

**Oracle Charter School
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY
PLAN
PROGRESS REPORT**



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John Ashwood, Head of School, Dara Seeley, Director of Curriculum and Instruction, Chris Cornwell, former Director of Curriculum and Instruction, and Brian Pawloski, former Dean of Students and former Chief Information Officer, Ehren Reynolds, CIO and school counselors helped in the preparation of this 2015-2016 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joseph Costantini	Executive, Finance, Development/Marketing
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Ron Stewart, Ph.D.	Academic Excellence
Vivian Logan, Ph.D.	Development Committee

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

INTRODUCTION

● MISSION STATEMENT

As established by a strategic planning team in Summer 2013:

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

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

As previously communicated:

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

● HISTORY

Established in 2005 with a charter to educate students in grades 7-12, Oracle Charter School has just completed its ninth year of operation. In 2008-09, we graduated our first class of high school students in the 2005 Cohort and attained a four-year graduation rate of 76.0% (their five-year graduation rate was 96.0%). In 2009-10, the 2006 Cohort achieved a four-year graduation rate of 72.5% (their five-year graduation mark was 80.4%). 2009-10 also marked the last year of our middle school. The past three years we provided an education to students in grades 9-12. In June 2011, we graduated our third class, which comprised 40 out of 65 students in the 2007 Cohort (four-year graduation rate of 61.5%). Five additional members of the cohort graduated in 2012, which boosted our five-year graduation rate to 69.2%. Following our worst year in school history, we responded in 2011-12 with our most outstanding graduating class to date as the 2008 Cohort achieved a 79.1% four-year graduation rate. This was a result of our reflective practices that led us to modify and improve our educational program for our students. By 2012-13, the 2008 Cohort had reached a five-year graduation rate of 81.2%. In 2012-13, the 2009 Cohort became our fifth graduating cohort. The 2009 Cohort posted a 69.3% 4-year graduation rate. In 2013-14, the 2010 Cohort became the sixth graduating cohort. It also became our most successful as it posted a 79.5% graduation rate. The 2011 cohort posted a 63.6% 4-year graduation rate in 2014-2015. **The 2012 cohort has posted an 80.5% graduation rate as of June 2016. This data point was verified by a third party independent auditor from Erie One Boces.** Altogether, we have graduated eight cohorts with an average graduation rate of 72.9%, which is 2.1% percentile points below our absolute measure of 75%. **Over the past five years we have achieved an average four year graduation rate of 74.4%, .6% below our absolute accountability measure.** During that same period of time, however, Buffalo Public Schools had a 6-year average graduation rate of approximately 55%. While these numbers provide clear indication that Oracle Charter School is emerging as an institution of educational excellence, and that we are a significantly better choice for most students than a traditional public school. As will be evidenced later in this report, over the past few years, the student demographics of Oracle have exceeded that of the local district in both percentage of economically

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

The table below identifies the historical graduation rates and percentage of students labeled as Economically Disadvantaged by school year and cohort.

School year/Cohort	Number of students in Cohort	4 year Graduation Rate	Economically Disadvantaged
2005-2006/ 2005	47	76.0%	59.0%
2006-2007/ 2006	48	72.5%	62.0%
2007-2008/ 2007	51	61.5%	61.0%
2008-2009/ 2008	76	79.1%	78.7%
2009-2010/ 2009	61	69.3%	80.5%
2010-2011/ 2010	70	79.5%	92.6%
2011-2012/ 2011	58	63.6%	94.6%
2012-2013/ 2012	87	80.5%	95.3%

School Enrollment by Grade Level and School Year

BEDS Day

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10									20	106	91	57	47	321
2010-11										119	97	71	48	335
2011-12										101	87	74	68	330
2012-13										152	84	73	42	351
2013-14										144	112	58	54	368
2014-15										162	96	71	47	376
2015-16										183	81	55	50	369

Our academic successes are apparent throughout this document, however, the rise in overall enrollment, approximately 10% since the current school leader has been in place, is also a sign that our reputation throughout Buffalo is strong as more parents are choosing to send their students to Oracle. The start of the 2016-2017 school year will be the third consecutive year that OCS has initiated the school year with an enrollment in excess of the original charter amount of 361 students. **At the time of writing this report we have 393 students enrolled to begin the 2016-2017**, the highest ever in school history to begin a school year, an increase of 21% since the 2009-2010 school year. **This marks the third consecutive year that we have started with an enrollment above the 361 allowed by the charter.** Additionally, there are 183 students on the waitlist (not including the 9th grade). In short, 576 students are vying for 361 spots, Oracle Charter School is a school in demand.

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for their accountability rules and cohort definitions: <http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

Fourth-Year High School Accountability Cohorts

Year	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October of year	Number Removed During the School Year	Number in Accountability Cohort
2008-09	2005-06	2005	47	1	46
2009-10	2006-07	2006	48	2	46
2010-11	2007-08	2007	51	1	50
2011-12	2008-09	2008	76	0	76
2012-13	2009-10	2009	61	0 ¹	61
2013-14	2010-11	2010	70	0	70
2014-15	2011-12	2011	58	0	59
2015-16	2012-13	2012	77	0	77

Interestingly, our highest accountability cohorts (2008, 2010, & 2012) also had the highest graduation rates, 79.1%, 79.5% and 80.5% respectively.

Total Cohort for Graduation

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

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

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2009-10	2006-07	2006	46	8	54
2010-11	2007-08	2007	49	16	66
2011-12	2008-09	2008	76	10	86
2012-13	2009-10	2009	61	14	75
2013-14	2010-11	2010	70	8	78
2014-15	2011-12	2011	59	7	66
2015-16	2012-13	2012	77	10	87

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ³ (b)	Graduation Cohort (a) + (b)
2010-11	2006-07	2006	Not available ⁴	Not available	54
2011-12	2007-08	2007	3	0	65
2012-13	2008-09	2008	5	0	85 ⁵
2013-14	2009-10	2009	1	75	76
2014-15	2010-11	2010	0	76	76
2015-16	2011-12	2011	1	65	66

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

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

⁴ The CSI workbook has some issues that have corrupted this workbook page.

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

ENGLISH LANGUAGE ARTS

Goal 1.1: Absolute Measure

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

Method

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

Results

This is the fourth year where we have applied the standard for College and Career Readiness (CCR). In the first year of this standard, 32.2% of our Accountability Cohort passed the ELA Regents with a score of 75 or higher. In 2014, our 2010 Cohort had 43.5% College and Career Readiness rate and an 88.5% pass rate for the ELA Regents exam. Our 2011 cohort had a 32.2 % College and Career Readiness rate and an overall pass rate of 78.0%. In 2016, our 2012 cohort achieved a 50.7% CCR rate and an overall pass rate of 90.9% the highest rate in recent school data.

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

English Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	50	86% (passed exam)
2008	76	89.5% (passed exam)
2009	61	32.2% (met CCR); 86.4% passed exam
2010	70	42.9% (met CCR); 87.1% passed exam
2011	59	32.2% (met CCR); 78.0% passed exam
2012	77	50.7% (met CCR); 90.9% passed exam

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

Cohort Designation	2012-13 ⁸		2013-14		2014-15		2015-16	
	Number in Cohort	Number in Cohort	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	62	85.0%	62	86.4%	62	86.4%	62	86.4%
2010	71	78.9%	69	87.1%	66	86.4%	66	86.4%
2011	69	37.7%	59	71.2%	59	78.0%	59	78.0%
2012	115	1.7%	104	1.9%	83	71.1%	77	90.9%
2013			81	0.0%	72	0.0%	79	52.0%
2014								

⁷ Based on the highest score for each student on the English Regents/Common Core exam.

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

Evaluation

Combined results from the last four cohorts since this measure was reported, Oracle Charter School is averaging 39.5% of students achieving College and Career readiness on the NYS ELA exam. Overall, our ELA program has generated some of the highest performing results and shows tremendous promise for rising cohorts as evidenced by the success of the 2012 cohort. Some aspects that contribute to this performance include but are not limited to:

- Deliberate and intentional professional development for teachers across the curriculum in the areas of literacy and vocabulary such as CLOSE reads
- Structured writing across the curriculum has increased in terms of support and reflection in the past four years. Students are much clearer on expectations for writing, and their skills are scaffolded from 9th grade on. Additionally, teachers spend significant time norming each other around student work on state rubrics to continually clarify what is required in student writing.
- We have an AP English class offered in 12th grade. The simple expectation of a college-level course offered at the end of the curriculum seems to inherently raise expectations.
- Multiple reviewers of student product provide feedback to students frequently from multiple teachers.
- Continuity of ELA department staff.
- Culturally relevant and interesting topics for text set analysis.
- Extremely rigorous interim assessments.

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

In relation to this measure, Oracle Charter School **met and exceeded the goal**, by a wide margin for the 2012 Accountability Cohort.

Goal 1.2: Absolute Measure

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

Method

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

Results

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

For students in the 2012 Cohort, 90.9% of our students passed the English Regents by the end of their fourth year in high school. For the first time in reporting history we have access to all of the 8th grade ELA scores for the 2012 Cohort. Consequently, this is the most accurate depiction that we have ever had in regards to this measure. Students in the 2012 Cohort achieved an 18.8% combined proficiency and mastery rate on the 8th grade ELA exam in the 2011-2012 school year. **The lowest recorded percent ever entering our school.** In 2011-12 school year, the district had 25.0% of their 8th grade rated as proficient or higher. Therefore, **Oracle had a higher number of students who were below proficient entering their 9th grade year than the local district.**

Students in the 2012 Cohort that scored a Level 1 or 2 on their 8th grade ELA assessment, **90.4% of those students passed the English Regents examination by the completion of their fourth year in the cohort, and 42.9% of those students achieved College and Career.**

As it pertains to this measure, over the past three cohorts we have made significant progress closing the achievement gap. Over the last three graduating cohorts 79.8% of entering 9th grade students were not proficient on the NYS 8th grade ELA assessment. Despite this challenge, 88.16% of these students passed the CC Regents exam after four years in our program. **This data is a testament to the traction our academic program is gaining in general and in ELA specifically.**

Percentage of Students with 8th Grade Score History Who Pass the Comprehensive English Regents after 4 Years in Cohort							
	Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	% of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 in 8 th grade Passing English Regents	% of Students at Level 2 or 1 in 8 th grade attaining CCR
	2006	46	11	72.7%	27.3%	100.0%	
	2007	50	16	68.8%	31.2%	81.8%	
	2008	76	20	70.0%	30.0%	78.6%	
	2009	61	18	50.0%	50.0%	66.7%	22.2%
	2010	70	49	77.6%	22.4%	89.5%	36.8%
	2011	59	49	80.0%	20.0%	84.6%	28.2%
	2012	77	77	81.8%	18.2%	90.4%	42.9%

It will be interesting to monitor these data points through the period of our charter term. School demographics, **as reported in BEDS, for the previous two years indicate that we are at or exceed 94% for economically disadvantaged students, a significantly higher percent than the local district.** To be able to improve the ELA performance by such a significant margin is a point of pride since it denotes a school addressing the most marginalized demographics in urban education. We have

our sights set on becoming a 90-90-90 school, which would be a truly remarkable achievement. We want to continue to ensure that we are meeting the needs of those students. So long as our incoming students mirror students in Buffalo City Schools (and at present our students come from a lower socio-economic level than students in Buffalo City School), we will continue to be able to point to achievement as we produce far better results in our graduating cohorts.

