

**Excellence Girls  
Charter School**

**2017-18 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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Madlen Read, Director of Operations; Ashanti Herndon, Director of Operations; and Lindsay Schilling, Director of Operations; prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

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**Madlen Read has served as the Director of Operations of the elementary academy since 2015.**  
**Ashanti Herndon has served as the Director of Operations of the middle academy since 2013.**  
**Lindsay Schilling has served as the Director of Operations of Uncommon Charter High School since 2015.**

## **INTRODUCTION**

Excellence Girls Charter School (Excellence Girls) is an all-girls charter public school, whose mission is to prepare its students to enter, succeed in and graduate from college preparatory high schools and colleges. Excellence Girls was founded in Bedford Stuyvesant, Brooklyn, in August 2009, and successfully completed its seventh year of operation in June 2016.

### **Enrollment & Demographics**

During the 2017-18 school year, Excellence Girls served 805 scholars in Kindergarten-8<sup>th</sup> Grade, while Uncommon High School served 600 scholars in 9<sup>th</sup> through 12<sup>th</sup> grade.

82 percent of Excellence Girls students were eligible for free or reduced price lunch. 2.3 percent were English Language Learners. 8 percent were identified as requiring special education services. 86% of Excellence Girls students were Black, 8% were Hispanic, and the remainder identified as Southeast Asian, White or Other.

72% percent of Uncommon High School students were eligible for free or reduced price lunch. One percent were English Language Learners. 15% were identified as requiring special education services. 76% of Uncommon High School students were Black, 18% were Hispanic, and less than 1% were Southeast Asian.

### **Academic Program**

Excellence Girls not only has a longer school year, but also a longer school day. At the elementary academy, the day begins at 7:00 AM and ends at 3:50 PM, and at the middle academy, the day starts at 7:15 AM and ends at 4:05 PM, with six or more hours of instruction every day. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum requirements.

In the elementary academy, our students receive 3 hours of literacy instruction, 75 minutes of math instruction, 45 minutes of instruction in social studies or science, 45 minutes of writing instruction every day; along with 45 minutes of instruction in character development and structured choice time, and 45 minutes of instruction in music, dance/fitness, and performing arts. In addition, scholars in need of extra help to reach proficiency receive one-on-one instruction from their teachers, or small group instruction with learning support teachers.

At the middle academy, students receive 60 minutes of science, history and writing instruction, daily. They receive intensive ELA instruction with 60 minutes of reading and 30 minutes of small

group literacy instruction through our guided reading program. Four days a week, the scholars participate in enrichment courses that include performing arts, yearbook, dance or art.

At Uncommon Charter High School, students receive 60-120 minutes of ELA instruction, 60-120 minutes of math, 60-120 minutes of science, and 60 minutes of history, daily. The scholars also participate in enrichment classes that include performing arts, physical education, fine art, or debate.

Excellence Girls' program focuses on literacy instruction, because we understand that literacy is the key to unlocking all future information, understanding and knowledge. This begins in the earliest grades:

- In the early grades, scholars have nearly 3 hours of reading instruction each day, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, and daily read alouds.
- In the key literacy-building years of K-4<sup>th</sup> grade, classrooms are staffed with two teachers in order to ensure that the student-to-teacher ratio never exceeds 15:1;
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade, and for at least 30 minutes each night starting in 3<sup>rd</sup> grade;
- Students write in every class, and use the Writer's Workshop method to cultivate creativity and voice.

Learning does not stop after the school day comes to a close. Each scholar, including each Kindergarten scholar, takes home at least 20 minutes of homework every evening, including weekends. For the 20 minutes of reading each night, parents/guardians will review and sign each evening's assignment upon completion.

#### Character Development Program

We know that academic excellence is not enough. To achieve our mission here at Excellence Girls, it is imperative that we instill in them the character traits that will allow them to persevere along the road to college. We therefore explicitly teach our scholars about key character traits and community involvement.

We provide daily instruction in our Creed Values (optimism, respect, honesty, curiosity, love, justice, hope, courage, and sisterhood). Two mornings a week, we begin the day with Morning Motivation, a 15-minute school assembly anchored around these Creed Values in which scholars participate in songs, cheers, and discussions with their fellow classmates. Each week ends with a Friday Community Meeting where we celebrate the academic successes of the week through reinforcement and celebration of our Creed Values. Classroom teachers present awards to the scholar in their class who best demonstrated the designated Creed Value of the week at each Community Meeting.

### High Behavioral Expectations & Code of Conduct

We implement a strict code of conduct and have incredibly high behavioral expectations for our scholars in order to maintain an environment where teachers can focus on teaching and students can focus on learning.

### Family Involvement

We know that the road to college is a long and difficult one, and requires a considerable amount of parental/family support. Therefore, we work tirelessly to involve our scholars' families in their education.

Parents are required to attend two different orientations and one small-group meeting with our Dean of Students before scholars even start their first day of school. Teachers call parents constantly to share information about both the scholars' struggles and positive news so that parents and teachers work together in celebrating scholars' successes and resolving scholars' issues. In grades K-4, teachers send home information about scholars' academic and behavioral performance daily on a behavior log attached to the scholars' Life's Work packet. At the middle academy, weekly reports go home that detail the choices scholars have made that week. The school hosts a series of Families for Achievement Events (e.g. Literacy Night, Math Night, Volunteer Night, and monthly Family Fridays), which bring families together with scholars and teachers around academic and character development topics. Additionally, parents are required to pick up and discuss report cards in person with teachers at report card conferences, held three times a year at both academies.

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

*(In 2016, Uncommon Charter High School began reporting under Excellence Girls)*

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	82	84	86	79	77	82								490
2014-15	84	87	86	86	75	86	83							587
2015-16	88	90	85	89	83	86	86	75	N/A	141	138	96	80	1137
2016-17	90	90	88	90	89	88	88	89	92	161	126	124	88	1179
2017-18	89	90	86	90	87	90	91	90	92	229	149	104	118	1404

# HIGH SCHOOL COHORTS

## ACCOUNTABILITY COHORT

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

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

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2015-16	2012-13	2012	40	1	82
2016-17	2013-14	2013	92	1	92
2017-18	2014-15	2014	108	0	108

## TOTAL COHORT FOR GRADUATION

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

**Fourth Year Total Cohort for Graduation**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	40	1	82
2016-17	2013-14	2013	92	1	92
2017-18	2014-15	2014	108	0	108

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	82	0	0
2016-17	2012-13	2012	92	0	0
2017-18	2013-14	2013	108	0	108

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

#### BACKGROUND

The Excellence Girls reading program overcomes our scholars' early literacy deficits by aggressively accelerating them through a coherent set of teacher created curricula that addresses five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); HeadSprout (computer program); reading comprehension instruction based on the Urban Education Exchange Concepts of Comprehension; and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck) – that incorporate these five components of early literacy to provide a rigorous reading education.

