.

### Method

Since *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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

### Results

Oracle Charter School's NCLB status for 2014-15 is in Good Standing.

### Evaluation

In relation to this measure, Oracle Charter School has not **met the goal**.

For the previous three years, Oracle Charter School has been designated a Focus Charter School under New York State's NCLB Accountability system.

**NCLB Status by Year**

<b>Year</b>	<b>Status</b>
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing
2012-13	<i>Focus Charter School:</i> Made progress in first year as Focus Charter
2013-14	<i>Focus Charter School</i>
2014-15	<i>Focus Charter School</i>

## HIGH SCHOOL GRADUATION

### **GOAL 6: HIGH SCHOOL GRADUATION**

Oracle Charter School will graduate students of Buffalo City Schools at a rate that exceeds that of the school district and prepares our students to be successful in post-secondary education.

#### **Goal 6.1: Absolute Measure**

75 percent of students in first and second year of high school Total Graduation Cohorts will earn at least **six** credits each year.

#### **Method**

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

As a general rule, high school students are eligible for grade-level promotion if they have earned a minimum combination of core academic and elective credits at each grade level.

- 10th grade: 6 course credits earned
- 11th grade: 12 course credits earned
- 12th grade: 18 course credits earned

Students who fail a core academic course may be required to repeat the course, and to the greatest extent possible, Oracle's counseling department works to create flexible course schedules that allow students to be promoted to the next grade-level even if they are required to recuperate failed credits. Such students are subject to Oracle's graduation requirements regarding the number of credits within each discipline.

Students applying for admission to 9th grade must submit a final report card or transcript from their previous schools proving that they have passed three or more of their 8th grade core academic subjects (English, mathematics, social studies, and science) to qualify for 9th grade standing.

Students applying to 9th grade having passed a foreign language proficiency examination and/or a Regents-level science or mathematics class will earn a high school transfer credit toward Oracle's graduation requirements and will be placed in classes accordingly.

## Results

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2012-13<sup>26</sup>

Cohort Designation	Number in Cohort	Percent promoted
2011	59	64.4% (18+ credits); 77.9% (15+ credits)
2012	109	52.3% (12+ credits); 78.8% (10+ credits)
2013	79	55.7% (6+ credits); 78.4% (5+ credits)

## Evaluation

As demonstrated in the chart, just over half of our students from the 2012 and 2013 Cohorts are on track to graduate after their 1<sup>st</sup> and 2<sup>nd</sup> year in high school (if we apply the 6 credit per year standard to put them on track to 24 overall credits). Therefore, as the amended measure states, **we did not meet the standard**. We have also included the percentage of students who have earned on average 5 credits per year as an indication of students within range of being on track to graduate and who would meet the threshold originally established in the accountability report. In regards to those measures, over 75% of our students are within reach of graduating but have fallen slightly behind in credit attainment.

As an early indicator of our future graduation rates, this measure reveals that there is still room to improve in order to effectively assimilate our 9<sup>th</sup> and 10<sup>th</sup> grade students to the standards of high school achievement and College and Career Readiness.

### Goal 6.2: Absolute Measure

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

## Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

## Results

The table below presents Oracle Charter School's results in relation to this measure.

**47.8%** of students enrolled in the 2011 accountability cohort passed three or more Regents examinations by the conclusion of their second year in the charter school cohort.

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<sup>26</sup> Due to the timing of this report, the credit summary is taken from an eSchool report gathered at the end of the 2013-14 school year (but prior to the completion of 2014 Summer School). The information for credit accumulation therefore depicts students on track to graduate with an additional year of credits. Additionally, the report reflects a change in the standard from the original wording of the accountability standard. Instead of 5 credits, as we originally were approved for, we have modified it to reflect 6 credits per year to align with our 24 credit requirement to graduate from Oracle.

**30.8%** of students enrolled in the 2012 accountability cohort passed three or more Regents examinations by the conclusion of their second year in the charter school cohort.

**30.6%** of students enrolled in the 2013 accountability cohort passed three or more Regents examinations by the conclusion of their second year in the charter school cohort.