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

Cohort Designation	Number in Cohort not proficient in 8th grade	Percent Passing with a score of 65 and CCR (75.0%) for Cohort 2009 and forward
2007	9	Pass Rate: 81.8%
2008	11	Pass Rate: 78.6%
2009	9	22.2% (CCR); 67% proficiency
2010	34	36.8% (CCR); 89.5% proficiency
2011	39	28.2% (CCR); 84.6% proficiency
2012	63	42.9% (CCR); 90.5% proficiency

Evaluation

In relation to this measure, Oracle Charter School has **not met the goal** as it relates the students who scored at Level 1 or 2 in 8th grade and went on to meet the College and Career Readiness standard of 75. Only 42.9% of those students met the College and Career Readiness standards.

Results

The 2012 Cohort did make significant progress increase in overall Regents proficiency rates compared with their 8th grade performance scores as 90.5% of students that entered high school without being at a proficient level on the 8th grade exam met the Regents proficiency mark and 42.9% achieved CCR.

Goal 1.3: Comparative Measure

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

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

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

Method

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

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of **170**.

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

Results

English Language Arts Accountability Performance Level (APL) For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level					APL				
	Level 1	Level 2	Level 3	Level 4	APL					
77	7.7%	40.8%	46.1%	5.2%		APL Previous: 108.5 (2015) and 129.9 (2014)				
	PI	=	40.8	+	46.1	+	5.2	=	92.3	
					46.1	+	5.2	=	<u>51.3</u>	
							APL	=	143.6	

Evaluation

We **did not meet** the APL for ELA for the 2012 Cohort.

Additional Evidence

Despite not meeting the statewide APL of 170 for the 2015-2016 school year, we have significantly raised our performance on this measure since the 2013-2014 school year. **As this measure is not leveled according to economic status it seems that the standard is inherently biased against the demographic group we serve.**

Goal 1.4: Absolute Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13, 2014-2015, & 2015-2016 analysis' are not yet available.

Results

Not available at this time.

Goal 1.5: Comparative Measure

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

Method

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

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

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

Results

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	86.0%	50	60%	2653
2008	89.5%	76	56%	2948
2009	85.0%	61	59%	2630
2010	87.1%	70	58%	2534
2011	78.0%	59	64%	2411
2012	90.9%	77		

Evaluation

We vastly outperformed the local district's most recent results in regards to pass rates. In the past three years, we have outperformed the **Buffalo Public Schools by an average of 25 percentile points in terms of overall ELA pass rates for our respective** Accountability Cohorts. We have a substantially higher population more economically disadvantaged than the district. While Buffalo Schools does not set a high bar for student achievement, we will continue to beat this comparative measure by a considerable margin in the coming years. This data is a clear indication of OCS being a superior choice for students in the Buffalo school district. The most recent data for OCS and the local district indicate that we outperformed them by 26.9 percentile points. The most recent four year comparison indicates that on average we exceed the performance of the district by almost 26 percentile points, which is a significant difference. **There is no question that for students of the Buffalo school district we are a superior option for students in the area of ELA.**

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

Cohort	Charter School		School District	
	ELA PI	Cohort Size	ELA PI	Cohort Size
2008	112.0	75	127	2105
2009	116.7	61	121	2018
2010	129.9	70	117	2019
2011	108.5	59	124	1913
2012	143.6	77		

After a decline in this measure for the 2011, which will most likely be a minor blip on school history and not an indication of systemic problems the 2012 Cohort posted a mark of 143.6 the highest in school history. In comparison to the local school districts' most recent results from for the 2011 cohort, we exceeded performance of the district by 19.6 points.

When you compare OCS with the local district regarding upward trajectory in this measure the chart above indicates that over the past five graduating cohorts we have increase our ELA PI by over 31 points. In comparison, over the last four years, the local district has seen a decline in its performance.

That is to say, OCS is improving in this measure at the same time student performance in the district is declining. This is even more impressive when you consider data provided earlier in the report, that being, OCS often enrolls not proficient students into 9th grade than the local district. Additionally, our economically disadvantaged rate is significantly higher than the local district.

Goal 1.6: Growth Measure¹³

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

Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

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

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

Results

Not available at this time.

Goal 1.7: Optional Absolute Measure

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

Method

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

Results:

	GOAL	January Regents	June Common Core	August Common Core	Yearly Average	Met/Not Met (% to goal)
2014	70%	58.5%	63.6%	60.0%	60.7%	Did not meet (fell 9.3 percent short)
2015	70%	68.6%	78.6%	74.3%	73.8%	MET
2016	70%	57.3%	58.3%	33.3%	49.6%	Not Met

Evaluation

During the 2015-2016 year, our students did not perform as well as during the 2014-2015 school year on the constructed response portion of the ELA exam. The most recent result are very similar to the 2013-2014 school year in January & June. We had an extremely small sample size in August that did not perform well. Although we dropped slightly in this measure we are encouraged and remain committed to an intensive writing program as it highlights our commitment to rigorous curriculum. The ELA department has made tremendous progress in the vertical alignment and rigor throughout the program. This result is clear evidence of the impact our program has on students that enter high school that were not proficient on the NYS 8th grade ELA exam.

Goal 1.8: Optional Growth Measure

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

Method

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

Results

Oracle Charter School did not administer DORA to students during the 2015-2016 year. For numerous reasons including but not limited to: time consumption from class time for administering the test, poor student motivation, and testing that is not connected to curricular learning pieces. ELA staff and instructional leaders intuitively believe that increased writing scores in response to text set challenges must indicate growth in reading comprehension.

Summary of the High School English Language Arts Goal

We have demonstrated significant traction in relation to College and Career Readiness. Our most intriguing achievement is that **90.4% of our students who entered 9th grade below proficient in ELA on their 8th grade state exam passed the Regents exam.** Of those students, 42.9% of them graduated high school with College and Career Readiness (and all students met the proficiency target). Over the last three years on average 79.8% of entering 9th grade students were not proficient on the NYS 8th grade ELA assessment. Despite this challenge, 88.16% of these students passed the CC Regents exam after four years in our program. **This data is a testament to the traction our academic program is gaining in general and in ELA specifically.**

This data reveals phenomenal growth during the high school years as a result of our belief in our students' abilities and the aligned plans that create individualized targets. As we posited last year, the increased standards have changed the way that we have approached our expectations throughout the building. Results have unsurprisingly increased as a result of those heightened expectations.

We met our absolute standard of 75% of our 2012 Accountability Cohort passing the New York State Regents exam by the completion of their fourth year, a bar that we have never come close to missing. The transition to a College and Career Readiness standard of 65% of our students passing with a 75% or higher has rightfully raised the expectations we have for our students. Although we did not meet this

standard for the 2012 we are convinced that the programmatic emphasis on writing is taking hold and will yield great results in upcoming cohort data.

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

The results of the 2012 Cohort are a clear indication the capacity of our ELA team regardless of skills and abilities student enter with.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	<i>The measure has not been established at this time</i>
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 204-2015 school district results.)	Achieved
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2014-2015 school district results.)	Achieved
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	<i>The measure has not been established at this time</i>
Absolute	OPTIONAL: Each year, students will score on average a 70%	

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

ACTION PLAN

<p>Departmental Objectives:</p> <p>We will increase the College and Career Readiness levels to 65% for the 2013 Cohort</p> <p>We will continue to meet the Optional Measure for our students to average 70% on constructed responses on the ELA exam.</p> <p>50% of students will pass the CLEP exam</p>
<p>Gap:</p> <p>Only 50.0% of students in the 2012 Cohort hit the CCRS and the Accountability measure needs 65.0% of students to achieve the measure.</p>
<p>Rationale for Gap:</p> <ol style="list-style-type: none"> 1. Analytical skills, especially literary analysis 2. Writing skills have not risen to the higher standard mandated for College and Career Readiness 3. Vocabulary development 4. Students did not do enough independent work to enhance their critical reading skills, such as “close reads” and “evidence-based claims” from non-fiction material 5. Urban students come to high school with a deficit in literacy skills
<p>Continuation of Strategies already in place and the Action Plan described below:</p>
<p><u>Action Plan:</u></p> <ol style="list-style-type: none"> 1. Set a higher goal for proficiency and CCRS 2. Thinking Maps as an instructional tool - increased emphasis on “taking it off the map” - deeper thinking and writing on a regular basis - daily 3. Scheduling choices of teachers - moved to stratify the English 11 classes across three strong teachers 4. Greater volume and quality of writing 5. Continued emphasis on small ‘d’ data - to plan and implement new instruction and revamp curriculum for repeating students 6. Continue to refine successful elements of program 7. Widen cross curricular webbing with other departments - support administration to norm and score with other departments

8. Increase content that appeals to student interest.
9. English 11 CLEP to funnel to AP - scaffold for moving from traditional classes to AP
10. English 12 students all exposed to CLEP to increase performance and expectations for college level writing
11. Cross content connection with Health - to improve 9th grade research skills and increase interest in research and relevant, current topics
12. Teachers establishing SLO's to close gaps in student achievement; teachers use ambitious and feasible measures that are aligned to school-wide accountability goals

School-Wide Emphasis on Alignment

- Thinking Maps as an instructional tool - continuing this initiative with training for new teachers and deeper emphasis on “taking it off the map” in writing for all subjects and for teachers who have previously used TM in their classes
 - Assessments mid-year and local exams in MP3 and at end of year will reflect the use of TM as a tool
- Continued and greater emphasis on use of common planning time for:
 - Department data meetings
 - Department grade level meetings
 - Department planning - vertically and horizontally
- Cultural emphasis on Restorative Justice
 - Use of circles in advisory time to get to know students
 - Use of circles to repair harm to the community
 - Community model to provide greater strength to
- Greater volume and quality of writing in all subjects and assessments
 - Focus on social studies, science, and math
 - Use of thinking maps to further embed writing and the reading of writing in curricula other than English
- Recommended use of English rubrics for writing structure school wide (adjusted for content)
 - Use reviewed and explored via department meetings
- More interdisciplinary instruction
 - Ex. all teachers of English and SS have met and are creating aligned units
- Continued emphasis on small ‘d’ data
 - 5 week data cycle - every 5 weeks looking strategically at data for each course and reviewing data as assessment tool for learning and reflection
 - Evident use of data in lesson planning - eg lesson plans will point out where data was used to determine particular parts of the lesson plan
 - PD - continuous monthly work in professional development to review data and discuss, and use in planning/instruction
- Blended Learning room
 - Continues to support students who are credit deficient
- Struggling students, as identified by data, will be required to stay after school from 3:00 to 4:00 to keep students on track and remedy obstacles/challenges while they are small.
- OCS Staff Read (see PD initiatives below)

Revision of general instructional expectations

- Alignment = Goal for building wide effectiveness
 - Course syllabi
 - Scope and sequence
 - Lesson plan
 - Assessment
 - From 10-week “autopsy” data to 5-week current data
 - Norming and scoring concentration in social studies, math, science
- Increased rigor within the matrix
 - CLEP classes - Psychology, English 12, English 11, USH (both funnel to APs)
 - AP English

MATHEMATICS

Goal 2: Mathematics

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

MATHEMATICS

Goal 2.1: Absolute Measure

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

Method

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

Results

As is evident by the chart below, we have met a portion of this measure by exceeding the 75% proficiency mark for our 2012 Cohort by over 18 percentile points, just as we had for the cohorts that had preceded it. We only had 11.7% of the Cohort meet the elevated standard for College and Career Readiness, the highest in of any of the past six cohorts, and 6.6% higher than the 2011 cohort.