This year, the Excellence Girls English Language Arts program continued to reflect our understanding that literacy is the foundation upon which all future knowledge is built. We provided our scholars with 160 minutes of reading instruction each day. Scholars started the day with a 25-minute Read Aloud, where they sat on the rug, listened to their teacher read to them from a text taken from the Text Talk Program or a teacher-selected text, and answered questions that increase their reading comprehension skills and vocabulary base. Teachers selected texts which allowed them to introduce particular comprehension concepts that they then expanded upon during Reading Comprehension. In 5<sup>th</sup> Grade through 8<sup>th</sup> Grade, each subject has its own teacher. By 5<sup>th</sup> Grade, students have two hours of literacy instruction each day.

The Reading Mastery program, which teachers used as the curriculum for one of the daily 45-minute reading blocks, has an extremely strong research base. It is particularly effective in building the core decoding and fluency skills of students; moreover, the program is designed in a very linear, sequential manner. Students are not allowed to move on until they show mastery of the reading material. The Excellence Girls program gave scholars five 45-minute Reading Mastery lessons a week in order to rapidly accelerate them to mastery.

Scholars spent five 45-minute blocks each week doing Reading Comprehension and Guided Reading, using a teacher-created curriculum that is based on the Urban Education Exchange Concepts of Comprehension. During this time, scholars delved into authentic literature and practice independent reading strategies.

Kindergarten and First Grade scholars spent their third 45-minute reading block each day of the week on the classroom computers using the HeadSprout program, which reinforces both phonics and comprehension skills. Second, Third and Fourth Graders spend their third reading block independently reading, every day.

This year, we again had two teachers in each K-4 classroom, allowing all of our scholars to rotate through the above-mentioned three 45-minute reading blocks each day in groups of 10-11 scholars. This year, we again administered several different English Language Arts assessments throughout the year; commercial assessments included the TerraNova and the STEP Assessment (see “Summary of ELA Goal” section for details, and school-created assessments included writing assessments and Interim Assessments.

Beginning in Summer Staff Training and throughout the school year, our Principals developed and led along with the Director of Staff Development and Dean of Students extensive and intensive professional development workshops, many in collaboration with other Uncommon Elementary Schools.

#### **Goal 1: Absolute Measure**

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

#### **METHOD**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	<u>Not Tested</u>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	90	0	0	0	0	90
4	87	0	1	0	0	88
5	88	0	0	0	0	88
6	82	0	0	0	0	82
7	88	0	0	1	0	89
8	90	0	0	0	0	90
All	525	0	1	1	0	527

## Results

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup>- 8<sup>th</sup> grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Excellence Girls who scored at a Level 3 or 4 is presented in the table below.

**Performance on 2017-18 State English Language Arts Exam**  
**By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80%	90	79%	68
4	87%	87	86%	79
5	59%	88	62%	70
6	77%	82	81%	57
7	61%	88	60%	65
8	66%	90	71%	72
All	74%	525	73%	411

## Evaluation

With 73% of students scoring at a Level 3 or 4, Excellence Girls 3<sup>rd</sup> – 8<sup>th</sup> grade scholars are still working to achieve this measure. In the third year of administration of the New York State Common Core exam in English Language Arts Excellence Girls came within 2% points of the absolute measure for ELA.

There are a number of reasons why our scholars fell short of the goal of 75% at or above a Level 3 on the NYS ELA Exam this year. However, we are confident that the steps we are continuing to implement will help to increase student performance on the exam in the coming year and we know we are very close to meeting this metric

- While we continue to align our curriculum to Common Core standards, we look forward to continuing to increase our curricular alignment to the Common Core standards.
- Excellence Girls Elementary Academy worked hard to focus on writing, by implementing more Writing assessments, continuing teacher practices during writing instruction and teacher feedback on student work after each session. We also focused particularly on reading comprehension, and will continue to do so, by providing teacher feedback on all work and using the feedback to target specific needs for each scholar in ELA. Excellence Girls will also continue to use the Scholastic Reading Counts computer program to track books read and therefore encourage more independent reading and use its “Fierce Female” character education curriculum to encourage reading as well.
- Excellence Girls Middle Academy will continue to focus on reading comprehension and data driven interventions to ensure the right scholars receive the supports beyond mandated IEPs.

**ELA Performance by Grade Level and Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	84%	81	81%	80	79%	68
4	82%	67	93%	71	86%	79
5	65%	55	55%	62	62%	70
6	50%	62	52%	62	81%	57
7	68%	60	70%	73	60%	65
8	N/A	N/A	61%	61	71%	72
All	70%	325	70%	409	73%	411

#### **Goal 1: Absolute Measure**

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

#### **METHOD**

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school’s students who have taken the English language arts test have scored at the partially

proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

## RESULTS AND EVALUATION

Excellence Girls students achieved a Performance Index of 180, which exceeds the AMO of 111. The MIP has not been released, yet so it is unable to be measured.. .

English Language Arts 2017-18 Performance Index						
Number in Cohort	Percent of Students at Each Performance Level					
	Level 1	Level 2	Level 3	Level 4		
	[5%]	[24%]	[43%]	[28%]		
PI	=	[24%]	+ [43%]	+ [28%]	= [95]	
			+ [43%]	+ [28]	= [71]	
			+ (.5)*[28%]	= [14]		
			PI	= [180]		

### Goal 1: Comparative Measure

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

## METHOD

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

### Results

Excellence Girls Charter School outperformed district students at each grade level.

