Explore Excel Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute:

October, 2018

By Explore Excel Charter School

Excel Lower School Campus

1077 Remsen Avenue
Brooklyn, NY 11236

718-303-3245

And

Excel Upper School Campus

956 East 82nd Street

Brooklyn, NY 11236

347-289-9555

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Explore Schools Inc. prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Hank Mannix	Finance Committee, Board Chair
Jana Reed	Finance and Accountability Committee, Vice-Chair
Peter Walker	Finance Committee, Treasurer
Robert Archer	Parent Representative
Angie Brice Thomas	Accountability Committee, Member
Lindsey Danon	Accountability Committee, Member
Morty Ballen	Member

Karen Francois has served as the Principal since August of 2015 in the Lower School Campus.

Nadia Despenza began as Excel Upper School Campus Resident Principal in 2017, and she has served as the Principal of the Upper School Campus since July 2018.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Explore Excel Charter School is a public charter school currently serving grades K-8 in Canarsie, Brooklyn. Excel opened in 2011. Excel's mission is to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. In the 2017-18 school year, Excel served 549 students as of June 27, 2018

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2013-14	58	59	57	60	64	62				360
2014-15	59	60	59	59	61	62	62			422
2015-16	58	60	62	58	57	60	63	59		477
2016-17	54	59	55	58	58	60	58	62	56	511
2017-18	63	62	61	60	63	55	69	56	60	549

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Explore Excel Charter School students will meet grade level expectations in English.

BACKGROUND

For the 2017-18 school year, Excel Charter School used the Core Knowledge Language Arts Skills and Listening & Learning Strands for grades K-2 and Expeditionary Learning in cohort with Teachers College Writing curriculum, Words Their Way, and Grammar Works, for grades 3-8. In addition, the school reserved a block for independent reading, and students who are reading below grade level as per F&P also receive guided reading or Leveled Literacy Intervention. Excel also offers students four periods per week of Close Reading where they read short grade-level texts and dissect the main ideas and craft and structure moves in order to build independence as readers. Students are now taught to closely read a cold text, identify the genre and central idea, and then analyze the text throughout all subject areas.

In April 2017, Excel partnered with Lavinia Group to train teachers on close reading strategies. This work includes dedicated professional development during pre-service and the school year with consultants from Lavinia Group working directly with Excel teachers and leaders.

ESI has also invested in further building out its Program Team. In May 2018, we hired a Senior Director of Literacy. She, along with a Network Literacy Specialist, is working to ensure Excel leaders have the tools, resources and access to high quality trainings for literacy instruction.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grades in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	58		1			59
4	58					58
5	53					53
6	66					66
7	55					55
8	59					59
All	349		1			350

RESULTS AND EVALUATION

Students enrolled in at least their 2nd year at Excel performed at 51% proficiency in ELA. This missed the measure by 24 percentage points. However, while we did not achieve this measure, we did see significant growth (13.2 percentage point growth over 2016-17) overall, and 4 of our 6 testing grades grew by over 15 percentage points from 2016-17. In addition, our 6th graders who have been at Excel for 2+ years more than doubled their proficiency levels, increasing by over 20 percentage points from 21.3% in 2016-17 to 52.19 in 2017-18.

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

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	60.3%	58	59.6%	52
4	62.1%	58	67.4%	46
5	47.2%	53	54.1%	37
6	45.5%	66	52.9%	51
7	29.1%	55	28.8%	52
8	47.5%	59	46.4%	56
All	48.7%	349	51.0%	294

ADDITIONAL EVIDENCE

This year, Excel students in at least their 2nd year grew 13 percentage points over the previous year.

We believe this is a direct result of multiple changes implemented in 2017-18, including our partnership with Lavinia Group to implement close reading strategies. With this continued partnership, coupled with a stable school leadership team, we expect to see continued growth in 2018-19. We also credit this growth to the implementation of systematic and cohesive processes for collecting and responding to data.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38.78%	49	36.7%	49	59.6%	52
4	35.71%	42	50.0%	46	67.4%	46
5	13.64%	44	33.3%	48	54.1%	37
6	17.31%	52	21.3%	47	52.9%	51
7	33.33%	54	34.6%	52	28.8%	52
8			51.0%	49	46.4%	56
All	**27.80%**	**241**	**37.8%**	**291**	51.0%	294

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Our performance index for the 17-18 academic year in English Language Arts was 142.5

As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	16%	36%	32%	17%

PI	=	36	+	32	+	17	=	85
				32	+	17	=	49
					+	(.5)*[17]	=	[8.5]
						PI	=	142.5

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[2]

RESULTS AND EVALUATION

Excel met this measure. Students in at least their 2nd year at Excel outperformed their local district by 11 percentage points. Additionally, of the 6 grades, 5 outperformed their district counterparts.