\*As the Global studies Regents exams scores indicate, the 2012 & 2013 cohorts struggled significantly to pass that exam. Most recent data from the 2014-2015 year shows stronger performance and that we have started an upward trajectory in student performance in this area.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	87	36.8%
2010	83	55.4%
2011	69	47.8%
2012	104	30.8%
2013	72	30.6%

### **Evaluation**

In relation to this measure, Oracle Charter School **did not meet the goal**.

#### **Goal 6.3: Absolute Measure**

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

### **Method**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History or have successfully met the standards for a Local Diploma with Safety Net and RCT opportunities. Additionally, students in the 2011 cohort were able to take advantage to the new 4+1 graduation pathway adopted by NYSED. In this pathway, students can pass a second math or science Regents examination in lieu of passing one of either Global Studies exam or the United States history exam but not both. Students have through the summer to complete their graduation requirements.

Our 4-year graduation figure dropped to 63.6% in 2015. Prior to 2015, we have exceeded our 75% target in two of the last three years, and our three year average was higher than our 75% goal. With the

inclusion of the 2011 cohort our four year average dropped to 72.9% a mere 2.1% below our absolute measure of 75.0%, however, still significantly superior to the local district. Additionally, the 2012 cohort is on pace to be one of our highest graduating cohorts ever.

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	65	61.5%
2008	86	79.1%
2009	75	69.3%
2010	78	79.5%
2011	59	63.6%

**Evaluation**

In the 2014-15 school year, Oracle did not meet either the **4-year goal** or our 5-year graduation goals.

**Goal 6.4: Comparative Measure**

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

**Method**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>29</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at the time of the accountability report. However, due to the timing of this specific report, graduation rates have been released and are captured below.

**Results**

Oracle outperformed the district by approximately 10 percentile points, a number lower than the previous years. The past three years have demonstrated an ongoing gap between our graduation rate and the district. The average advantage in graduation rate has been 22.0 percentile points. Although the 4-year rate is predictive due to the lag in data released for the district, it is consistent with previous graduation rate levels by the local district.

<sup>29</sup> Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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

Cohort Designation	Number in Cohort	Percent Graduating
2006	51	80.4%
2007	65	69.2%
2008	85	81.2%
2009	76	71.1%
2010	76	86.8%

The 2010 Cohort achieved the highest 5-year rate in school history which demonstrates an improvement in keeping students engaged in high school even after their disappointment of not graduating with their peer group.

**Percent of Students in the Total Graduation Cohort who Graduate in Five Years Compared to Local District**

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2006	51	80.4%	3487	52.0%
2007	65	69.2%	2618	58.0%
2008	85	81.2%	2929	52.5%
2009	76	71.1%		
2010	76	86.8%		

\*At the time of submission we were unable to locate five year graduation rates for the local district. The evidence in the chart above indicates a three year average for the local district of approximately 54.0%. The three most recent years of data for Oracle regarding this measure indicate an average five year rate of just over 79.0%, or about 25 percentile points better than the local district, a statistically significant difference.

**Evaluation**

Oracle Charter School students maintain a significant advantage over students in the district schools. As is demonstrated in the chart above, Oracle Charter School **met the measure**.

## Additional Evidence

Below, we have also included comparative data on both the 4 & 5-year rates for Oracle and Buffalo City Schools. Overall, the four-year average for our 5-year rate is 72.9%, compared with Buffalo Public's 54.2% 5-year rate, 18.7 percentile points on average.

In addition to the larger comparisons denoted in the district numbers, it is important to examine the advantage that Oracle provides its students over many of the non-criterion based schools. The Buffalo Academy of Visual and Performing Arts was originally a comparison school for Oracle. Although we no longer use that comparison, it is interesting to examine the data in relation to Performing Arts since they are a criterion-based school. Despite their policies that limit the students who are eligible to apply to their institution, we had a comparable 5-year rate for the most recently released data for both schools, and we outperformed them by a wide margin for the most recently released 4-year graduation rates.