2017-18 State English Language Arts Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

3	79%	68	46%	546
4	86%	79	48%	518
5	62%	70	29%	494
6	81%	57	23%	359
7	60%	65	21%	364
8	71%	72	28%	373
All	73%	411	34%	2654

## Evaluation

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2017.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	84%	32%	81%	35%	79%	46%
4	82%	30%	93%	36%	86%	48%
5	65%	30%	55%	29%	62%	29%
6	50%	30%	52%	24%	81%	23%
7	68%	25%	70%	35%	60%	21%
8	N/A	N/A	61%	42%	71%	28%
All	70%	29%	70%	34%	73%	34%

#### Goal 1: Comparative Measure

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

#### Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

## Results

Excellence Girls' Effect Size overall was 1.89.

**2016-17 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.5	90	81	35.4	45.6	2.60
4	81.1	90	92	30.6	61.4	3.36
5	71.0	88	48	29.3	18.7	1.26
6	71.4	83	47	25.6	21.4	1.35
7	72.0	88	65	34.1	30.9	1.66
8	65.5	73	56	41.0	15.0	0.85
All	73.0	512	65.4	32.5	32.9	1.89

With an aggregate Effect Size of 1.89, and grade-level Effect Sizes ranging between 0.85 and 3.36, Excellence Girls scholars on aggregate and at all levels exceeded an Effect Size of 0.3 and therefore met this measure.

## ADDITIONAL EVIDENCE

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-6	72.30%	282	75.9	33.5	2.31
2015-16	K-7, 9-12	76.80%	325	69.8	31	1.98
2016-17	K-12	73.00%	512	65.4	32.5	1.89

### Goal 1: Growth Measure<sup>1</sup>

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

## METHOD

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

<sup>1</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. For a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

This report contains 2016-17 results, the most recent Growth Model data available.<sup>2</sup>

## RESULTS AND EVALUATION

In 2016-17 the Mean Growth Percentile for Excellence Girls Scholars overall was 49.5. This is in comparison to the Statewide Median of 50.

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

Grade	Mean Growth Percentile	
	School	Target
4	64.3	50
5	29.6	50
6	56.3	50
7	53.5	50
8	41.5	50
All	49.5	50

### Evaluation

Excellence Girls scored a 49.5 for the Mean Growth Percentile in comparison to the Statewide Median of 50; therefore, Excellence Girls did not meet this measure and will continue to push our growth percentile in the years ahead.

## ADDITIONAL EVIDENCE

In 2014-15, Excellence Girls' growth was lower than the statewide median of 50. In 2015-2016, Excellence Girls' growth was greater than the statewide median in 2015-16. For 2016-17, Excellence Girls' growth was lower than the statewide median again.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	48.4	63.8	64.3	50.0
5	50.5	53.9	29.6	50.0
6	48.4	57.4	56.3	50.0
7	0	66.3	53.5	50.0
8	0	0	41.5	50.0
All	49.2	60.2	49.5	50.0

<sup>2</sup> Schools can acquire these data from the NYSED's Business Portal: portal.nysesd.gov.

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Excellence Girls Charter School students in all grades achieved all comparative and growth measures as well as the Performance Level Index Absolute measure. Excellence Girls students are still working toward the absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Not Achieved

## ACTION PLAN

During the 2018-19 school year, Excellence Girls Elementary Academy will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-2 reading program, particularly because of its success in building the core decoding and fluency skills of students and to utilize a computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

Excellence Girls Charter School supplements this core reading program for struggling readers through its Reading Intervention program and staffing which allows Excellence Girls Charter School to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading.

Excellence Girls Charter School will also implement professional development programs targeted towards ELA instruction. In preparation for the 2018-19 school year, teachers who are new to Excellence Girls will participate in two days of Reading Mastery and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Excellence Girls will continue to deliver professional development for all teachers on

Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

Finally, the school is energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Excellence Girls will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards.

Beginning three years ago, Excellence Girls began to modify the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Excellence Girls Elementary Academy will continue to make adjustments to its ELA curriculum. With the adoption of Common Core, we need to factor in the Lexile level of text, and so while 90% of the books used at Excellence Girls were aligned, we continue to adjust other books, with some books moving down in reading level or grade. Furthermore, teachers will continue to make conversations more text based, and students will continue using text-based evidence to support verbal and written responses.

While our narrative reading began aligning with Common Core three years ago, the work that our experienced teachers and instructional leaders have been doing this summer will ensure that our informational reading is also common core aligned. In addition, teachers and instructional leaders are working to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam is increased in future years.

Interim Assessments have also been redesigned to be more aligned with Common Core. For example, passages will be more rigorous and the questions will require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading will be Lexile leveled to ensure that students are accessing and reading text at the appropriate levels for their grade and content according to the Common Core Learning standards.

Excellence Girls Charter School remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all our students become proficient readers and writers.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

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

## METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).<sup>3</sup> This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

## RESULTS AND EVALUATION

Uncommon Charter High School's 2014 cohort had 114 students (86%) pass the English Regents with a score of 75 or higher.

Consistently for the past three years, Uncommon Charter High School has far exceeded the measure of 65% of students meeting the college and career ready standard for English language arts, with approximately 90% of students in the fourth-year cohort scoring 75 or higher on the New York State Regents or Common Core Exam in English Language Arts.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	82	88%
2013	92	91%
2014	114	86%

## ADDITIONAL EVIDENCE

Data from cohort 2014 also indicates that 84% of students achieved at least a level 4 on Regents English Common Core Exam prior to 2017-18, meaning that the cohort met and exceeded the benchmark of 65% far earlier than the 2017-18 school year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	42	86%	118	84%	114	86%

<sup>3</sup> Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

<sup>4</sup> Based on the highest score for each student on the English Regents exam

2015	33	61%	117	60%	104	68%
2016			241	20%	271	40%
2017					89	37%

### Goal 3: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

100% of the 2014 cohort scored at least a level 3 on the Regents English Exam. In the last three years, Uncommon Charter High School has far exceeded the 80% benchmark for students achieving at least a level 3 on the Regents English

### Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>5</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	82	100%
2013	92	99%
2014	114	100%

## ADDITIONAL EVIDENCE

Data from cohort 2014 also indicates that 99% of students achieved at least a level 3 on Regents English Common Core Exam prior to 2017-18, meaning that the cohort was well on its way to meet the 100% benchmark prior to the 2017-18 school year.