**Mathematics Regents Passing Rate with a Score of 65 and 80
by Fourth Year Accountability Cohort¹⁵**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 and 80
2007	50	Pass rate: 94.0%
2008	76	Pass rate: 93.2%
2009	61	Pass rate: 90.2% CCR: 1.6%
2010	70	Pass rate: 94.3% CCR: 10.0%
2011	59	Pass rate: 91.5% CCR: 5.1%
2012	77	Pass rate: 93.5% CCR: 11.7%

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

¹⁵ Based on the highest score for each student on the Mathematics Regents exam

Evaluation

In regards to our 2012 Accountability Cohort, we met the proficiency target but fell below the College and Career Readiness standard of 65% of our students scoring 80 or better on a Regents examination. As we move into this new era of higher accountability targets, our math program will have to have the most significant improvements in regards to CCR standards. While our students have historically passed their math Regents requirement, this chart very clearly shows us how far we have to go to meet the rigor and results for our students to be fully prepared entering into college.

Additional Evidence

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

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

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	71	93.0%	66	94.3%	66	93.9%	66	93.9%
2011	69	78.3%	59	88.1%	59	91.5%	59	91.5%
2012	115	72.2%	104	80.8%	80	96.4%	77	93.5%
2013			81	43.9%	72	56.9%	69	87.0%
2014					109	23.9%	91	67.0%
2015							109	49.5%

The chart above indicates the following:

- Oracle Charter School has **met and exceeded the goal** by a wide margin, for the 2012 Accountability Cohort.
- The 2013 Accountability Cohort **met and exceeded the goal** for this measure by the beginning of their senior year.
- The 2014 Accountability Cohort has nearly met the goal, only 8.0% below the measure, prior to their junior year in high school. This cohort has achieved a higher pass rate than the 2013 cohort at the same time in their high school career and therefore is more than likely to achieve the accountability measure before entering their senior year in high school
- The 2015 Accountability Cohort has achieved a pass rate just below 50.0% after only one year in high school which is higher than the two preceding cohorts and demonstrates that we have made necessary changes to prior challenges and poor results.

Goal 2.2: Absolute Measure

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

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma. We also included the percentage of students who met the College and Career Readiness standard as it is important to capture both achievement levels. Students in the 2012 Accountability Cohort were able to pass Integrated Algebra, Geometry, or Algebra II Trigonometry to fulfill this measure.

Results

In the table below, we present the performance data on a Mathematics Regents examination after four years in the cohort for Oracle Charter School students who failed to achieve proficiency on New York State's 8th grade Mathematics examination. Despite the 2012 Cohort having only 28.2% of its cohort proficient entering 9th grade they still achieved a 91.5% proficiency rate. In addition, 5.1% of those students achieved College and Career Readiness.

Percentage of Students with 8th Grade Score History Who Pass a Mathematics Regents after 4 Years in Cohort							
Cohort Designation	# Students in Cohort	# of Students with 8th Grade Score History	% of Students at Level 2 or 1 in 8th Grade	# of Students at Level 3 or 4 in 8th Grade (Passing Rate)	% of Students at Level 2 or 1 Passing Math Regents	% of Students at Level 2 or 1 meeting CCR standards	
2006	46	11	81.8%	18.2%	100.0%		
2007	50	16	87.5%	12.5%	100%		
2008	76	20	30%	70%	66.7%		
2009	61	19	31.6%	68.4%	100%	0%	
2010	70	50	70.0%	30.0%	88.5%	8.6%	
2011	59	51	90.2%	9.8%	91.3%	4.3%	
2012	77	75	71.8%	28.2%	91.5%	5.1%	

Although Oracle is currently in possession of incomplete data, missing scored for only two 8th grade student scores represents the highest number of scores we have ever had for a graduating cohort and therefore the most indicate of 8th grade performance. From the extensive data that we do have, it is clear that 28.2% of the students in the cohort for whom data is available achieved a passing rate on the 8th grade Mathematics examination. This compares with the overall 8th grade passing rate of students in the local school district of **26.0%**. We are aware that the Regents passing standard is no longer a target of ours and we need to have a significantly greater number of students achieve CCR standards, **the fact that we moved over 91.5% of deficient math students to proficiency is certainly an indication of strong instructional practices at OCS.** This data point is indicative of the challenge that we face based on Oracle being a school of choice.

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

Cohort Designation	Number in Cohort with an 8th Grade Score History	Percent Passing with a score of 65 and a CCR of 80
2007	16	Pass: 100%
2008	20	Pass: 66.7%
2009	19	Pass: 100%; CCR: 0%
2010	50	Pass: 88.5%; CCR: 8.6%
2011	51	Pass: 91.3%; CCR: 4.3%
2012	75	Pass: 91.5%; CCR: 5.1%

Evaluation and Results

In relation to this measure, Oracle Charter School has **not met the goal** for students who scored at Level 1 or 2 in 8th grade and went on to meet the College and Career Readiness standard of 80%. Although **82.2% of high school students in the 2012 Accountability Cohort who came in below proficient (and whose scores were reported) ultimately passed** a New York State Regents Math exam only 5.1% of those students met the CCR standards.

¹⁶ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

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

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

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

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort						
Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2005	44	4.3%	4.3%	72.3%	17.0%	89.4%
2006	46	0.0%	2.2%	93.5%	2.2%	95.7%
2007	50	1.9%	9.3%	88.9%	0%	88.9%
2008	76	2.6%	4.0%	92.1%	1.3%	93.4%
Change in standards from “proficiency” to College and Career Ready						
2009	61	9.8%	88.5%	1.6%	0.0%	90.1%
2010	70	5.7%	84.3%	10.0%	0.0%	94.3%
2011	59	11.9%	83.1%	5.1%	0.0%	88.2%
2012	77	6.5%	81.8%	9.1%	2.6%	93.5%

Goal 2.3: Absolute Measure

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

Method

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

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-2016 Math AMO of **153**.

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

Results

**Math Accountability Performance Level (APL)
For the 2012 High School Accountability Cohort**

COHORT	Number in Cohort	Percent of Students at Each Performance Level						APL
		Level 1	Level 2	Level 3	Level 4			
2009	61	9.8%	88.5%	1.6%	0.0%			91.7
2010	70	5.7%	84.3%	10.0%	0.0%			104.3
2011	59	11.9%	83.1%	5.1%	0.0%			93.3
2012	77	6.5%	81.8%	9.1%	2.6%			105.2
			PI = 81.8%	+	9.1%	+	2.6%	= 93.5
					9.1%	+	2.6%	= <u>11.7</u>
							APL =	105.2

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

Evaluation

We **did not meet** the APL for Math for the 2012 Cohort. Though we are disappointed that the results we produced in the past are not at the level of the new College and Career Readiness expectation, the raised bar for our students and our school will force us to reflect on our program and internal expectations.

Goal 2.4: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13, 2014-2015, and 2015-2016 analysis' are not yet available.

Results

Not available at this time.

Goal 2.5: Comparative Measure

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

Method

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

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

Results

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District¹⁹

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2008	95	75	94	2105
2009	91.8	61	99	2018
2010	104.3	70	102	1940
2011	93.3	59	105	1913
2012	105.2	77		

Evaluation

The 2012 cohort met its APL measure by a similar margin. It is important to note that the Comparative Measure 2.5 actually reads **“high school Accountability Cohort will exceed the APL of comparable students from the local school district”**. The table above compares OCS to the entire BPS district including high caliber criterion based schools. This apples to oranges comparison demonstrates that we exceeded the entire district. OCS demographics are comparable to Burgard and Bennett high schools in the local district as they have economically disadvantaged rates of approximately 80%, still far below our rate as documented in our BEDS report of 94%.

Burgard High School is a district school that enrolls a similar demographic population as OCS does. The most recent math PI for Burgard (2014-2015 school year) was 87 with a cohort size of 136. OCS most recent data from the 2015-2016 year shows that we achieved a math PI of 105.2 with a cohort size of 77.

¹⁹ See page 38 above for an explanation of the APL.

AND

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	90.0%	50	60.0%	2653
2008	93.3%	75	60.0%	2948
2009	90.2%	61	65.0%	2630
2010	94.3%	70	67.0%	2534
2011	88.2%	59	72.0%	2411
2012	93.5%	77		

Evaluation

We significantly outperformed Buffalo Public Schools’ most recent results in regards to cohort pass rates. In the past three years, we have outperformed the Buffalo Public Schools by 21.2-29.3% in terms of overall Math pass rates for our respective accountability cohorts and on average over the past three cohorts exceed the local district by 24 percentile points. Going forward we look to continue to increase the gap between our performance and that of the district.

It is surprising that a school district that posted a 67% Cohort (for the 2010 cohort), pass rate in math and a 56% graduation rate could possibly compete with our Math PI considering our comparative Cohort pass rates of 88.2% for vs. 67.0% for BPS.

Goal 2.6: Growth Measure

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

Method

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

order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

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

Results

Not available at this time.

Goal 2.7: Optional Absolute Measure
 Each year, 90% of students will achieve 75% on their Regents by the end of their sophomore year on Integrated Algebra, Geometry, or Algebra II Trigonometry.

Method

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

Results

Cohort	Number in Cohort	# of Students at CCR	% at CCR	# at or above 75	% at or above 75	Percent Passing
2010	70	7	10.0%			94.3%
2011	59	1	1.7%			88.1%
2012	104	7	6.7%	36	34.3%	80.0%
2013	81	6	7.4%	16	19.8%	44.4%
2014	91	0	0.0%	4	4.4%	60.5%
2015	109	10	9.0%	21	19.0%	49.0%
STANDARD			65%		90%	75.0%

Evaluation

This is a very challenging metric that we use to see how well we are propelling our students at the early stages of their time at Oracle towards proficiency and College and Career Readiness. The 2012 Cohort, which has just completed its third high school year, **has not achieved the measure** of 65% of our students meeting the College and Career Readiness standard on a Math Regents or Common Core assessment. However, they did outperform the previous Cohorts proficiency pass rates by achieving 96.4% by the end of their third year in high school. (Change to 2013 cohort)

Goal 2.8: Optional Comparative Measure

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

Method

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

Results**Integrated Algebra**

Comparative 2016 Comprehensive Common Core Algebra					
Passing Rate by Charter School and Local District					
Exam Year	Oracle Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2008	29.0%	75	43.0%	2717	
2009	27.6%	76	37.0%	3900	
2010	53.7%	147	41.0%	4412	
2011	70.5%	132	45.0%	3866	
2012	64.4%	135	43.0%	3794	
2013	65.0%	143	49.0%	4028	
2014	43.8%	137	38.0%	2045	
2015	22.0%	139	42.0%	1569	
2016	53.0%	185			

Our comparison scores for the 2016 assessment year indicates that Oracle Charter School students had a significantly higher performance than the most recent results for the local district (2015 test year most recent results available), 11 percentile points. In terms of our optional measure for Integrated Algebra, **we did not meet the goal**, as we missed the measure by 4 percentile points.