Burgard Vocational High School and Bennett High School (A BPS that is now being phased out of operation by the local district) are, unlike Performing Arts, schools without criteria to attend. They are representative high school alternatives for our students if they were not to attend Oracle. As demonstrated in the New York State Report Card, their Free and Reduced Lunch rates are significantly lower than our most recently reported figures.<sup>30</sup> Our minority demographics are also similar. Our combined diversity and FRL rates are 186, 10 points higher than Burgard, 14 points higher than Bennett, and 37 points superior to BAVPA. Despite this, we either competed with a school with entrance requirements or outclassed others with similar demographics by over 37 percentile points. Despite our differences in demographics, our 2010 graduation rate more than double that of Burgard and was 36 percentile points north of Bennett. The impressive gap we have remains nearly the same when comparing 5 year graduation rates.

### A comparative look at the 4- and 5-year Graduation Rates for Oracle v. Buffalo High Schools with similar demographics

	ORACLE		BAVPA	BURGARD	BENNETT
2011, 4-year graduation rate	63.6%	2010 4-year rate (most recent information)	74%	39%	37%
2010, 4-year graduation rate	79.5%	2009 4-year rate	79.3%	30.7%	43.5%
2010, 5-year graduation rate	86.6%	2008 5-year rate (most recent information)	73.3%	34.2%	44.7%
Most recent release, FRL rate	92%	Most recent release, FRL rate	67%	81%	76%
Most recent release, Minority rate	92%	Most recent release, Minority rate	80%	93%	94%
Combination, Minority + FRL	184	Combination, Minority + FRL	147	174	170

<sup>30</sup> According to our BEDS Day data from October 2015.

**Summary of the High School Graduation Goal**

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or <b>six</b> credits (if 22 needed for graduation) each year.	Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve Did not achieve 5-year rate
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

**COLLEGE PREPARATION**

**GOAL 7: COLLEGE PREPARATION**  
Oracle Charter School Students will be College and Career Ready upon graduation.

**Goal 7.1: Comparative PSAT Measure**  
Each year, the average performance of students in the 11<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

**Method**

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student’s highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

## Results

The table below presents Oracle Charter School 11<sup>th</sup> grade students' mean performance in critical Reading and Mathematics on the PSAT examination compared to the mean performance of all students taking the test in New York State.

In 2013-14, Oracle Charter School's 11<sup>th</sup> grade students earned a mean score of 33.2 in critical reading compared to a state-wide mean of 45.5. On the Mathematics section of the PSAT, Oracle Charter School's 11<sup>th</sup> grade students earned a mean score of 32.4 compared to a state-wide mean score of 47.0.

### 11<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 11 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2010-11	87	65	33.8	47.6	34.3	48.3
2011-12	72	54	35.1	45.2	33.8	46.4
2012-13	83	68	36.0	45.4	33.2	46.5
2013-14	59	42	33.2	45.5	32.4	47.0
2014-15	65	57	31.9	45.0	30.8	46.9

## Evaluation

Oracle Charter School **did not meet the goal.**

### Goal 7.2: Comparative SAT Measure

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

## Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12<sup>th</sup> grade (senior) test takers in the given year.

## Results

The table below presents Oracle Charter School's 12<sup>th</sup> grade student performance on the SAT by school year. The Critical Reading SAT mean score of students in the 12<sup>th</sup> grade in 2013-14 was 372, compared to the mean score for all test-takers in New York State of 485 (most recent data is from the 2013 year, which was used at the time of the last report). The Mathematics SAT mean of students in the 12<sup>th</sup> grade in 2013-14 was 358, compared to the mean score for all test-takers in New York State of 501.

### 12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2010-11	54	46	401	491	368	505
2011-12	76	55	364	485	365	499
2012-13	61	47	340	485	341	501
2013-14	70	63	372	485	358	502
2014-15	59	51	354		345	

## Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal** in 2014-2015.

### **Goal 7.3: New York State Aspirational Performance Measure**

The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

## Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

## Results

The chart below demonstrates how far Oracle needs to progress to ensure that our students are meeting the College and Career Readiness standards in both ELA and Math.

### Percent of Graduates Meeting the Aspirational Performance Measure<sup>32</sup>

Cohort	Charter School	Statewide
2007	0.0	34.7
2008	2.9	35.3
2009	1.9	37
2010	8.5	38
2011	5.1	Not available at this time

## Evaluation

As the chart depicts, Oracle **did not meet the goal** for the 2011 Cohort. There were a number of examinations of the IRS Data Release website, but there was only desegregated data by districts and demographics. There did not appear to be a statewide average.