### Percent Achieving at Least Level 3 by Cohort and Year

<sup>5</sup> Based on the highest score for each student on the English Regents exam

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	118	99%	118	99%	114	100%
2015	117	90%	117	90%	104	95%
2016			241	39%	271	69%
2017					89	57%

### Goal 3: Absolute Measure

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

## METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.<sup>6</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

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

## RESULTS AND EVALUATION

The 2014 graduating cohort scored 243 out of the possible 250 on the English Language Arts Performance Index. At this time, the Performance Index benchmark is unavailable; however Uncommon Charter High School has received a very high PI score. The high PI is due to 86% of the cohort achieving a level 4 score on the English Language Regents.

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

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
114	0	0	14%	86%

<sup>6</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

$$\begin{array}{rccccccccc}
 \text{PI} & = & 0 & + & 14 & + & 86 & = & 100 \\
 & & & & 14 & + & 86 & = & 100 \\
 & & & & + & 43 & = & 43 \\
 & & & & & \text{PI} & = & 243
 \end{array}$$

## ADDITIONAL EVIDENCE

N/A

### Goal 3: Comparative Measure

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

## METHOD

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

## RESULTS AND EVALUATION

At the time of this report, comparative data for English Regents had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	50%	6	Data Not Available	Data Not Available
2013	81%	89	Data Not Available	Data Not Available
2014	86%	114	Data Not Available	Data Not Available

## ADDITIONAL EVIDENCE

Over the past four years, Uncommon Charter High School students have consistently out-performed the local school district when comparing their English Regents scores to the districts' State Exam Scores. We expect the trend to remain the same when the data is released for the district.

### Goal 3: Comparative Measure

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

## METHOD

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

## RESULTS AND EVALUATION

At the time of this report, comparative data for English Regents had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	100%	6	Data Not Available	Data Not Available
2013	99%	89	Data Not Available	Data Not Available
2014	100%	114	Data Not Available	Data Not Available

## ADDITIONAL EVIDENCE

N/A

### Goal 3: Comparative Measure

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

## METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of

comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## RESULTS AND EVALUATION

At the time of this report, comparative data for English Regents had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

**English Regents Performance Index (PI)<sup>7</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012			Data Not Available	Data Not Available
2013			144	1739
2014	243	114	Data Not Available	Data Not Available

## ADDITIONAL EVIDENCE

N/A

### **Goal 3: Growth Measure**

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

## METHOD

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

## RESULTS AND EVALUATION

Of the 63 students in the 2014 cohort who were not proficient in the 8<sup>th</sup> grade for English language arts exams, 83% met the college and career readiness standard of scoring at Performance Level 4 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts. This far surpasses the 50% benchmark.

<sup>7</sup> For an explanation of the procedure to calculate the school's PI, see page 28.

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

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012		
2013	59	73%
2014	63	83%

## ADDITIONAL EVIDENCE

N/A

**Goal 3: Growth Measure**

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

## METHOD

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

## RESULTS AND EVALUATION

Of the 63 students in the 2014 cohort who were not proficient in the 8<sup>th</sup> grade for English language arts exams, 100% partially met the college and career readiness standard of scoring at Performance Level 3 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts. This far surpasses the 75% benchmark.

**Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>9</sup>**

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	59	98%
2013	59	98%
2014	63	100%

<sup>8</sup> Based on the highest score for each student on the English Regents exam

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

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>10</sup>

The 2014 Graduating Cohort largely achieved and surpassed the benchmarks with regard to the English Language Arts Goals. Approximately 86% of the 2014 cohort has scored a Level 4 on the Regents Exam in English Language Arts, and 100% of students scored at least a Level 3 on the exam. With regard to both measurements, the 2014 cohort surpassed the necessary benchmark.

Additionally, among the students in the 2014 Graduating Cohort who did not achieve a proficient score in their 8<sup>th</sup> grade New York State English Language Arts exams, 83% achieved at least a Level 4 score and 100% achieved at least a level 3 score on their English Language Arts Regents Exams.

Though the State Measure of the Interim Progress is not available, the 2014 Cohort has a Performance Index of 243 out of 250. At the time of this report, data is not available to provide information with regard to the comparative measures of the 2014 cohort at Uncommon Charter High School and the district. However, in both cases, the 2014 cohort has high passage rates for both the Level 3 and Level 4 score on the Regents Exam in English Language Arts.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Data Not Available
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Data not Available
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Data not Available
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Data not Available
Growth	Each year, 50 percent 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 or exceed Common Core expectations	Achieved

<sup>10</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	(currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent 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 at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

## ACTION PLAN

- Students will continue to receive 60-120 minutes of English instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Uncommon Charter High School Charter School will continue to offer Regents/AP/SAT preparation beginning in the 9th grade.
- Uncommon Charter High School Charter School will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

## **BACKGROUND**

At Excellence Girls, we employ a Math curriculum that is designed to ensure that our students master both math procedures and problem-solving skills. Our math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. At Excellence Girls, K-2 scholars have 75 minutes of Math instruction 5 days per week, while 3-4 scholars have 65 minutes of math instruction per day. 5<sup>th</sup> grade scholars attend a 90 minute math block 4 days a week and a 50 minute math block once a week.

In Fall 2013, Excellence Girls began to implement teacher created math lessons which utilize the Investigations math curriculum. Excellence Girls made this change in curriculum to increase the rigor of instruction and to incorporate the Common Core.

Math Lessons include the following components:

- The Math Meeting
- The Lesson which includes: Introduction to material, the workshop, and independent practice
- Mixed Review and Fact Practice
- Story Problem
- Explore Problem
- Weekly quizzes

Teachers supplement lessons with additional materials, based on the skill needs reflected in students' Interim Assessments and TerraNova results.

At Excellence Girls Elementary Academy, the Math Meeting is conducted whole-group. The Lesson is conducted whole group with both teachers, with one teacher giving individual support based on current skill level of the scholars, except in instances where lessons call for small groups to be split to ensure targeted instruction for students who have begun to master the material, and students who are still struggling to master the material. Weekly quizzes are given to students to check for student mastery on skills taught and reviewed each week. 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade scholars received additional tutoring supports to help them master the necessary math skills. Khan Academy was used heavily to build on math techniques in the middle academy curriculum.