It is interesting to note that we did not exceed the BPS district performance in the 2014 or 2015 school years. Whereas OCS test takers has remained a fairly stable number since the 2010 testing year, ranging from 132-147 students, the range in the number of BPS test takers ranges from 4412 in 2010 to 2045 in 2015, a drop of approximately 50%. It would appear that the local district has modified the policy by which they sit students for this exam and wonder how accurate current comparisons are for testing years.

The comparison for 2013 shows 65.0% of students at Oracle Charter School passing the Integrated Algebra examination compared to 49.0% in the Buffalo school district. 2013 marked the third consecutive year we exceeded the district's scores by over 15 percentile points. Additionally, results for the 2014 year show that we exceeded the district by 5.8%. It appears that the local district closed the gap compared to us in 2014 however, it is notable that the number of test takers for BPS declined by approximately 50% from 4028 in 2013 to 2045 in 2014, to 1569 in 2015.

Most encouraging is that we made significant gains in our algebra scores in 2016. We expect this to continue going forward.

Geometry

Comparative 2016 Comprehensive Geometry Regents					
Passing Rate by Charter School and Local District					
		Oracle Charter School		School District	
	Exam Year	Percent Passing	# Tested	Percent Passing	# Tested
	2009	3.8%	53	28.0%	1850
	2010	54.2%	24	24.0%	2887
	2011	31.5%	54	32.0%	2204
	2012	47.4%	76	37.0%	1664
	2013	50.6%	95	35.0%	1995
	2014	12.1%	58	36.0%	1544
	2015	2.9%	34	30.0%	1275
	2016	4.0%	79		

Algebra II & Trigonometry

Comparative 2016 Algebra II & Trigonometry Regents					
Passing Rate by Charter School and Local District					
	Exam Year	Oracle Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2010	5.6%	18	25.0%	1034
	2011	30.8%	13	18.0%	1127
	2012	41.2%	17	22.0%	1008
	2013	9.4%	53	26.0%	871
	2014	11.1%	18	31.0%	702
	2015	0.0%	16	37.0%	624
	2016	13.0%	15		

The achievement rate of all test-takers in the 2016 assessment year at Oracle Charter School on the Algebra II & Trigonometry Regents examination is 13.0%. For the 2016 assessment year Oracle Charter School students **will not meet the optional measure** of exceeding the district by 15 percent on the Algebra II & Trigonometry Regents examination and fell below the district numbers by a wide margin.

Evaluation

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

Summary of the High School Mathematics Goal

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

Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade math exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	<i>The measure has not been established at this time</i>
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2014-15 school district results.)	Achieved
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2014-15 school district results.)	Achieved
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	<i>The measure has not been established at this time</i>
Optional Comparative	Each year, students at Oracle Charter School will exceed the district pass rates by at least 15% for Integrated Algebra, Geometry, and Algebra II Trigonometry.	Integrated Algebra: Did not Achieve Geometry: Did not Achieve A2Trig: Did not Achieve

ACTION PLAN

Departmental Objectives:

At the time of this submission, the 2010, 2011, and 2012 Cohorts have some of the highest proficiency achievements in school history. Despite these successes, proficiency rates in Math have never been a significant issue; our mastery rates, and now College and Career Readiness results, have been the indicators of a program that still needs to experience significant growth. During the 2016-2017 school year, we will aim to accomplish the following:

- Improve our APL to exceed Buffalo Public Schools' performance by more than 30 points and achieve a score over 130
- Although many of our students in the 2012 Cohort have already taken and passed their Math Regents requirement and have not achieved CCR, we will increase our CCR rates from to 30%
- In 2016-2017, we want to increase our Regents and Common Core performances from:
 - Increase proficiency rates in Integrated Algebra to 70% and have 30% of our students meet College and Career Readiness
 - Increase proficiency rates in Geometry to 50% and have 10% of our students meet College and Career Readiness
 - Increase proficiency rates in Algebra II Trigonometry to 50% and have 5% of our students meet College and Career Readiness

Gap:

- Our 2012 Cohort only had about 11% of students meet College and Career Readiness Standards.
- Our proficiency rates for Algebra, Geometry, and Algebra II Trigonometry were below what we expect and geometry and A2T performance was lower than the district.

Rationale for Gap:

- Failure by teachers to embed literacy and vocabulary development practices into math curriculum
- Poor use of big and small 'd' data to properly remediate student deficiencies
- Failure to use strategies put forth via training by school math consultant and instructional coach
- Rooted in a single way to think and solve problems mathematically- not able to shift to adjust to the Common Core shifts required of math teachers and encourage divergent thinking to solve problems
- Did not successfully connect math learnings to real life to increase student engagement

Math specific Actions/key components for 2016-2017

- 3 teachers not back to 2016-2017 (all were on plans and were not improving)
- Added Algebra Lab directly following math class with same teacher for more time on task and continuity - able to take class work and use it in application of math to real life

situations etc.

- Continued emphasis on small 'd' data - 5 week data cycle
- Hiring process continues to require teachers to solve multiple common core exam questions, explain thought processes, and explain how they would teach the problems to students.
 - Math teachers were hired based on their ideas about teaching math in new ways - relevant world experience, breakdown of how ideas are taught, applications to relevant student experiences
- Newly hired math teachers began work in August around CC modules, interim assessments and teaching methodologies.
- Math consultant provides greater contact time and strategies to teachers to embed necessary literacy and world-relevant math skills into curriculum.
- Curricular resources bolstered and more closely aligned to Common Core (emath and IXL)
- Require students to spend more time explaining their thinking verbally and in writing during class and on assessments.
- Thinking Maps as an instructional tool: teachers were trained this summer and training will continue into the year, with a focus on the math content area as a critical area of focus

School-Wide Emphasis on Alignment

- Thinking Maps as an instructional tool - continuing this initiative with training for new teachers and deeper emphasis on “taking it off the map” in writing for all subjects and for teachers who have previously used TM in their classes
 - Assessments mid-year and local exams in MP3 and at end of year will reflect the use of TM as a tool
- Continued and greater emphasis on use of common planning time for:
 - Department data meetings
 - Department grade level meetings
 - Department planning - vertically and horizontally
- Cultural emphasis on Restorative Justice
 - Use of circles in advisory time to get to know students
 - Use of circles to repair harm to the community
 - Community model to provide greater strength to
- Greater volume and quality of writing in all subjects and assessments
 - Focus on social studies, science, and math
 - Use of thinking maps to further embed writing and the reading of writing in curricula other than English
- Continued emphasis on small 'd' data
 - 5 week data cycle - every 5 weeks looking strategically at data for each course and reviewing data as assessment tool for learning and reflection
 - Evident use of data in lesson planning – e.g. lesson plans will point out where data was used to determine particular parts of the lesson plan
 - PD - continuous monthly work in professional development to review data and discuss, and use in planning/instruction
- Blended Learning room
 - Continues to support students who are credit deficient and need help in math
- Struggling students, as identified by data, will be required to stay after school from 3:00 to 4:00 to keep students on track and remedy obstacles/challenges while they are small.

- OCS Staff Read (see PD initiatives below)

Revision of general instructional expectations

- Alignment = Goal for building wide effectiveness
 - Course syllabi
 - Scope and sequence
 - Lesson plan
 - Assessment
 - From 10-week “autopsy” data to 5-week current data
 - Norming and scoring concentration in social studies, math, science

SCIENCE

Goal 3: Science

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

Goal 3.1: Absolute Measure

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

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. In 2015-2016, Oracle administered Living Environment, Earth Science, and Chemistry. Students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

As is evident by the chart below, we have met the measure by exceeding the 75% proficiency mark for our 2012 Cohort by 22.4 percentile points, a significant margin.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁰**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	50	92.0%
2008	75	90.8%
2009	61	83.6%
2010	70	90.0%
2011	59	89.8%
2012	77	97.4%

Evaluation

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

²⁰ Based on the highest score for each student on a science Regents exam

Results

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

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	69	71.0%	59	84.8%	59	89.8%	59	89.8%
2012	115	72.2%	104	85.6%	83	98.8%	77	97.4%
2013			81	54.3%	72	76.4%	69	94.2%
2014					109	60.6%	91	84.6%
2015							109	54.1%

The 2012 Accountability Cohort was comprised 77 students. These students have had the opportunity to take the Living Environment (and Earth Science if they entered having passed the Living Environment Regents) Regents examination. They **surpassed the accountability measure** by 22.4 percentile points a very wide margin.

The 2013 Accountability Cohort is comprised of 69 students. This Cohort already has an 94.2% pass rate and therefore has already **surpassed the accountability measure, prior to entering their senior year**, and based on trajectory of previous cohorts is well on pace to be one of the highest achieving Cohorts in school history.

The 2014 Accountability Cohort is comprised of 91 students. This Cohort already has a 84.6% pass rate after two years in high school **and has already exceeded the accountability measure**, only 1.0% below the achievement of the 2012 cohort, our highest graduation rate, at the same time in their high school career.

Evaluation

Oracle Charter School has **met and exceeded the goal** for the 2010, 2011, 2012, 2013 and 2014 Accountability Cohorts.

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

The following table presents Oracle Charter School's Science Regents examination passing rate by performance level, accountability cohort and year. This data tracks Oracle Charter School students' performance at the end of each year in the cohort, presenting a comparison of cohort performance at the conclusion of each year in the accountability cohort. It should be noted that while there is not a new College and Career Readiness standard for Science, we have applied an elevated cut score to the levels for Science so that we can have a uniform increase in expectations for Regents exams. The data below indicates cut points that mirror the ELA cut point of a 75 on a Regents exam to determine College and Career Readiness.