This growth can be attributed to many factors, including but not limited to:

a) More intentional teacher coaching using thoughtful termly benchmarks
b) Stable instructional leadership with experience working at Excel
c) Partnership with Lavinia Group to train teachers on close reading strategies
d) Systematic and cohesive processes for setting benchmarks and responding to data

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	59.6%	52	39.6%	1078
4	67.4%	46	41.2%	1090
5	54.1%	37	29.6%	1158
6	52.9%	51	37.0%	1061
7	28.8%	52	32.2%	1101
8	46.4%	56	45.9%	1056
All	51.0%	294	39.6%	1078

ADDITIONAL EVIDENCE

Overall, students in at least their 2nd year Excel outperformed local district students in ELA. All grades except 7th outperformed the district equivalent in ELA. From 2017 to 2018, all but 2 grades at Excel experienced significant growth from 2017 to 2018. Excel widened the gap between itself and the district from 2017 to 2018, moving from 4.5% ahead to 13.5% ahead.

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	36%	36%	36.7%	34.4%	59.6%	39.6%
4	35%	35%	50.0%	37.4%	67.4%	41.2%
5	28%	28%	33.3%	27.2%	54.1%	29.6%
6	26%	26%	21.3%	20.7%	52.9%	37.0%
7	27%	27%	34.6%	34.9%	28.8%	32.2%
8			51.0%	44.1%	46.4%	45.9%
All	**30%**	**30%**	**37.8%**	**33.3%**	51.0%	37.5%

Goal 1: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**82.8%**	58	60.3%			
4	**77.6%**	58	62.1%			
5	**69.8%**	53	47.2%			
6	**74.2%**	66	45.5%			
7	**80.0%**	55	29.1%			
8	**76.3%**	59	47.5%			
All	**76.8%**	349	48.7%			

School's Overall Comparative Performance:
As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

ADDITIONAL EVIDENCE

As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-6					
2015-16	3-7	79.6	296	26.2	27.2	-0.09
2016-17	3-8					

Goal 1: Growth Measure[3]

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

METHOD

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

[3] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[4]

RESULTS AND EVALUATION

As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

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

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	44.9	61.6		50.0
5	40.4	51.5		50.0
6	41.8	50.8		50.0
7		58.2		50.0
8				50.0
All	**42.3**	**55.3**		50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

We achieved the first comparative measure. We did not meet the first absolute measure. We do not currently have sufficient information from our Authorizer to determine the remaining goals. Once we receive this information we will make adjustments to the report and submit via email.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not achieve

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

Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	

ACTION PLAN

Curriculum

K-2:

In grades K-2, we have a renewed focus on Foundational Skills. By removing non-essential elements, we have made room for teachers and students to devote more time and energy to Foundational Skills using a standards aligned curriculum (Core Knowledge). In a change this year, all of our students receive Foundational Skills, while below grade level students receive Skills twice ("Skills double dose") based on data.

In order to ensure students are learning to think critically about texts and the choices authors make to communicate meaning, we have added an Interactive Read-Aloud (IRA) and/or Close Reading to our instructional program in K-2.

3-5:

In grades 3-5, we are implementing the revised EL modules fully, including the writing component. We removed TC Writing to allow teachers to focus more fully on EL. For our below level readers, we use assessment data (F&P, Interim Assessments) to choose the appropriate intervention (CKLA Skills, Wilson, LLI, etc.) to remediate their reading gaps.

6-8:

In grades 6-8, we are partnering with Expeditionary Learning to pilot their new EL modules. The new modules are designed to have greater alignment to the CCSS with an emphasis on critical thinking and reading complex texts.

All grades:

We have strengthened our approach to unit and module planning. Our teachers now begin their planning process by examining the unit or module assessment, then they design their instruction to ensure students learn the skills tested by the assessment.