### Goal 7.4: Advanced Diploma Measure

The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.

## Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

## Results

The table below presents the percentage of seniors graduating from Oracle Charter School in the 2011 Cohort who earned Regents diplomas with Advanced Designation compared to students graduating from Buffalo Public Schools' 2010 Cohort.

**0.0%** of graduates in the 2011 Graduation Cohort received Advanced Designation diplomas.

<sup>32</sup> Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>34</sup>

Cohort	Charter School	School District
2007	1.5%	15.0%
2008	8.1%	12.0%
2009	5.3%	12.0%
2010	9.7%	7.0%
2011	0.0%	

#### Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**. As we continue to drive the new term of our charter with higher standards for achievement (as we focus on College and Career Readiness standards) and the corresponding development in curriculum, we believe that we will see a corresponding rise in these numbers.

#### Goal 7.5: College Credit Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

#### Method

In establishing our internal measures, we wanted to capture the efforts we are making to provide our students access to college level courses that have college credit opportunities on end of the year exams. While Advanced Placement courses are common, the College Level Examination Program has allowed us to provide courses that give college credit in Psychology and Spanish, in addition to some of the more common topics like Math, Science, English, and Social Studies that AP courses generally are geared towards.

#### Results

The 2011 Cohort scores are the second year of the charter term for which these measures apply, but the 2008 and 2009 Cohorts are included as baselines. Our goal to achieve college credit for 75 percent of our graduating students is a high bar, but we believe that this measure, combined with the College and Career Readiness standards, will drive achievement and motivation for students and staff.

<sup>34</sup> Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

### Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course
2008	68	7.4%
2009	52	5.8%
2010	62	11.3%
2011	42	7.1%

#### Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal** for the 2011 Cohort.

#### Goal 7.6: College Acceptance Measure

Each year, 90% of graduates will be accepted into a 2- or 4-year college.

#### Method

This measure examines graduating students' post-secondary plans. At the conclusion of the 2011-12 school year, Oracle Charter School graduated its fourth class of seniors. The data below reflects the percentage of graduating seniors who were admitted into at least one two- or four-year college institution.

## Results

The table below presents college acceptance for Oracle Charter School's graduating classes of seniors. The Class of 2015 graduated with 92.9% of students earning acceptance into college programs. This marks the second consecutive class exceeding the 90% threshold of our graduates with documented college acceptance.

<b>College Acceptance Rates of High School Graduates</b>						
Graduation Year	# of Students Graduating	Percent of Graduates with College Enrollment	# of Student Entering 4 Year College Programs	Percent of Graduates Entering 4 Year College Programs	# of Student Entering 2 Year College Programs	Percent of Graduates Entering 2 Year College Programs
2009	37	91.9%	10	27.0%	24	64.9%
2010	44	93.2%	13	29.5%	28	63.6%
2011	40	90.0%	12	30.0%	24	60.0%
2012	68	89.7%	25	36.8%	36	52.9%
2013	52	88.4%	17	32.7%	29	55.8%
2014	62	91.9%	25	40.3%	32	51.6%
2015	42	92.9%	12	28.6%	27	64.3%

## Evaluation

For the Class of 2015, we **met the measure**. It was the second highest percentage of students with college enrollment in our school's history.

### **Goal 7.7: School Created College Matriculation Measure**

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

## Method

This measure examines graduating students' post-secondary matriculation rates in the year after graduation from the charter high school program. The data below reflects the percentage of graduating seniors who matriculated into two- or four-year college programs in the year after graduation.

Data on Oracle Charter School graduates' college enrollment and persistence is obtained through the National Student Clearinghouse, a subscription service which tracks high school graduates post-secondary enrollment and progress toward degree attainment. We access the information through our local WNYRIC partnership. Students are tracked by institution level (two- or four-year programs), type (public and private institutions), and location (in- and out-of-state institutions).

## Results

The table below presents matriculation results for the class of seniors who graduated from Oracle Charter School from 2009-2014. The number seems markedly lower than we had internally targeted, but it is difficult for us to gauge the accuracy of the data outside of what is given to us in the report. Having graduated over 50 students from the 2009 Cohort in June 2013, 17 students seems remarkably low. As it stands, however, it is our lowest percentage in school history.