Overall, 97.4% of the 2012 accountability cohort passed a Science Regents examination, and 40.3% met the hypothetical CCR standards. For the last three Accountability Cohorts we have

averaged 34.3% of students achieving our self-imposed CCR standards. It is interesting, but not surprising, to note that the smaller cohorts have lower rates of achievement.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort							
Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing	CCR
		Level 1	Level 2	Level 3	Level 4		
2005	47	6.4%	2.1%	87.2%	4.3%	91.5%	
2006	46	8.7%	0.0%	84.8%	4.3%	89.1%	
2007	52	3.8%	7.6%	80.8%	7.6%	88.5%	
2008	75	1.3%	7.9%	88.2%	2.6%	90.7%	
2009	61	9.8%	6.6%	78.7%	4.9%	83.6%	
Higher CCR Standards							
2009	61	16.4%	62.3%	19.7%	1.6%	83.6%	21.3%
2010	70	10.0%	44.3%	41.4%	4.3%	90.0%	45.7%
2011	59	13.6%	69.5%	15.3%	1.7%	89.8%	17.0%
2012	77	2.6%	57.1%	40.3%	0.0%	97.4%	40.3%

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

Goal 3.2: Comparative Measure

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

Method

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

Results

This performance data of Oracle's 2012 Accountability Cohort is compared against performance data for Buffalo school district's 2011 Accountability Cohort, the most recent district results available. Although this is not a final comparison, these results are strongly predictive. Oracle's 2012 Accountability Cohort posted at 97.4% pass rate on the Science Regents, compared to Buffalo's most recent number of 68.0% from the 2011 Cohort. **The difference is 29.4 percentile points.** The result reinforces the point that Oracle outperforms the district by a significant margin year over year. Additionally, we have recaptured our 90% and above status after a dip in last year's cohort.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	92.0%	50	55.0%	2653
2008	90.8%	75	62.0%	2948
2009	83.6%	61	65.0%	2630
2010	90.0%	70	65.0%	2534
2011	89.8%	59	68.0%	2411
2012	97.4%	77		

Evaluation

We significantly outperformed their most recent results in regards to pass rates. In the past five years, we have outperformed the Buffalo Public Schools by 18.6-37.0 percentile points in terms of overall Science pass rates for our respective accountability cohorts. On average for the past three years we outperform the local district by 26.4 percentile points in this measure. The five year comparison indicates that on average, we exceed the local district on this measure by 27.32 percentile points.

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

The following tables present Oracle Charter School’s performance on the individual Science Regents examinations for all test takers in the 2016 assessment year. This data is compared with the last reported performance for all test takers in the Buffalo school district. This data is presented in keeping with the New York State Comprehensive Information Report practice of reporting performance of all test-takers in a given assessment year.

Living Environment

Comparative 2016 Living Environment Regents					
Passing Rate by Charter School and Local District					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2010	27.4%	179	52.0%	3166
	2011	71.6%	109	61.0%	2803
	2012	72.3%	101	55.0%	2826
	2013	65.3%	118	53.0%	3108
	2014	62.7%	118	56.0%	3192
	2015	65.0%	136	56.0%	3118
	2016	57.0%	126		

In 2016, we posted a 57.0% pass rate despite the attrition of two teachers. This is a step back from the achievement in prior years but still ahead of the pass rate for the home district. Students and teachers deserve a great deal of credit for the changes they overcame this year. After a markedly low performance in 2010, our commitment to curricular alignment, proper teacher placement, and data-based problem solving have enabled us to have consistency year to year for our Living Environment examinations. In comparison to the district, we surpassed them by over 9.0 percentile points. For the last five schools years beginning in 2012 we have an average pass rate in Living Environment of 65.0% compared to 56.2% We consistently outperform the district on average by approximately 9.0 percentile points.

Earth Science

Comparative 2016 Comprehensive Earth Science Regents					
Passing Rate by Charter School and Local District					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2010	25.0%	132	36.0%	2385
	2011	26.4%	106	37.0%	2048
	2012	44.0%	116	38.0%	1586
	2013	31.6%	117	33.0%	1718
	2014	52.2%	69	40.0%	1440
	2015	54.0%	41	43.0%	1334
	2016	55.0%	73		

The performance of all test-takers in the 2016 assessment year at Oracle Charter School on the Earth Science examination tallied a 55.0% pass rate, an increase of over 1.0% percentile points from the 2015 scores. Our comparison scores for the 2016 assessment year reveal that we performed above the level of the district in 2015 by 12 percentile points. This marks the third consecutive year that we have increased our scores on the Earth Science assessment as well as exceeded the district pass rate. On average over the last three years, we exceed the district pass rate by 14.8 percentile points.

Chemistry

Comparative 2016 Comprehensive Chemistry Regents					
Passing Rate by Charter School and Local District					
Exam Year	Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2010	0.0%	20	46.0%	835	
2011	50.0%	22	53.0%	677	
2012	44.4%	9	50.0%	681	
2013	11.8%	17	43.0%	803	
2014	37.5%	8	43.0%	770	
2015	50.0%	12	48%	701	
2016	0.0%	6			

The performance of all test-takers in the 2016 assessment year at Oracle Charter School on the Chemistry Regents examination was 0.0%. The previous chemistry teacher left in the fall of 2015 and we were not able to find a suitable replacement until November so students were not able to cover the entire curriculum as needed.

Goal 3.3: Optional Absolute Measure

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

Method

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

Results

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

2016	80%	60.9%	% of kids with 80% or higher: <u>73.7%</u>	% of kids with 80% or higher: <u>11.8%</u>	% of kids with 80% or higher: <u>48.8%; 67.35% without August results</u>	Did not meet goal
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Evaluation

In 2016, we fell short of our goal, but the goal shows that almost half of our students (48.8%) are scoring 80% or above on the lab practical, without including the August test, 67.35% of students met the mark. The August result is very disappointing and explained by the fact that we had to hire a teacher outside of our faculty to teacher students with whom they had no relationship with. Without the August results, we would have achieved the highest achievement rate on this measure in three years. Part of our continuous improvement over the past three years is that we have had the same teacher. The simple fact that we have disaggregated this portion of the exam (an exam where our students have traditionally struggled to pass and excel) will force us to focus and prioritize interventions so our students are more successful in lab and on the Regents exam. Interestingly, despite falling back in this measure, we had a higher overall pass rate than in both 2014 and 2015.

Goal 3.4: Optional Absolute Measure

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

Method

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

Results

Cohort	% Regents Attainment in Science by 2 nd year
2011	72.0%
2012	85.6%
2013	76.4%
2014	84.6%

We missed this measure by only 5.4 percentile points. We have not met this rigorous measure for any Cohort to date. However, over the past two years of keeping this new measure, we have averaged 80.5% of students having their science Regents credit by the end of their sophomore year which means that we are having cohorts on average exceed the school accountability measure of 75.0% passing by the end of their fourth year in school by the end of their second. The table provided above provides the results for the four most recent cohorts and provides evidence that on average 79.65% of students pass at least one Regents science exam after two years in high school. Despite not meeting this target we are convinced that it sets a high expectation for teachers and students to achieve.

SUMMARY

In 2015-2016, Oracle Charter School achieved both of our mandated measures, the first which was Absolute and by Accountability Cohort, and the second with was Comparative in relation to Buffalo City Schools and their Accountability Cohort achievement. We did not achieve our Optional Absolute for the Earth Science practical measure, we have demonstrated some significant progress towards meeting the goal. Our second optional measure requiring us to have 90% of our students achieve their science requirement by the end of their second year of high school fell short for the 2013 Cohort but by the end of their 2nd year in high school, the 2013 Cohort had already surpassed their absolute accountability measure and were just 13.6% short of their two-year target.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on a New York State science exam by the completion of their fourth year in the cohort.	ACHIEVED
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.	ACHIEVED
Absolute	75% of students will earn a grade of 80% or higher on the Earth Science Regents lab practical.	DID NOT ACHIEVE
Absolute	90% of student will pass their Regents science requirement by the end of their second year enrolled at school.	DID NOT ACHIEVE (MISSED BY 5.4PERCENTILE POINTS)

ACTION PLAN

Departmental Objective:

The Science Department has consistently outperformed the district in terms of four-year cohort measures. Our 2015-2016 results demonstrated another year where we outpaced the district in Living Environment, and Earth Science. Our results in Chemistry are a direct result of not have a content specialist in place until November. Our leading indicators demonstrate that our students are achieving higher scores on their science Regents and attaining proficiency earlier in their high school careers. While we have made strides in Earth Science, we still need to increase the number of students taking and passing Chemistry.

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

Gap:

Department Objectives:

- 1) Although students are achieving proficiency rates in Living Environment and Earth Science we need more students (70-75%) to pass the exams the first time and at the CCRS (50% of students).
- 2) Additionally, we remain laser focused on students having 90% of our students meet their Regents requirement by the end of their sophomore year.

Action Plan Strategies:**Action Plan:**

1. Thinking Maps as an instructional tool - increased emphasis on “taking it off the map” - deeper thinking and writing on a regular basis - daily
2. Increased use of common planning time for regular planning between teachers teaching same content
3. Continued emphasis on small ‘d’ data - to plan and implement new instruction and revamp curriculum for repeating students
4. Strong and focused department norming and scoring, with training from Director of Curriculum & Instruction
5. Teachers need to continue to embed literacy components such as CLOSE reads into instruction
6. Productive use of interesting video clips to grab student interest

General Focus in Science:

- Alignment of instructional strategies that work for all science courses
- Thinking Maps as an instructional tool - increased emphasis on “taking it off the map” - deeper thinking and writing on a regular basis - daily
- Use of department common planning time
- Strong and focused department norming and scoring, with training from Director of Curriculum & Instruction
- Cross curricular work with other departments - regular basis all year
- Additions of STEM and Environmental Science to increase rigor in course offerings.

School-Wide Emphasis on Alignment

- Thinking Maps as an instructional tool - continuing this initiative with training for new teachers and deeper emphasis on “taking it off the map” in writing for all subjects and for teachers who have previously used TM in their classes
 - Assessments mid-year and local exams in MP3 and at end of year will reflect the use of TM as a tool
- Continued and greater emphasis on use of common planning time for:
 - Department data meetings
 - Department grade level meetings
 - Department planning - vertically and horizontally
- Cultural emphasis on Restorative Justice
 - Use of circles in advisory time to get to know students

- Use of circles to repair harm to the community
- Community model to provide greater strength to
- Greater volume and quality of writing in all subjects and assessments
 - Focus on social studies, science, and math
 - Use of thinking maps to further embed writing and the reading of writing in curricula other than English
- Continued emphasis on small 'd' data
 - 5 week data cycle - every 5 weeks looking strategically at data for each course and reviewing data as assessment tool for learning and reflection
 - Evident use of data in lesson planning – e.g. lesson plans will point out where data was used to determine particular parts of the lesson plan
 - PD - continuous monthly work in professional development to review data and discuss, and use in planning/instruction
- Blended Learning room
 - Continues to support students who are credit deficient and need help in math
- Struggling students, as identified by data, will be required to stay after school from 3:00 to 4:00 to keep students on track and remedy obstacles/challenges while they are small.
- OCS Staff Read (see PD initiatives below)

Revision of general instructional expectations

- Alignment = Goal for building wide effectiveness
 - Course syllabi
 - Scope and sequence
 - Lesson plan
 - Assessment
 - From 10-week “autopsy” data to 5-week current data
 - Norming and scoring concentration in social studies, math, science

SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4.1: Absolute Measure

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

Method

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

Results

Oracle has maintained pass rates that hover right around 90% for our Accountability Cohorts. The 2012 Accountability Cohort just missed the 90% mark by 0.4% with a passing rate of 89.6%, which is approximately 15% above the absolute measure.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	54	90.7%
2008	75	91.9%
2009	62	88.1%
2010	70	90.0%
2011	59	89.8%
2012	77	89.6%

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

Evaluation

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

Additional Evidence

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

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

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	69	15.9%	59	64.4%	59	76.3%	59	76.3%
2012					83	78.3%	77	89.6%
2013							59	59.0%
2014								

As evident from this chart, the 2012 Accountability Cohort **has met and exceeded** the expectation for this accountability measure.