ENL students:

In grades K-2, we have implemented Language Studio. This is a content-based companion program of Core Knowledge for ENL students.

In grades 3-8, we have implemented Sheltered Instruction Observation Protocol (SIOP), an approach to teaching English to non-proficient speakers. SIOP uses an approach to close reading that aligns to the program we are implementing through our partnership with Lavinia Group.

Approach to data-driven instruction

In 2018-19, Excel will continue to set End of Year (EOY) measures tied to official assessments. In ELA, these assessments include state exams, Fountas & Pinnell, Core Knowledge Skills, and the NYSESLAT. In a change this year, we've added measures designed to target special populations, including: students with disabilities, ENL, etc. Excel has also adopted cycle measures that identify intervals for improvement on internal assessments in order to be on track to meet EOY measures. Teachers use these measures to set classroom level goals and track progress toward them throughout the year.

Progress toward benchmarks is tightly monitored, through weekly data tracking of student outputs aligned to each measure, and through teacher observations, feedback and professional development aligned to a focused set of teacher inputs. Almost all network driven professional development and resource creation is aligned to the benchmarks with student outputs and teacher inputs identified termly. Student outputs are defined as observable student behaviors that indicate progress toward achieving the cycle and EOY measures. Teacher inputs are defined as observable strategies and actions teachers can take that will lead to the student outputs.

This year, Excel is using Power BI, a data analysis software, to simplify the process for viewing progress on these teacher inputs and student outputs. This allows teachers and leaders to access real-time data and make immediate instructional changes. In addition, Excel has streamlined the process for collecting benchmark data. All data is now collected through Illuminate, Excel's student information system.

Strategic Planning

In addition to the steps listed above, ESI is currently implementing a three-year strategic plan that will guide the organization through the next charter term and accelerate results. Through a nine-month rigorous process with Mr. Evan Rudall, a seasoned CEO of a high-performing CMO (Uncommon Schools), the Board approved a strategic plan that prioritizes resources in service of five priorities proven to yield results. The two strategic priorities that impact ELA instruction are:

- Develop and implement clear and coherent K-8 literacy and math vision and program consistent with Explore Network's core beliefs, vision, and mission.
- Develop and implement instructional enabling systems that increase rigor and use data to drive instruction.

While these strategic priorities are straightforward, they each have associated milestones and benchmarks, which will force ESI (and Excel) to allocate resources to achieve the priorities and accelerate student outcomes next term.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Explore Excel Charter School students will meet grade level expectations in Math.

BACKGROUND

The shift to the Common Core State Standards (CCSS) required the network to reevaluate its curricular materials and approach to supporting math instruction at the school level. In the 2015-16 school year, ESI added a Director of Math position who would develop and deliver quality professional development sessions and provide instructional coaching for leaders and teachers. In the Spring of 2016, ESI decided to re-invest in the TERC Investigations math curriculum for the 2016-17 school year, as a newer, CCSS-aligned version of that curriculum had just been released. About 16 months later, the following year's math results showed a decline; by the first week of September 2017, ESI engaged the services of Student Achievement Partners (SAP), a nationally-renowned organization founded by one of the authors of the Common Core, to audit the network's math program. SAP found that the newly released TERC Investigations curriculum did not fully align with the CCSS for grades 3-8. When reviewing available CCSS-aligned curriculum options, we found that the Achievement First (AF) curriculum not only aligned to the CCSS and NYS math exam, but also includes materials and student practice work aligned to our goals of building critical thinking skills, conceptual understanding and strong scholarly work habits. In addition, we found that schools using AF Math had good results on the NYS math exam. Recognizing the need to immediately provide students with a stronger curriculum, Excel adopted the AF Math curriculum in grades 3-8 in October 2017. Excel used the 2017 Common-Core Aligned Investigations anchor curriculum in math for Grades K – 2. *(Note: According to EdReports, TERC Investigations is CCSS-aligned in K-2, unlike the same curriculum in 3-8.)*

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	59					59
4	58					58
5	52					52
6	66					66
7	54				1	55
8	59					59
All	348					349