<b>Percent of Graduates Who Matriculate in a College Program the Year after Graduation</b>			
	<b>Graduation Year</b>	<b># of Students Graduating</b>	<b>% of Students Matriculating at Any Point in Year after Graduation</b>
	2009	37	67.6%
	2010	44	82.0%
	2011	40	72.5%
	2012	68	64.7%
	2013	52	32.7%
	2014	59	n/a
	AVERAGE		63.9%

## Evaluation

In relation to this measure, Oracle Charter School **did not meet the goal**.

- **ADDITIONAL EVIDENCE: POST-SECONDARY ENROLLMENT BY INSTITUTION LEVEL, TYPE, AND LOCATION**

Through the National Student Clearinghouse, Oracle Charter School students are tracked by institution level (2 or 4 year programs), type (public and private institutions) and location (in- and out-of-state institutions).

The table below presents summary data for the class of seniors who graduated from Oracle Charter School in June 2009, June 2010, June 2011, June 2012, and June 2013.

Of the Class of 2012, 30.9% are enrolled in four-year college programs, while 39.7% are enrolled in two-year college programs; 44.1% are enrolled in public institutions, with 23.5% at private institutions; and 60.3% of the graduates are enrolled in college institutions in New York state, while 4.4% are enrolled in institutions out-of-state.

Of the Class of 2013, 9% are enrolled in four-year college programs, while 28% are enrolled in two-year college programs; 32% are enrolled in public institutions, with 4% at private institutions; and 36% of the graduates are enrolled in college institutions in New York state, while 0% are enrolled in institutions out-of-state.

<b>Percent of Graduates Enrolled in College Programs at Any Time in the Year after High School by Institution Level, Type, and Location</b>							
Graduation Year	# of Students Graduating	% of students by Institution Level		% of students by Institution Type		% of students by Institution Location	
		4 Year	2 Year	Public	Private	In-State	Out-of-State
2009	37	21.6%	51.4%	62.2%	5.4%	62.2%	5.4%
2010	44	24.0%	62.0%	62.0%	24.0%	80.0%	4.0%
2011	40	17.5%	57.5%	65.0%	10.0%	70.0%	2.5%
2012	68	30.9%	39.7%	44.1%	23.5%	60.3%	4.4%
2013	52	9%	28%	32%	4%	36%	0%
2014							
AVERAGE		20.60%	47.72%	53.06%	13.38%	61.70%	3.26%

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 11 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	The percent of graduating students will graduate with a Regents diploma with Advanced Designation will exceed the local district.	Did Not Achieve
College Attainment	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Did Not Achieve
	Each year, 90% of graduates will be accepted into a 2- or 4-year college.	Achieved
Optional Measure	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve

## ACTION PLAN

Oracle acknowledges that our greatest area of improvement overall is in relation to our college preparatory goals. We recognize that the best actions associated with college matriculation and achievement extend directly from the level of instruction and expectation in the classroom. Therefore, many of our strategies to close this gap have already been articulated and evidenced throughout the document, particularly in the areas surrounding the elevated College and Career Readiness standards. The pathway to achieving our college preparatory goals is going to take several years, but through focused and aligned efforts, we firmly believe we will attain the seven measures of college preparedness.

### School-Wide Objectives:

Measure 1: PSAT and SAT performance: We will close the gap between Oracle and the New York State average by 20% on both Critical Reading and Mathematics.

Measure 2: Improve our 4-year college acceptance rate from 40.3% to 45% (we met our target in 2013-14 as we increased from 32.7 to 40.3%).

Measure 3: Improve our college credit attainment for our graduates from 11.3 to 20%.

Measure 4: Increase college matriculation from 36% to 60%.

### Gap:

School performance in Critical Reading and Mathematics is significantly below the NYS average on both PSATs and SATs.

Aspirational targets were only at 8.5% for last year's graduates. The most recent statewide figures are above 35%.

Although about 90% of Oracle's graduating seniors are accepted into two and four-year college programs, we have experienced a decline in college matriculation in the first year after high school for three straight years (82 → 72.5 → 64.7 → 32.7%).