Although the 2013 Cohort only has a current pass rate of 59.0%, this is due to the fact that 12/59 (20%) students have not yet attempted the test. Of students in the 2013 Cohort that attempted the exam 47, 41 were successful for a pass rate of 87.2%. Fewer students wrote the exam due to the poor Global Studies results of previous years.

Goal 4.2: Comparative Measure

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

Method

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

Results

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

The final comparison of Oracle's 2012 Accountability Cohort is presented against performance data for the Buffalo school district's 2011 Accountability Cohort. In this recent evaluation, we exceeded Buffalo's Accountability Cohort by 27.6 percentile points, a wide margin.

The 2011 Accountability Cohort is presented against the most recent information from the district (also the 2010 results). In this evaluation, we exceeded the district by 21.3 percentile points.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	90.7%	54	38.0%	2653
2008	91.9%	75	34.0%	2948
2009	88.5%	61	59.0%	2630
2010	90.0%	70	57.0%	2534
2011	76.3%	59	62.0%	2389
2012	89.6%	77		

Evaluation

In relation to this measure, Oracle Charter School has **met the goal** for the 2012 Cohort by 27.6 % compared to most recent data available for the local district. As is evident in the chart above, OCS has consistently outperformed the local district each of the previous five years by a significant margin.

Additional Evidence: Comparative Results All Test-Takers

The following table presents Oracle Charter School’s performance on the U.S History Regents examination for all test takers in the 2016 assessment year with their highest score reported if multiple testing items existed. This data is compared with the last reported performance for all test takers in the Buffalo school district.

The performance of all test-takers in the 2015-16 assessment year at Oracle Charter School on the U.S. History Regents examination is 75.0%, a decrease of 2.0% from last year which is easily explained by sample size as we sat 40 fewer students. Despite not achieving the same pass rate as last year it does tie the second highest pass rate in school history. By comparison 69.0% of all test-takers in the Buffalo school district in 2014-15 school year. Comparing the most recent sets of available data, we outperformed the local district by 6 percentile points. These figures indicate that we are surpassing the achievement of the district continuously by a wide margin.

Comparative 2016 Comprehensive U.S. History Regents					
Passing Rate by Charter School and Local District (Results from 2015)					
Exam Year	Charter School		School District		
	Percent Passing	# Tested	Percent Passing	# Tested	
2008	70.6%	34	75.0%	1988	
2009	71.4%	63	68.0%	2060	
2010	67.6%	71	66.0%	2309	
2011	75.0%	100	62.0%	2389	
2012	70.4%	98	62.0%	2427	
2013	65.9%	88	66.0%	2514	
2014	74.6%	59	64.0%	2337	
2015	77.0%	93	69.0%	2412	
2016	75.0%	53			

GLOBAL STUDIES

The following table presents Oracle Charter School’s performance on the Global Studies Regents examination for all test takers in the 2016 assessment year with their highest score reported if multiple testing items existed. This data is compared with the last reported performance for all test takers in the Buffalo school district.

The final performance of all test-takers in the 2015-2016 assessment year at Oracle Charter School on the Global Studies Regents examination was 53.0% compared with 52.0% of all test-takers in the Buffalo school district in the 2014-2015 test cycle. These scores reveal that we outperformed the district by 1 percentile point. More importantly, we reversed a two year decline in performance in this area and have increased achievement for two consecutive years.

Comparative 2016 Comprehensive Global Studies Regents					
Passing Rate by Charter School and Local District (Results 2015)					
	Exam Year	Charter School		School District	
		Percent Passing	# Tested	Percent Passing	# Tested
	2007	58.3%	60	44.0%	2776
	2008	57.6%	59	46.0%	2785
	2009	55.6%	108	45.0%	2846
	2010	45.4%	119	45.0%	2846
	2011	49.5%	107	50.0%	2880
	2012	58.5%	106	48.0%	2893
	2013	41.0%	105	48.0%	3038
	2014	39.2%	153	45.0%	3194
	2015	49.0%	147	52.0%	3299
	2016	53.0%	117		

Goal 4.3: Absolute Measure

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

Method

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

Results

Encouragingly, the 2012 Cohort achieved a 90.9% pass rate and therefore exceeded the absolute measure of 75% by 15.9 percentile points. Traction in the program is evident as the 2013 Cohort is further ahead in performance than both the 2011 and 2012 cohorts were at the end of their sophomore year by a significant margin. It looks like OCS has corrected previous shortcomings in its Global program which is very exciting. The recent success we have experience is having us re-introduce college level courses into this subject area.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²³**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	52	88.5%
2008	76	92.0%
2009	61	82.0%
2010	80	80.0%
2011	59	64.4%
2012	77	90.9%

Evaluation

Global Studies has consistently been an area of weakness, and though we have hired new staff this year to address those deficiencies, we still have a long way to develop to ensure initial student success at high levels. **It is encouraging to note that the 2012 Cohort exceeded the 75% absolute accountability measure by a wide margin.** Additionally, our Global pass rates have increased for two consecutive years.

Additional Evidence

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

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

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	69	18.8%	59	49.2%	59	64.4%	59	64.4%
2012			104	30.8%	83	78.3%	77	90.9%
2013					72	34.7%	69	63.7%
2014							86	50.0%

²³ Based on the highest score for each student on a science Regents exam

Goal 4.4: Comparative Measure

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

Method

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

Results

Oracle met this measure.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2007	88.5%	52	44.0%	2653
2008	92.0%	76	42.0%	2948
2009	82.0%	61	59.0%	2630
2010	80.0%	70	57.0%	2534
2011	64.4%	59	61.0%	2411
2012	90.9%	77		

Evaluation

Oracle Charter School’s 2012 Accountability Cohort exceeded the BPS district pass rate for their 2011 Cohort by 29.1 percentile points, measure by a significant margin. Prior to the 2011 Cohort we have historically exceeded district performance in this measure by 23-50 percentile points. The 2012 Cohort is an indication that we will again open a significant margin between our performance and the local district.

Goal 4.5: Optional Absolute Measure

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

Method

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

Results

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

Evaluation

In the first year of collecting data for this measure, it is evident why this measure was going to be a focal point for our program. We fell well short of our overall goal of 70% on the constructed response sections on the US Regents exam. Although the 2012 Cohort did not hit the 70% measure it mirrored the performance of the 2010 Cohort. As teachers focus more on constructed responses and less on multiple choice questions they have noticed an increase in overall pass rates. These results are disappointing despite the fact that overall pass rate decreased two percentile points we expect more from the writing component. In order for us to have sustained excellence on this test and to prepare students to become high achievers at the collegiate level, they must be able to analyze information and develop well thought out responses.

Goal 4.6: Optional Absolute Measure

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

Method

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

Results

Oracle did not achieve this measure.

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

Results

Oracle did not achieve this measure.

Evaluation

In the first year of collecting data for this measure, it is evident why this was going to be a focal point for our program. We fell well short of our overall goal of 70% on the constructed response sections on the Global Regents exam. Test results for the 2015-2016 school year indicate that we mirrored the results of the 2010 cohort. As teachers focus more on constructed responses and less on multiple choice questions they have noticed an increase in overall pass rates. These results were are disappointing even through the overall pass rate went up four percentile points. We are still committed to an emphasis on writing in all curricular areas. In order for us to have sustained excellence on this test and to prepare students to become high achievers at the collegiate level, they must be able to analyze information and develop well thought out responses.

In short, despite the disappointing 2012 Cohort performance, the most recent data indicates that the social studies program has gained traction in performance scores and student constructed responses. Additionally, the upcoming cohorts are well on track to have us significantly outperform the district by a wide margin.

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

Departmental Objective:

The Social Studies Department has consistently outperformed the district in terms of four-year cohort measures. Our 2015-16 results demonstrated another year where we outpaced the district in US History. For the first time in two years, our Global Studies performance improved and exceeded the most recent performance of the district.. .

- Achieve course pass rates of 80% in USH, and 65% in Global studies
- Continue to focus on writing so that students achieve an average of 70 % on constructed response questions

Gap:

- Global History had better scores than in the past two years, but we still need to make greater strides in this exam
- We are not achieving the constructed response accountability measure.

Action Plan: Global

- Thinking Maps as an instructional tool - increased emphasis on “taking it off the map” - deeper thinking and writing on a regular basis - daily
- Greater volume and quality of writing
- Department norming on scoring - thorough training and collaboration within department through strong leadership provided by department chair
- ELA & social studies departments are collaborating on specific areas of history to bring more emphasis to SS content
- Continued emphasis on small ‘d’ data - 5 week data cycle work and inclusion of weekly data into lesson planning
- Increased use of high performing teachers to provide point of instruction strategies to increase learning - through conferencing and common planning time

Global and USH: (continue performance and increase mastery rate)

- Establish a higher goal for mastery performance
- Focus on essay writing and development through use of thinking maps and other instructional tools
- Strong focus on literacy skills in instruction (CLOSE reads); embraced administrator and consultant feedback into instructional practice.
- High level questioning and frequency of structured writing aligned to NYS assessment.
- Students all exposed to CLEP to increase performance and expectations for college level writing and thinking in USH and then funnel students to AP because this is a scaffold between traditional classes and AP

School-Wide Emphasis on Alignment

- Thinking Maps as an instructional tool - continuing this initiative with training for new teachers and deeper emphasis on “taking it off the map” in writing for all subjects and for teachers who have previously used TM in their classes

- Assessments mid-year and local exams in MP3 and at end of year will reflect the use of TM as a tool
- Continued and greater emphasis on use of common planning time for:
 - Department data meetings
 - Department grade level meetings
 - Department planning - vertically and horizontally
- Cultural emphasis on Restorative Justice
 - Use of circles in advisory time to get to know students
 - Use of circles to repair harm to the community
 - Community model to provide greater strength to
- Greater volume and quality of writing in all subjects and assessments
 - Focus on social studies, science, and math
 - Use of thinking maps to further embed writing and the reading of writing in curricula other than English
- Recommended use of English rubrics for writing structure school wide (adjusted for content)
 - Use reviewed and explored via department meetings
- More interdisciplinary instruction
 - Ex. all teachers of English and SS have met and are creating aligned units
- Continued emphasis on small 'd' data
 - 5 week data cycle - every 5 weeks looking strategically at data for each course and reviewing data as assessment tool for learning and reflection
 - Evident use of data in lesson planning - eg lesson plans will point out where data was used to determine particular parts of the lesson plan
 - PD - continuous monthly work in professional development to review data and discuss, and use in planning/instruction

NCLB

Goal 5: NCLB

Oracle Charter School will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Oracle Charter School's NCLB status for 2015-16 is in **Good Standing**.

Evaluation

In relation to this measure, Oracle Charter School has **met the goal**.

For the previous three years, Oracle Charter School has been designated a Focus Charter School under New York State's NCLB Accountability system. Through the use of data and systemic changes throughout the program we are proud to announce that we are no longer a Focus Charter School but a school in **Good Standing**.