### **Goal 2: Absolute Measure**

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

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 7<sup>th</sup> grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

Excellence Girls Middle Academy's 8<sup>th</sup> grade class did not participate in the New York State 8<sup>th</sup> Grade mathematics examination. Students instead participated in the Algebra I Regents exam, with a 64% passing rate.

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

Grade	Total Tested	Not Tested <sup>11</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	90	0	0	0	0	90
4	88	0	0	0	0	88
5	88	0	0	0	0	88
6	80	0	0	2	0	82
7	88	0	0	0	0	88
8	n/a	n/a	n/a	n/a	n/a	n/a
All	434	0	0	2	0	436

## RESULTS AND EVALUATION

The school administered the New York State Testing Program math assessment to students in 3<sup>rd</sup>-7<sup>th</sup> grade in May 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Excellence Girls who scored at a Level 3 or 4 is presented in the table below

**Performance on 2017-18 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students	Enrolled in at least their Second Year

<sup>11</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	82%	90	86%	65
4	86%	88	91%	77
5	68%	88	68%	66
6	59%	80	68%	60
7	65%	88	70%	66
8	N/A	N/A	N/A	N/A
All	72%	434	77%	335

## ADDITIONAL EVIDENCE

68% of total scholars in their second year scored at or above a Level 3 on the New York State Math exam. That number ranged widely between 68% and 91% among the grade levels.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	87%	82	90%	80	86%	65
4	97%	68	93%	71	91%	77
5	62%	55	65%	62	68%	66
6	63%	62	59%	63	68%	60
7	63%	60	60%	73	70%	66
8	N/A	N/A	N/A	N/A	N/A	N/A
All	78%	327	74%	349	77%	335

### Goal 2: Absolute Measure

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

## METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of

students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

## RESULTS AND EVALUATION

Excellence Girls achieved a Performance Level Index of 180. The MIP has not been released so the index cannot be measured.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
442	8%	17%	34%	38%
	PI = 17 + 34 + 38 = 89			
		34 + 38 = 72		
		+ =		
			PI = 180 ( 17 + 2(34)+2.5(38) )	

### Goal 2: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>12</sup>

## RESULTS AND EVALUATION

17-18 comparative district data is not yet available. This report/table will be updated once the data is released."

### 2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency	
	Charter School Students In At Least 2 <sup>nd</sup> Year	All District Students

<sup>12</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

	Percent	Number Tested	Percent	Number Tested
3	91%	68	47%	555
4	84%	75	40%	515
5	68%	66	33%	496
6	68%	60	13%	351
7	70%	66	12%	357
8	N/A	N/A	15%	330
All	<u>77%</u>	335	<u>29%</u>	2604

## ADDITIONAL EVIDENCE

Excellence Girls Charter School met the comparative goal for all grade levels tested in 2017..

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	87%	29%	90%	34%	91%	47%
4	97%	22.3%	93%	25%	84%	40%
5	62%	28%	65%	65%	68%	33%
6	63%	29%	59%	59%	68%	13%
7	63%	19%	60%	60%	70%	12%
8	N/A	11	N/A	25%	N/A	15%
All	78%	21%	74%	20%	77%	29%

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

### Goal 2: Comparative Measure

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

## METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a

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

## RESULTS AND EVALUATION

With an aggregate Effect Size of 1.78, Excellence Girls scholars exceeded the goal of 0.3, and therefore the school met this measure.

**2016-17 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.5	90	89	40.7	48.3	2.46
4	81.1	89	89	31.0	58.0	2.94
5	71.0	87	54	35.7	18.3	1.02
6	71.4	84	51	31.5	19.5	0.98
7	72.0	89	57	27.9	29.1	1.42
8						
All	74.3	439	68.3	33.4	34.9	1.78

### School's Overall Comparative Performance:

*Higher than expected to large degree*

## ADDITIONAL EVIDENCE

Over the past three years, Excellence Girls has exceeded the Effect Size goal of 0.3 and met this measure.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-6	72.3%	280	75.9	33.5	2.31
2015-16	K-7, 9-12	76.8%	327	69.8	31.0	1.98
2016-17	K-12	74.3%	439	68.3	33.4	1.78

### **Goal 2: Growth Measure<sup>13</sup>**

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

### **METHOD**

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

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>14</sup>

### **RESULTS AND EVALUATION**

Excellence Girls scored a 48.1 for the Mean Growth Percentile in comparison to the Statewide Median of 50; therefore, Excellence Girls did not meet this measure.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	52.5	50.0
5	24.4	50.0
6	49.9	50.0
7	64.8	50.0
8	N/A	50.0
All	48.1	50.0

### **ADDITIONAL EVIDENCE**

On average over the past three years, Excellence Girls has met this measure, exceeding the statewide median of 50 on an aggregate level.

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

<sup>14</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysesd.gov](http://portal.nysesd.gov).

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	60.3	49.0	52.5	50.0
5	31.3	39.1	24.4	50.0
6	62.8	63.5	49.9	50.0
7	N/A	59.0	64.8	50.0
8	N/A	N/A	0	50.0
All	51.1	52.6	48.1	50.0

### SUMMARY OF THE MATHEMATICS GOAL

In all Grades, Excellence Girls met all comparative, absolute and growth measures in 2016-17 but two.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Data not available
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Not Achieved

### ACTION PLAN

Excellence Girls will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-

populations. Excellence Girls is committed to meeting its accountability plan goals related to mathematics as listed above.

As in ELA, as part of the Uncommon Schools network, Excellence Girls will continue to make changes to its Math curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning three years ago, Excellence Girls began to modify the schools' existing curricula for Math, ensuring that those curricula are aligned to the Common Core Learning Standards. Math lessons are currently being revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences are also being revised to ensure that math meeting in grades Kindergarten through 2<sup>nd</sup> grade, and fact practices in grades 3-7 are focused solely on reviewing difficult to master material throughout the school year.

Additionally, Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

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

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.<sup>15</sup> This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

### RESULTS AND EVALUATION

Of the 2014 cohort, 34% of students have passed at Mathematics Regents at 80 or above by their fourth year. Uncommon Charter High School did not meet this measure for its 2014 cohort. The 2014 cohort had the lowest percentage of students meet this benchmark compared with the previous 2 years.