### Rationale for Gap:

1. Low-level instruction / lack of instructional rigor aligned to College and
2. Evolving vision for college preparedness; we have a strong focus on graduation metrics but need to allocate more time to develop a college driven mindset that would incorporate high school achievement and college ambition at an earlier stage of high school.
3. As a school we have not yet succeeded in achieving a culture where students aspire to get to the higher levels of education. Aspiration is one of the core values of the school and one that we will continue to emphasize in daily school life.

### Action Plan Strategies:

1. Weekly meetings between Head of School, CIO, and Counseling Department to update progress of at-risk students (evolved from targeted seniors to include juniors in 2013-14)
2. Student government with emphasis on student leadership, student ownership of school community, and evolving student-to-student mentoring
3. Teachers will prepare students at the 12<sup>th</sup> grade to sit for the College Level Examination Program (CLEP), AP courses, and college credit through ECC partnership
4. Mastery learning concepts (charts, repetition of material and opportunities retake assessments)

until concepts are mastered)

5. Public displays and celebrations of achievement and mastery to promote student achievement and college acceptance

## OPTIONAL GOALS

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

### **Oracle will increase the scope and impact of Oracle's community involvement**

Oracle will expand its community involvement activities to provide parents and the community to experience the student culture and burgeoning young leaders.

#### **8.1: Absolute Measure**

Oracle will host 10 community involvement events by May 3, 2015.

#### **Method**

In an effort to engage parents and vested community members in Oracle's work, we will host 10 events that show the diverse environment we have to complement our rigorous educational goals.

#### **Results**

Four different individuals served as the Dean of Students last year which created a significant challenge in accurately capturing and recording these activities. At this point, we are unable to provide sufficient evidence related to this goal.

#### **Evaluation**

As a community we are committed to proliferating community involvement and must do a significantly better job and recording evidence as such.

#### **Goal 8.2: Absolute Measure**

**Oracle will increase after-school involvement. 45% of students will participate in an after-school activity each school year.**

#### **Method**

In order to offer a holistic education, Oracle will create a number of activities to engage students outside their classroom obligations. We will aim to create a diverse series of activities so that we can effectively engage a broad array of our student body.

#### **Results**

According to the information we have collected from our activity tracker in the 2014-2014 year, we had at least 139 different students involved in an after school activity or club. We believe that this number is lower than the actual student count due to a few inconsistencies in the tracker. In 2014-15 we have created a new system to ensure that the data collection process is more comprehensive.

School Year	Total Enrollment	% of students involved in at least one activity or club
2013-14	367	37.9%
2014-15	The tracking system utilized this past year did not accurately capture this metric	n/a

## Evaluation

In the 2013-2014 school year we fell 7.1 percentile points short of our overall goal of 45% of our students involved in at least one activity or club, however, we believe that we may have surpassed that goal but do not have the data to prove it at this time. During the 2014-2015 school year four different individuals served as the Dean of Students last year which created a significant challenge in accurately capturing and recording these activities. At this point, we are unable to provide sufficient evidence related to this goal.

### Goal 8.3: Absolute Measure

Oracle will expose students through connected learning to real world experiences. 50% of juniors and seniors will have at least one connected learning experience during the school year.

## Method

Each year, our guidance department will partner with internal and external groups to create multiple learning experiences that connect students to college and career opportunities in an effort to expand their horizons as they make their college and career choices. We will track these experiences by student and cohort to determine how often we are exposing them to the options that exist for them beyond high school. These efforts will help drive them to “open doors” for themselves through their academic achievement in high school and beyond.

## Results

School Year	Number of Students with Connected Learning Experience	% of Juniors and Seniors with 1 or more
2013-14	87	60.4%
2014-15	Due to the departure of our college counselor, we did not have an accurate number of students for this metric	n/a

## Evaluation

In the first year of measuring this accountability standard, **we surpassed the goal by a significant margin** as 87 of the 144 students tracked had one or more connected learning experience. We are proud of this achievement because it demonstrates that we aligned and executed plans to connect to opportunities outside the walls of our school.

### Goal 8.4: Absolute Measure

Oracle will address the needs of some of the most marginalized sub-groups whom we educate. We will specifically target the following goals:

- Students designated with Special Education needs will have the same graduation and Regents pass rate as the General education students.
- African-American Male graduation rate will be 20% higher than the rate of the district.
- Our ELL graduation rate will exceed that of the district.