NCLB Status by Year

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

2013-14	<i>Focus Charter School</i>
2014-15	<i>Focus Charter School</i>
2015-16	Good Standing

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

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

Goal 6.1: Absolute Measure

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

Method

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

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

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

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

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

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

Results

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2015-16²⁵

Cohort Designation	Number in Cohort	Percent promoted
2011	59	64.4% (18+ credits); 77.9% (15+ credits)
2012	109	52.3% (12+ credits); 78.8% (10+ credits)
2013	79	55.7% (6+ credits); 78.4% (5+ credits)
2014	83	51.8% (12+ credits) 72.3% (10+ credits)
2015	104	58.6% (6+ credits) 65.4% (5+ credits)

Evaluation

As demonstrated in the chart, just over half of our students from the 2013 and 2014 Cohorts are on track to graduate after their 1st and 2nd year in high school (if we apply the 6 credit per year standard to put them on track to 24 overall credits). Therefore, as the amended measure states, **we did not meet the standard**. We have also included the percentage of students who have earned on average 5 credits per year as an indication of students within range of being on track to graduate and who would meet the threshold originally established in the accountability report. In regards to those measures, over 75% of our students are within reach of graduating but have fallen slightly behind in credit attainment. As evidenced by the 2012 cohort who had an 80.5% graduation rate by June 2016, our students struggle to buy in to their education in the first couple of years in high school. This trend is further evidenced in internal behavior management data that is kept and reported monthly to the Board of Trustees. What this shows is that OCS has an incredibly strong 'At-risk' programming structure to ensure that students who fall behind early are not prohibited from graduating in four years.

*After two years in high school, the 2014 cohort is .5% behind in the percent of students earning 12+ credits during the first two years in high school. This number is encouraging and indicates that the 2014 cohort is on pace to have a high graduation rate, on par with the 2012 cohort that achieved 80.5%.

**After one year in high school, the 2015 cohort had 58.6% of its students earn 6+ credits, 6.3 percentile points higher than the 2012 cohort did at the same time in their high school career.

²⁵ Due to the timing of this report, the credit summary is taken from an eSchool report gathered at the end of the 2013-14 school year (but prior to the completion of 2014 Summer School). The information for credit accumulation therefore depicts students on track to graduate with an additional year of credits. Additionally, the report reflects a change in the standard from the original wording of the accountability standard. Instead of 5 credits, as we originally were approved for, we have modified it to reflect 6 credits per year to align with our 24 credit requirement to graduate from Oracle.

The two points identified above with *, **, are very encouraging in light of the amount of teacher attrition that the school overcame in the 2015-2016 academic year. It certainly indicates a school that a school that can adapt to overcome adversity and not fall victim to challenges

Goal 6.2: Absolute Measure

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2016, the 2014 cohort will have completed its second year.

Results

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

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

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

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

40.6% of students enrolled in the 2014 accountability cohort passed three or more Regents examinations by the conclusion of their second year in the charter school cohort

*As the Global studies Regents exams scores indicate, the 2012 & 2013 cohorts struggled significantly to pass that exam. Most recent testing data from the 2014-2015 year shows stronger performance and that we have started an upward trajectory in student performance in this area. Although this number does not meet our accountability measure it is almost 2.0% higher than the 2012 cohort which just posted a June graduation rate of 80.5 %, the highest in school history. It is interesting to note that the 2014 cohort is much smaller than the 2012 and yet had better results. Our historical graduation data runs counter to this finding, that is, the larger our cohorts the higher the graduation rate conversely the smaller the cohort the lower the graduation rate.

**Although this measure is described as "a leading indicator of the performance of high school and examines their progress towards graduation", the data indicates that the threshold of 75%, although very desirable, may not need to achieve to yield high graduation rates.*

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	87	36.8%
2010	83	55.4%
2011	69	47.8%
2012	104	30.8%
2013	72	30.6%
2014	83	46.0%

Evaluation

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

Goal 6.3: Absolute Measure

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

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2012 cohort and graduated four years later and those who entered as members of the 2011 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History or have successfully met the standards for a Local Diploma with Safety Net and RCT opportunities. Additionally, students in the 2011 cohort were able to take advantage to the new 4+1 graduation pathway adopted by NYSED. In this pathway, students can pass a second math or science Regents examination in lieu of passing one of either Global Studies exam or the United States history exam but not both. Students have through the summer to complete their graduation requirements. Additionally, OCS requires students to attain 24 credits to graduate, two more than the local district and New York State. At least four students who meant Regents testing requirements did not graduate due to not earning enough credits. Two of these students failed by two credits or less which means they would have graduated from the local district. Without the higher standard for graduation we would have had a graduation rate closer to 84.0%.

Our 4-year graduation figure rose to 80.5% for the 2012 cohort, the highest in school history.

Our average graduation rate for the last three cohorts is 74.5%, for the last four cohorts 73.2%, and for

the last five cohorts 74.4%. The evidence is very clear that we just below our absolute measure of 75.0%, however, still significantly superior to the local district. It is very interesting that the three highest cohort graduation rates also had the greatest number of students in the cohort.

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	65	61.5%
2008	86	79.1%
2009	75	69.3%
2010	78	79.5%
2011	59	63.6%
2012	87	80.5%

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

Cohort Designation	Number in Cohort	Percent Graduating
2006	51	80.4%
2007	65	69.2%
2008	85	81.2%
2009	76	71.1%
2010	76	86.8%
2011	65	66.2%

Evaluation

In the 2015-2016 school year, **Oracle met the 4-year graduation goal**. In the 2015-2016 school year, Oracle **did not meet** the 5 year goal graduation goal

Goal 6.4: Comparative Measure

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

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district²⁸. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at the time of the accountability report. However, due to the timing of this specific report, graduation rates have been released and are captured below.

Results

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	87	80.5%	3487	52.0%
2010	70	79.5%	2,534	53.0%
2011	58	63.6%	2,411	58.0%
2012	87	80.5%		

Oracle outperformed the district by approximately 22.5 percentile points, a statistically significant number especially when you compare cohort size. The past three years have demonstrated an ongoing gap between our graduation rate and the district. The average advantage in graduation rate has been 20.0 percentile points. Although the 4-year rate is predictive due to the lag in data released for the district, it is consistent with previous graduation rate levels by the local district.

²⁸ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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

Cohort Designation	Number in Cohort	Percent Graduating
2006	51	80.4%
2007	65	69.2%
2008	85	81.2%
2009	76	71.1%
2010	76	86.8%
2011	65	66.2%

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

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2006	51	80.4%	3487	52.0%
2007	65	69.2%	2618	58.0%
2008	85	81.2%	2929	52.5%
2009	76	71.1%	2623	61.0%
2010	76	86.8%	2623	61.0%
2011	65	66.2%		

The evidence in the chart above indicates a three year average for the local district of approximately 58.0%. The three most recent years of data for Oracle regarding this measure indicate an average five year rate of just over 79.0%, or about 19 percentile points better than the local district, a statistically significant difference.

Evaluation

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

Additional Evidence

Below, we have also included comparative data on both the 4 & 5-year rates for Oracle and Buffalo City Schools. Overall, a comparison of the last five cohorts demonstrate that on average we exceed the local district graduation rate, the – 18-20 percentile points.

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

Burgard Vocational High School and Bennett High School (A BPS that is now being phased out of operation by the local district) are, unlike Performing Arts, schools without criteria to attend. They are representative high school alternatives for our students if they were not to attend Oracle. As demonstrated in the New York State Report Card, their Free and Reduced Lunch rates are significantly lower than our most recently reported figures.²⁹ These two schools have minority demographics most similar to ours. Our combined diversity and FRL rates are 187, 19 points higher than Burgard, 13 points higher than Bennett, and 32 points superior to BAVPA. **Despite this, we respectively compete with the entire school district including criterion based schools or significantly outclass district schools with similar demographics by a significant margin. Despite our differences in demographics, our 2012 graduation rate nearly was approximately 36 percentile points ahead of Burgard and was approximately 35 percentile points north of Bennett. The impressive gap we have remains nearly the same when comparing 5 year graduation rates.**

²⁹ According to our BEDS Day data from October 2015.

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

	ORACLE		BAVPA	BURGARD	BENNETT
2012, 4-year graduation rate	80.5	2011, 4 year graduation rate	73%	44%	45%
2011, 4-year graduation rate	63.6%	2010 4-year rate (most recent information)	74%	39%	37%
2010, 4-year graduation rate	79.5%	2009 4-year rate	79.3%	30.7%	43.5%
Most recent release, FRL rate	95%	Most recent release, FRL rate	65%	74%	78%
Most recent release, Minority rate	92%	Most recent release, Minority rate	80%	94%	96%
Combination, Minority + FRL	187	Combination, Minority + FRL	145	168	174

Summary of the High School Graduation Goal

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

	after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	
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COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Oracle Charter School Students will be College and Career Ready upon graduation.

Goal 7.1: Comparative PSAT Measure

Each year, the average performance of students in the 11th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

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

Results

The table below presents Oracle Charter School 11th grade students' mean performance in critical Reading and Mathematics on the PSAT examination compared to the mean performance of all students taking the test in New York State. In 2015-2016, Oracle Charter School's 11th grade students earned a mean score of 36.8 in critical reading compared to a state-wide mean of 45.5 (most recent data is from the 2014 year, which was used at the time of the last report). On the Mathematics section of the PSAT, Oracle Charter School's 11th grade students earned a mean score of 37.9 (most recent data is from the 2014 year, which was used at the time of the last report).

11th Grade PSAT Performance by School Year

School Year	Number of Students in the 11 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2010-11	87	65	33.8	47.6	34.3	48.3
2011-12	72	54	35.1	45.2	33.8	46.4
2012-13	83	68	36.0	45.4	33.2	46.5
2013-14	59	42	33.2	45.5	32.4	47.0
2014-15	65	57	31.9	45.0	30.8	46.9
2015-16	69	43	36.8		37.9	

- 69 students represents the total number of students in the 2013 cohort not grade

Evaluation

Although OCS students made gains on PSAT performance in the 2015-2016 school year we **did not meet the goal**.

Goal 7.2: Comparative SAT Measure

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

Method

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

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

Results

The table below presents Oracle Charter School's 12th grade student performance on the SAT by school year. The Critical Reading SAT mean score of students in the 12th grade in 2015-2016 was 386, compared to the mean score for all test-takers in New York State of 485 (most recent data is from the 2014 year, which was used at the time of the last report). The Mathematics SAT mean of students in the

12th grade in 2015-2016 was 361, compared to the mean score for all test-takers in New York State of 502.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2010-11	54	46	401	491	368	505
2011-12	76	55	364	485	365	499
2012-13	61	47	340	485	341	501
2013-14	70	63	372	485	358	502
2014-15	59	51	354		345	
2015-16	77	69	386		361	

Evaluation

Although OCS score better than in prior years we **did not meet the goal** in 2015-2016.

Goal 7.3: New York State Aspirational Performance Measure

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

Method

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

Results

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

Percent of Graduates Meeting the Aspirational Performance Measure³¹

Cohort	Charter School	Statewide
2007	0.0	34.7
2008	2.9	35.3
2009	1.9	37
2010	8.5	38
2011	5.1	Not available at this time
2012	14.0	Not available at this time

Evaluation

Although we more than doubled our performance in this measure from last year, we **did not meet the goal** for the 2012 Cohort and although we do not state data more recent than for the 2010 cohort, we remain a significant distance behind the state achievement. There were a number of examinations of the IRS Data Release website, but there was only desegregated data by districts and demographics. There did not appear to be a statewide average.