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<sup>15</sup> Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

**Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort<sup>16</sup>**

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	82	80%
2013	92	49%
2014	114	34%

## ADDITIONAL EVIDENCE

The data indicates that the 2015 cohort at Uncommon Charter High School is trailing behind the 2014 cohort with regard to achieving at least a level 4 on a Regents Mathematics Exam. However, the 2016 and 2017 Cohorts are outperforming both 2014 and 2015 cohorts.

**Percent Achieving at Least Level 4 by Cohort and Year**

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	42	43%	118	34%	114	34%
2015	33	3%	117	9%	104	10%
2016			241	48%	271	52%
2017					89	38%

### Goal 4: Absolute Measure

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

## METHOD

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

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

## RESULTS AND EVALUATION

Of the 2014 Cohort at Uncommon Charter High School, 100% of students have scored at or above Level 3 on a Regents Mathematics Exam. The 2014 cohort far exceeds the threshold for this benchmark.

### Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>17</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	82	100%
2013	92	99%
2014	114	100%

## ADDITIONAL EVIDENCE

All cohorts have either met this benchmark, or are on track to meet the 80% benchmark for scoring at least a level 3 on a Regents Mathematics Exam.

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	42	100%	118	99%	114	100%
2015	33	91%	117	92%	104	99%
2016			241	86%	271	94%
2017					89	79%

### Goal 4: Absolute Measure

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

## METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at

<sup>17</sup> Based on the highest score for each student on a mathematics Regents exam

Accountability Level 4.<sup>18</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2 + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

## RESULTS AND EVALUATION

The Performance Index for the Mathematics Regents exam for the 2014 Graduating Cohort is 217 out of the highest possible 250.

**Mathematics Performance Index (PI)**  
**For the 2014 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
114	0	0	66%	34%

$$\begin{array}{ccccccccc} \text{PI} & = & 0 & + & 66 & + & 34 & = & 100 \\ & & & & 66 & + & 34 & = & 100 \\ & & & & & + & 17 & = & 17 \\ & & & & & & \text{PI} & = & 217 \end{array}$$

## ADDITIONAL EVIDENCE

### Goal 4: Comparative Measure

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

## METHOD

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

<sup>18</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

## RESULTS AND EVALUATION

At the time of this report, comparative graduation data for NYS Mathematics Regents has not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	80%	82	Data Not Available	Data Not Available
2013	49%	92	Data Not Available	Data Not Available
2014	34%	114	Data Not Available	Data Not Available

## ADDITIONAL EVIDENCE

N/A

### Goal 4: Comparative Measure

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

## METHOD

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

## RESULTS AND EVALUATION

At the time of this report, comparative graduation data for NYS Mathematics Regents has not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	100%	82	Data Not Available	Data Not Available
2013	99%	92	Data Not Available	Data Not Available
2014	100%	114	Data Not Available	Data Not Available

## ADDITIONAL EVIDENCE

N/A

### Goal 4: Comparative Measure

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

## METHOD

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

## RESULTS AND EVALUATION

At the time of this report, comparative graduation data for NYS Mathematics Regents has not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012			Data Not Available	Data Not Available
2013			115	1651
2014	217	114	Data Not Available	Data Not Available

<sup>19</sup> For an explanation of the procedure to calculate the school’s PI, see page 46.

## ADDITIONAL EVIDENCE

N/A

### Goal 4: Growth Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Of the 31 students in the 2014 cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam, 0% of students achieved a level 4 on a Regents Mathematics exam. The 2014 cohort did not meet the benchmark of 50%. However, 48% did achieve a Level 3 score on the Regents Mathematics exam.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>20</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012		
2013	43	0%
2014	31	0%

## ADDITIONAL EVIDENCE

Though the 2014 Graduating Cohort did not meet this benchmark, Uncommon Charter High School is working diligently to ensure that students are receiving mathematics support and instruction. This includes 60-120 minutes of math instruction daily, professional development support for math

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

teachers, data-driven instruction that responds to student data and gaps, and a focus on strong lesson plans that better support students.

#### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Of the 31 students in the 2014 cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam, 48% of students achieved a level 3 on a Regents Mathematics exam. The 2014 cohort did not meet the benchmark of 75% for this Goal.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>21</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012		
2013	43	30%
2014	31	48%

### ADDITIONAL EVIDENCE

Though the 2014 Graduating Cohort did not meet this benchmark for Level 3 scores, Uncommon Charter High School is working diligently to ensure that students are receiving mathematics support and instruction. This includes 60-120 minutes of math instruction daily, professional development support for math teachers, data-driven instruction that responds to student data and gaps, and a focus on strong lesson plans that better support students.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>22</sup>

The 2014 Graduating Cohort had 100% of students who achieved a Level 3 score on the Mathematics Regents Exams, surpassing the 80% benchmark. However, the 2014 Graduating

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

<sup>22</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Cohort did not meet the 65% benchmark for students achieving a Level 4 on the Regents mathematics exam, with 34% of students achieving a Level 4 score.

Of the students in the 2014 Cohort who did not meet the proficiency requirements in their 8<sup>th</sup> grade mathematics exams, 48% of students achieved a Level 3 score on the Mathematics Regents by their 4<sup>th</sup> year, and no student achieved the Level 4 scores. Additionally, at the time of this report there is not data to provide comparative measures to the scores at the district level among comparable students.

The Uncommon Charter High School 2014 Graduating Cohort did not meet the majority of the Mathematics Goals. However, the administration and instructional team are working to support students in improving their math skills through classroom interventions and increased support for instructors. This includes increased math instruction time on a weekly basis, data-driven support, and increased professional development for instructors.

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

completion of their fourth year in the cohort.

## ACTION PLAN

- Students will continue to receive 60-120 minutes of math instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Uncommon Charter High School Charter School will continue to offer Regents/AP/SAT preparation beginning in the 9th grade.

Uncommon Charter High School Charter School will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

## GOAL 3: SCIENCE

### Goal 3: Science

#### BACKGROUND

Excellence Girls incorporates at least 45 minutes of science instruction, grades Kindergarten through 8th grades. An emphasis is placed on both reading science texts, as well as conducting experiments.

Excellence Girls Middle Academy's 8<sup>th</sup> grade class did not participate in the New York State Science Examination. Students instead participated in the Living Environments Regents exam, with a 69% passing rate.