## Method

Each year we will track our effectiveness in regards to serving some of the most at-risk students in Buffalo. These include: Graduation rate and Regents performance of students designated as special needs; African-American males graduation rate; and English Language Learners graduation rate. Each of these groups have had demonstrated struggles within the local and state education systems. Oracle has created measures to challenge us to surpass our local General Education performance for SPED students and outpace the district for African-American males and ELL students.

## Results

As demonstrated in the charts below, Oracle has achieved some significant success in terms of our optional measures for these three marginalized groups of students. In our 2010 Graduation Cohort, 12 students were classified as special education and 66 were classified as general education.

### Oracle SPED v. GEN Ed comparison

	Oracle Total Cohort # SPED	Oracle SPED %	GEN ED Total Cohort #	Oracle GEN ED %	Met / Not Met
<b>Total Cohort</b>	9		57		
<b>Graduated</b>	6	66.7%	36	63.2%	<i>Met</i>
<b>AD Diploma</b>	0	0%	0	0%	
<b>Regents Diploma</b>	3	33.3%	36	63.2%	
<b>Local Diploma</b>	3	33.3%	0	0%	
<b>Dropout</b>	3	33.3%	20	35.1%	
<b>Still Enrolled</b>	0	0%	1	1.8%	
	Oracle Acct Cohort # SPED	Oracle SPED Pass Rate	GEN ED Acct Cohort #	Oracle GEN ED Pass Rate	
<b>ELA Regents</b>	9	66.7%	50	78%	<i>Not Met</i>

<b>Math Regents</b>	<b>9</b>	<b>66.7%</b>	<b>50</b>	<b>92%</b>	<b><i>Not Met</i></b>
<b>Science Regents</b>	<b>9</b>	<b>55.5%</b>	<b>50</b>	<b>92%</b>	<b><i>Not Met</i></b>
<b>Global Regents</b>	<b>9</b>	<b>44.4%</b>	<b>50</b>	<b>68%</b>	<b><i>Not Met</i></b>
<b>US History Regents</b>	<b>9</b>	<b>44.4%</b>	<b>50</b>	<b>82%</b>	<b><i>Not Met</i></b>

### African-American Male Graduation Rate

	<b>Oracle Cohort, African-American Males</b>	<b>Oracle African-American Male Graduation Rate</b>	<b>Buffalo African-American (Male and Female) and Total Male Graduation Rate</b>	<b>Met / Not Met</b>
2010	21	81.0%	47% (Total African-American); 45% (Total Male)	<b><i>Met</i></b>
2011	17	81.0%	56.0% (Total African-American)	<b><i>Met</i></b>

### English Language Learner Graduation Rate

<b>Cohort</b>	<b>Oracle Cohort, ELL</b>	<b>Oracle ELL Graduation Rate</b>	<b>Buffalo ELL Graduation Rate</b>	<b>Met / Not Met</b>
2010	2	100%	24%	<b><i>Met</i></b>
2011	8	37.5%		<b><i>Met</i></b>

#### Evaluation

Oracle's SPED graduation rate was slightly higher than the GEN Ed graduation rate (4.5 percentile points higher). The diplomas granted were evenly split between Regents and Local diplomas at 33.3% each, our concentration on these students allowed us to address their specific needs in order to graduate.

Oracle's African-American male graduation rate is a point of pride for our school. Though the state has not released African-American male graduation information, it can be inferred from the information available that Oracle significantly outperformed Buffalo Public Schools' African-American male graduation rate. For two consecutive years we have had an 81% four year graduation rate for African American males significantly superior to the district, state, and national numbers. As a school our 2011 Cohort graduation rate was just below 64.% As a school, OCS is proving that it is an excellent choice in the city of Buffalo for this demographic group.

Oracle's ELL graduation rate for the 2011 Cohort was only 37.5% significantly below the 100% rate posted by the 2010 Cohort. As evidenced throughout the data in this report, OCS was significantly impacted by the enrollment of a significant number of ELL's in their junior year as transfer students from the local district. Currently, ELL's in other cohorts are performing well and we are convinced that our future data will be much more in line with that of the 2010 not 2011 cohort.