Goal 7.4: Advanced Diploma Measure

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

Method

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

Results

The table below presents the percentage of seniors graduating from Oracle Charter School in the 2012 Cohort who earned Regents diplomas with Advanced Designation compared to students graduating

³¹ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

from Buffalo Public Schools' 2011 Cohort. Only 1.4% of graduates in the 2012 Graduation Cohort received Advanced Designation diplomas.

Percent of Graduates with a Regents Diploma with Advanced Designation³³

Cohort	Charter School	School District
2007	1.5%	15.0%
2008	8.1%	12.0%
2009	5.3%	12.0%
2010	9.7%	7.0%
2011	0.0%	
2012	1.4%	

Evaluation

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

Goal 7.5: College Credit Measure
 Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

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

Results

The 2012 Cohort scores \

³³ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

goal to achieve college credit for 75 percent of our graduating students is a high bar, but we believe that this measure, combined with the College and Career Readiness standards, will drive achievement and motivation for students and staff.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent of a College Level Course
2008	68	7.4%
2009	52	5.8%
2010	62	11.3%
2011	42	7.1%
2012	70	7.1%

Evaluation

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

Goal 7.6: College Acceptance Measure

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

Method

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

Results

The table below presents college acceptance for Oracle Charter School's graduating classes of seniors. The Class of 2016 graduated with 85.7% of students earning acceptance into college programs.

College Acceptance Rates of High School Graduates						
Graduation Year	# of Students Graduating	Percent of Graduates with College Enrollment	# of Student Entering 4 Year College Programs	Percent of Graduates Entering 4 Year College Programs	# of Student Entering 2 Year College Programs	Percent of Graduates Entering 2 Year College Programs
2009	37	91.9%	10	27.0%	24	64.9%
2010	44	93.2%	13	29.5%	28	63.6%
2011	40	90.0%	12	30.0%	24	60.0%
2012	68	89.7%	25	36.8%	36	52.9%
2013	52	88.4%	17	32.7%	29	55.8%
2014	62	91.9%	25	40.3%	32	51.6%
2015	42	92.9%	12	28.6%	27	64.3%
2016	70	85.7%	32	45.7%	28	40.0%

Evaluation

For the Class of 2016, we did **met the measure**. We narrowly missed the 90% threshold of the accountability measure. Interestingly, we have the highest of percentage of acceptance into a 4 year college program than of any other cohort.

Goal 7.7: School Created College Matriculation Measure

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

Method

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

Data on Oracle Charter School graduates' college enrollment and persistence is obtained through the National Student Clearinghouse, a subscription service which tracks high school graduates post-secondary enrollment and progress toward degree attainment. We access the information through our

local WNYRIC partnership. Students are tracked by institution level (two- or four-year programs), type (public and private institutions), and location (in- and out-of-state institutions).

Results

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

Unfortunately, when College Counselors changed at OCS, our membership with the National Student Clearinghouse lapsed and we are unable to complete this data table at this time for the 2014, 2015 & 2016 graduation years. We have been in contact with the National Student Clearinghouse and are renewing our membership immediately. However, we will be unable to access the required data before November 2016. Going forward, the data for the entire table will be thoroughly completed in the 2016-2017 Accountability Report. If permissible, we would like to forward a revised report with this table and the following table accurately completed.

Percent of Graduates Who Matriculate in a College Program the Year after Graduation			
Graduation Year	# of Students Graduating	% of Students Matriculating at Any Point in Year after Graduation	
2009	37	67.6%	
2010	44	82.0%	
2011	40	72.5%	
2012	68	64.7%	
2013	52	32.7%	
2014	42	n/a	
2015	58	n/a	
2016	70		
AVERAGE		63.9%	

Evaluation

In relation to this measure, at this time Oracle Charter School is not able to accurately report its performance on this measure. However, OCS did not meet the goal for the last three graduating cohorts.

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

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

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

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

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

Percent of Graduates Enrolled in College Programs at Any Time in the							
Year after High School by Institution Level, Type, and Location							
Graduation Year	# of Students Graduating	% of students by Institution Level		% of students by Institution Type		% of students by Institution Location	
		4 Year	2 Year	Public	Private	In-State	Out-of-State
2009	37	21.6%	51.4%	62.2%	5.4%	62.2%	5.4%
2010	44	24.0%	62.0%	62.0%	24.0%	80.0%	4.0%
2011	40	17.5%	57.5%	65.0%	10.0%	70.0%	2.5%
2012	68	30.9%	39.7%	44.1%	23.5%	60.3%	4.4%
2013	52	9%	28%	32%	4%	36%	0%
2014							
2015							
2016							
AVERAGE		20.60%	47.72%	53.06%	13.38%	61.70%	3.26%

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 11 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and	Did Not Achieve

	mathematics.	
College Preparation	The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	The percent of graduating students will graduate with a Regents diploma with Advanced Designation will exceed the local district.	Did Not Achieve
College Attainment	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Actively searching for this data
	Each year, 90% of graduates will be accepted into a 2- or 4-year college.	Did Not Achieve
Optional Measure	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve

ACTION PLAN

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

School-Wide Objectives:

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

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

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

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

Gap:

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

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

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

Rationale for Gap:

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

Action Plan Strategies:

1. Weekly meetings between Head of School, CIO, and Counseling Department to update progress of at-risk students (evolved from targeted seniors to include juniors in 201)
2. Teachers will prepare students at the 12th grade to sit for the College Level Examination Program (CLEP), AP courses.
3. The ELA and Social Studies department will offer CLEP classes to 11th grade students as a

purposeful scaffold for students prior to enrolling in AP classes during senior year. Students that do not pass the CLEP exam in 11th grade will be prepared in 12th grade to take the exam as seniors.

4. Mastery learning concepts (charts, repetition of material and opportunities retake assessments until concepts are mastered).
5. Public displays and celebrations of achievement and mastery to promote student achievement and college acceptance.
6. The newly created position of Director of Community Relations & Outreach will actively seek out opportunities to link school to the community and future careers so that students invest in the education earlier in high school.

OPTIONAL GOALS

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

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

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

8.1: Absolute Measure

Oracle will host 10 community involvement events by May 3, 2016.

Method

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

Results

The Dean of Students that oversaw these activities and the Parent Teacher Organization is no longer with us and did not provide us with evidence regarding this measure prior to his departure. The newly created position of Director of Community Relations and Outreach now oversees parental engagement and will be tasked with accurately recording these activities.

Evaluation

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

Goal 8.2: Absolute Measure

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

Method

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

Results

According to the information we have collected from our activity tracker in the 2015-2016 year, we had at least 180 different students involved in an after school activity or club. We believe that this number is lower than the actual student count due to a few inconsistencies in tracking methodology. In 2016-2017 the Director of Student Life will incorporate a more exact tracking system to accurately capture student involvement throughout the school year.

School Year	Total Enrollment	% of students involved in at least one activity or club
2013-14	367	37.9%
2014-15	The tracking system utilized this past year did not accurately capture this metric	n/a
2015-2016	369 Based on conservative estimates from coaches and club facilitators OCS has approximately 180 unique students participate in at least one extracurricular activity	48.7%

Evaluation

In the 2015-2016 school year we were only slightly above our overall goal of 45% of our students involved in at least one activity or club, however, we believe that we may have surpassed that goal by an even wider margin but do not have the data to prove it at this time.

Goal 8.3: Absolute Measure

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

Method

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

Results

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

Evaluation

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

During the 2015-2016 school year, the new counselor was not properly trained to record information pertaining to this measure. As in most years, the majority of activities and offerings remains remarkable stable. However, we do not believe we can accurately report a reliable number for this measure.

For the 2016-2017 school year, the newly created position of Director of Community Relations and Outreach will be actively making connections between school and the external community to provide students with these valuable experiences. Additionally, she has already been instructed to collect an extensive log of such activities so our reporting is as accurate as possible.

Goal 8.4: Absolute Measure

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

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

Method

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

Results

As demonstrated in the charts below, Oracle has achieved some significant success in terms of our optional measures for these three marginalized groups of students. In our 2012 Graduation Cohort, students were classified as special education and 66 were classified as general education.

Oracle SPED v. GEN Ed comparison

	Oracle Total Cohort # SPED	Oracle SPED %	GEN ED Total Cohort #	Oracle GEN ED %	Met / Not Met
Total Cohort	10		77		
Graduated	6	60.0%	64	83.1%	<i>Not Met</i>
AD Diploma	0	0%	2	2.6%	
Regents Diploma	3	30.0%	60	78.0%	
Local Diploma	3	30.0%	2	2.6%	
Dropout	3	30.0%	6	6.9%	
Still Enrolled	1	1.0%	4	4.6%	
	Oracle Acct Cohort # SPED	Oracle SPED Pass Rate	GEN ED Acct Cohort #	Oracle GEN ED Pass Rate	
ELA Regents	9	33.0%	66	85.6%	<i>Not Met</i>
Math Regents	9	80.0%	68	88.0%	<i>Not Met</i>
Science Regents	9	70.0%	70	91.0%	<i>Not Met</i>
Global Regents	9	40.0%	67	87.0%	<i>Not Met</i>
US History Regents	9	40.0%	65	84.4%	<i>Not Met</i>

African-American Male Graduation Rate

	Oracle Cohort, African-American Males	Oracle African-American Male Graduation Rate	Buffalo African-American (Male and Female) and Total Male Graduation Rate	Met / Not Met
2010	21	81.0%	47% (Total African-American); 45% (Total African American Male)	<i>Met</i>
2011	17	81.0%	57.0% (Total African-American) 53% (Total African American Male)	<i>Met</i>
2012	37	86.1%	BPS demographic data did not significantly change in one year.	<i>Met</i>

English Language Learner Graduation Rate

Cohort	Oracle Cohort, ELL	Oracle ELL Graduation Rate	Buffalo ELL Graduation Rate	Met / Not Met
2010	2	100%	24%	<i>Met</i>
2011	8	37.5%	25.0%	<i>Met</i>
2012	1	100%		<i>Met</i>

Evaluation

Oracle's SPED graduation rate was lower than the Gen Ed graduation rate. The new Coordinator of Student Interventions (COSI) is reviewing the data and program elements to identify why the gap occurred and provide an action plan to rectify the situation immediately.

Oracle's African-American male graduation rate is a point of pride for our school. Though the state has not released African-American male graduation information, it can be inferred from the information available that Oracle significantly outperformed Buffalo Public Schools' African-American male graduation rate. The 2012 Cohort had an 86.1% graduation rate for African American males. Previously the 2011 & 2010 Cohorts both had an 81% four year graduation rate significantly superior to the district, state, and national numbers. For three consecutive years, this underserved demographic group has graduated at a rate that exceeds our school graduation rate, the district graduation rate and the New York State graduation rate. As a school our 2011 Cohort graduation rate was just below 64.0% As a school, OCS is proving that it is an excellent choice in the city of Buffalo for this demographic group.

Oracle's ELL graduation rate for the 2012 Cohort was only 100%. There was only one student. Currently, ELL's in other cohorts are performing well and we are convinced that our future data will be much more in line with that of the 2010 not 2011 cohort.