#### Goal 3: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade and the Living Environments Regents to student in the 8th grade in Spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

## RESULTS

### Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96%	76	Not Available	Not Available
8	65%	78	N/A	N/A
All	81%	154	N/A	N/A

## EVALUATION

With 97% of Excellence Girls Charter School's 4th grades achieving a Level 3 or 4 on the Science Exam and 65% of 8<sup>th</sup> graders passing the Living Environments Regents Exam, the school has met the absolute measure of 75% of students performing at proficiency.

## ADDITIONAL EVIDENCE

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	67	97%	74	96%	76
8	N/A	N/A	84%	64	65%	78
All	100%	67	91%	138	81%	154

## Goal 3: Comparative Measure

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

### **Method**

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

### **Results**

96% of 4<sup>th</sup> grade students in at least their second year at Excellence Girls Charter School achieved proficiency in the State Science Exam. 65% of 8<sup>th</sup> grade students in at least their second year at Excellence Girls Charter School passed the Living Environments Regents Exam.

#### 2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>23</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96%	76	Not Available	Not Available
8	65%	78	N/A	N/A
All	81%	154	N/A	N/A

### **ADDITIONAL EVIDENCE**

Excellence Girls Charter School has exceeded its goal for the previous three years.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	100%	N/A	97%	N/A	96%	N/A
8	N/A	N/A	85%	N/A	65%	N/A
All	N/A	N/A	91%	N/A	81%	N/A

### **SUMMARY OF THE SCIENCE GOAL**

Excellence Girls achieved the Absolute measure in all grades tested where results are available.

<sup>23</sup> This table uses the prior year's results as 2017-18 district science scores are not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Data Not Available

## ACTION PLAN

Excellence Girls will continue its rigorous science curriculum in order to achieve high results, and get district-level results in order to determine comparative performance.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Uncommon Charter High School's 2014 cohort had 100% of students passing the Living Environment Regents with a score of 65 or higher.

This measure was met and exceeded, with 100% of students achieving "proficiency" as measured by a passing grade of 65 or higher on the Regents exams (equivalent to "Level 3 or higher" on the State Science Exam).

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>24</sup>**

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<sup>24</sup> Based on the highest score for each student on any science Regents exam

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	82	100%
2013	92	98%
2014	114	100%

## ADDITIONAL EVIDENCE

The 2015, 2016, and 2017 cohorts have also already met the benchmark, each with more than 75% of students receiving a passing grade of 65 or higher on the Regents exams.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	42	93%	118	97%	114	100%
2015	33	91%	117	82%	104	91%
2016			241	83%	271	87%
2017					89	80%

### Goal 5: Comparative Measure

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

## METHOD

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

## RESULTS AND EVALUATION

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	100%	82	Data Not	Data Not

			Available	Available
2013	98%	92	Data Not Available	Data Not Available
2014	100%	114	Data Not Available	Data Not Available

## ADDITIONAL EVIDENCE

N/A

## GOAL 4: ESSA

### Goal 4: ESSA

#### Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

## RESULTS AND EVALUATION

Excellence Girls Charter School is currently in "Good Standing" under ESSA accountability system and will continue to work diligently to meet each ESSA requirement and comply with all stated guidelines.

#### Accountability Status by Year

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

### GOAL 1: HIGH SCHOOL GRADUATION

#### GOAL 1: HIGH SCHOOL GRADUATION

100% of students at Uncommon Charter High School will graduate with a high school diploma.

#### Goal 1: Leading Indicator

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

### METHOD

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

#### Promotion Policies

Scholars who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a scholar who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a scholar is failing that academic year:

1. **One class:** The scholar can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. In order to recover credit, the class must be approved by the school.
2. **Two or more classes:** A scholar is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a scholar must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

Given that Uncommon Charter High School has provided four tiers of scholar support throughout the school year –Weekly Progress Reports, Office Hours, Weekly Check-in Meetings with the Advisor, and Saturday School – summer coursework for all subjects is the responsibility of the family, both financially and logically. Subject-area teachers will supply the directions and expectations for summer research projects.

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Scholars who need summer remediation and do not fulfill all requirements will automatically be retained.

### **Graduation Credit Requirements:**

- a) English: 4 years (8 credits)
- b) Math: 3-4 years (6-8 credits)
- c) Science: 4 years (8 credits)
- d) History: 4 years (8 credits)
- e) Foreign Language: 3 years (6 credits)
- f) Electives: 3 years (6 credits)
- g) Physical Education: 2 years (4 credits)

## RESULTS AND EVALUATION

Of the 2016 cohort at Uncommon Charter High School, which was in its second year in 2017-18, 91% of students were promoted to the next grade level. Of the 2017 cohort, which was in its first year in 2017-18, 91% of students were promoted to the next grade level.

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

Cohort Designation	Number in Cohort	Percent promoted
2016	138	91%
2017	226	91%

## ADDITIONAL EVIDENCE

N/A

### **Goal 1: Leading Indicator**

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

## METHOD

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

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## RESULTS AND EVALUATION

71% of students in the Uncommon Charter High School cohort of 2016 have passed at least three different Regents Exams required for graduation by the end of their second year in high school. This is 4% below the 75% threshold of students within the cohort passing three exams.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	135	85%
2015	126	79%
2016	280	71%

## ADDITIONAL EVIDENCE

Uncommon Charter High School is increasing in size every year, accepting larger and larger cohorts of students. Additionally, Uncommon Charter High School has expanded its Regents Prep program, which provides more focused support and increases access for students with IEPs. Both the increase in cohort size and the expansion of the Regents Prep program are underlying reasons for not meeting the 75% benchmark for this goal.

### Goal 1: Absolute Measures

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

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>25</sup>

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

## RESULTS AND EVALUATION

96% of Uncommon Charter High School students in the 2014 cohort graduated after four years. Of the 2013 cohort, 91% graduated after 4 years and 96% graduated after five years.

Both the 2013 and 2014 cohorts exceeded this measure, with 96% of the 2014 cohort graduating in 4 years (exceeding the benchmark of 75%) and 96% of the 2013 cohort graduating in 5 years (exceeding the benchmark of 95%).

<sup>25</sup> The state's guidance for the 4+1 graduation pathway can be found here:

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

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	82	99%
2013	92	91%
2014	114	96%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	61	100%
2012	82	100%
2013	92	96%

## ADDITIONAL EVIDENCE

N/A

### Goal 1: Comparative Measure

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

## METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.<sup>26</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 this time.

## RESULTS AND EVALUATION

At the time of this report, comparative graduation data had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	82	99%	2081	71%
2013	92	91%	Data Not Available	Data Not Available
2014	114	96%	Data Not Available	Data Not Available

<sup>26</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](#).

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## ADDITIONAL EVIDENCE

Over the past years for which we have data, Uncommon Charter High School's graduation rate dramatically exceeds the graduation rate of the local school district of comparison. At the time of this report, there is no existing data on graduation rates within the school district. However, Uncommon Charter High School's graduation rate continues to be very high.

### Goal 1: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Uncommon Charter High School's 2014 cohort had 88% students achieved Regents Equivalency, well over the 75% benchmark. Additionally, the 2014 cohort surpassed the 85% benchmark on 4 out of the 6 exams, and achieved 100% pass rate on the Living Environment, Global History, and US History Regents.

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

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
English CC	114	99	87%
Living Environment	114	114	100%
Global History	46	46	100%
US History	68	68	100%
Algebra 1	107	70	65%
Geometry	7	3	43%
Overall	456	400	88%

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

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Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	n/a	n/a
2013	n/a	n/a
2014	n/a	n/a

### ADDITIONAL EVIDENCE

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Uncommon Charter High School 2014 graduating cohort has met and surpassed 4 out of the 6 measurements for High School Graduation. 91% of the first and second year students have met the credit requirements for their grade, this far exceeds the 75% benchmark for the goal. The 2014 cohort achieved a graduation rate of 96%, well over the 75% benchmark; the 2013 cohort achieved a graduation rate of 96% after five-years, meeting the 95% benchmark requirement. Additionally, 88% of the 2014 cohort achieved Regents equivalency score, well over the 75% benchmark.

71% of the 2016 graduating cohort passed at least 3 Regents exams required for graduation, this is below the 75% benchmark. However, the 2016 cohort is not only a larger cohort with far more students than previous years, but it is also a cohort that has more students in the Regents Prep program, meant to support and provide access to students with IEPs.

Finally, there is not current data available on the graduation rates at the school district level, thus Uncommon Charter High School is unable to provide comparative data with regard to this goal. However, it should be noted that Uncommon Charter High School has achieved high rates of graduation each year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth	Data Not Available

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	year will exceed that of the Total Graduation Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Achieved

### ACTION PLAN

- Uncommon Charter High School will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:
  - A College Preparatory Mission
  - High Standards for Academics and Character
  - A Highly Structured Learning Environment
  - A Longer School Day and A Longer School Year
  - A Focus on Accountability and Data-Driven Instruction
  - A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards and the newly adopted Common Core Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

### GOAL 2: COLLEGE PREPARATION

#### GOAL 2: COLLEGE PREPARATION

Uncommon Charter High School's mission is to prepare all students to enter, succeed in, and graduate from a four year college by instilling in them the discipline, work ethic and passion for learning that will lead to their success.

#### Goal 2: Absolute Measure

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

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;

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- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

### METHOD

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

### RESULTS AND EVALUATION

91% of students in the 2014 cohort met this benchmark. The 2014 cohort surpassed the indicated benchmark with regard to the Advanced Placement exam. 91% of the 2014 cohort passed an AP exam with a score of 3 or higher, this far exceeded the 75% benchmark indicated.

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement exam with a score of 3 or higher	108	98	91%
Passing a college level course offered at a college or university or through a school partnership with a college or university	0	0	0
Achieving the college and career readiness benchmark on the SAT	108	40	37%
Earning a Regents diploma with advanced	108	36	33%

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designation			
Overall	324	174	54%

## ADDITIONAL EVIDENCE

Uncommon Charter High School's 2014 cohort has 37% of students achieving the college and career readiness benchmark on the SAT, and only 33% of students earned a Regents diploma with advanced designation. In order to further prepare students for the SAT and Regents exams, Uncommon Charter High School has focused on SAT support in lesson plans, after school SAT prep, and SAT tutoring. These efforts are meant to further support students on this exam throughout the school day.

### Goal 2: Absolute Measure

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

## METHOD

The state's recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).<sup>27</sup>

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

## RESULTS AND EVALUATION

At the time of this report, CCCRI data has not been released yet. Uncommon Charter High School will update this report when the data becomes available.

### CCCR Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI

<sup>27</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state's finalized ESSA plan here: [www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)

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2015-16	2012	N/A	N/A	N/A
2016-17	2013	N/A	N/A	N/A
2017-18	2014	117	TBD	217

### ADDITIONAL EVIDENCE

N/A

#### Goal 2: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

At the time of this report, comparative CCCRI data had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

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

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	217	Data Not Available

#### Goal 2: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Uncommon Charter High School has a dedicated Alumni Coordinator who stays in contact with all of our alumni, and visits them on college campuses regularly throughout the year. The Alumni Coordinator is able to collect data and information from alumni. The 2014 cohort has a

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matriculation rate of 98%, with 106 of the 108 graduates enrolled in a 2 or 4-year program in Fall 2018. This far exceeds the 75% benchmark.

**Matriculation Rate of Graduates by Year**

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012			
2013	87	86	99%
2014	108	106	98%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

The 2014 graduating cohort at Uncommon Charter High School has met and exceeded two parts of the College Preparation Goals. 91% of the 2014 cohort passed an Advanced Placement Exam with a score of 3 or more, this far exceeds the 75% benchmark for indicating college readiness. Additionally, 98% of the 2014 cohort matriculated into a 2 or 4 year program in Fall 2018, surpassing the 75% benchmark.

There is no comparative data on the school district's performance and the state's MIP level, thus Uncommon Charter High School is unable to provide accurate comparative data on this part of the College Preparation Goal.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Data Not Available
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Data Not Available
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

### ACTION PLAN

- Uncommon Charter High School will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:
  - A College Preparatory Mission
  - High Standards for Academics and Character
  - A Highly Structured Learning Environment

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- A Longer School Day and A Longer School Year
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards and the newly adopted Common Core Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- Uncommon Charter High School Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Uncommon Charter High School Charter School will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Uncommon Charter High School Charter School will continue to offer Regents/AP/SAT preparation beginning in the 9th grade.