RESULTS AND EVALUATION

Excel students in at least their 2nd year did not meet this measure for Math. Excel missed this measure by 27.1% points. However, we demonstrated significant growth in this area from 2016-17 to 2017-18, increasing our overall proficiency rate by 12 percentage points, jumping from 35.9% to 47.9%. Proficiency for 3rd graders at Excel exceeded the 75% measure by nearly 10 percentage points, with 84.6% of students achieving proficiency.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	86.4%	59	84.6%	52
4	69.0%	58	65.2%	46
5	50.0%	52	58.3%	36
6	28.8%	66	31.4%	51
7	35.2%	54	33.3%	51
8	22.0%	59	21.4%	56
All	48.3%	348	47.9%	292

ADDITIONAL EVIDENCE

Overall, students in at least their 2nd year at Excel grew by 12 percentage points over last year's math performance. Grades 3 and 4 continue to be high performing. 7th graders experienced the most growth this year, increasing by 25.5 percentage points.

Mathematics Performance by Grade Level and School Year

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61.22%	49	53.1%	49	84.6%	52
4	59.52%	42	67.4%	46	65.2%	46
5	25.00%	44	34.8%	46	58.3%	36
6	17.65%	51	17.0%	47	31.4%	51
7	37.04%	54	7.8%	51	33.3%	51
8			37.5%	48	21.4%	56
All	**39.58%**	**240**	**35.9%**	**287**	47.9%	292

Goal 2: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Our performance index for the 17-18 academic year in Math was 132. As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	29%	23%	27%	22%

PI	=	23	+	27	+	22	=	72
				27	+	22	=	49
					+	(.5)*22	=	11
						PI	=	132

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[6]

RESULTS AND EVALUATION

Excel met this measure. Excel students in at least their 2nd year outperformed district students in Math by nearly 18 percentage points. All grades except 8th outperformed their district equivalents.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	84.6%	52	43.7%	1104
4	65.2%	46	33.8%	1119
5	58.3%	36	27.3%	1180
6	31.4%	51	23.7%	1073
7	33.3%	51	24.5%	1111
8	21.4%	56	28.8%	1045
All	47.9%	292	30.3%	6632

ADDITIONAL EVIDENCE

Students enrolled in at least their 2nd year at Excel have outperformed the district 3 years in a row in math. All but 2 grades exceeded their 2017 performance. 3rd graders achieved the highest proficiency at 84.6%. From 2016-17 to 2017-18, Excel widened the gap between itself and the district, moving from 10.9% ahead to 17.6% ahead.

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	61.22%	31%	53.1%	37.5%	84.6%	43.7%
4	59.52%	26%	67.4%	26.9%	65.2%	33.8%
5	25.00%	22%	34.8%	25.3%	58.3%	27.3%
6	17.65%	23%	17.0%	20.5%	31.4%	23.7%
7	37.04%	19%	7.8%	22.6%	33.3%	24.5%
8			37.5%	15.5%	21.4%	28.8%
All	**39.58%**	**24%**	**35.9%**	**25.0%**	47.9%	30.3%

Goal 2: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**83.1%**	59	86.4%			
4	**77.6%**	58	69.0%			
5	**71.2%**	52	50.0%			
6	**74.2%**	66	28.8%			
7	**81.5%**	54	35.2%			
8	**76.3%**	59	22.0%			
All	**77.3%**	348	48.3%			

School's Overall Comparative Performance:

As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-6					
2015-16	3-7	79.6	295	36.3	29.2	0.36
2016-17	3-8					

Goal 2: Growth Measure[7]

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

METHOD

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

[7] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[8]

RESULTS AND EVALUATION

As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

ADDITIONAL EVIDENCE

As communicated with our Authorizer, we are waiting on additional data points in order to populate and react to this element of the APPR. Once we receive this information we will make adjustments to the report and submit via email.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	46.9	61.7		50.0
5	19.5	27.5		50.0
6	31.5	46.5		50.0
7		71.7		50.0
8				50.0
All	**32.5**	**51.8**		50.0

[8] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

We achieved the first comparative measure. We did not meet the first absolute measure. We do not currently have sufficient information from our Authorizer to determine the remaining goals. Once we receive this information we will make adjustments to the report and submit via email.

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

ACTION PLAN

Curriculum

In 2018-19, Excel is continuing to use the 2017 Common-Core Aligned Investigations anchor curriculum in math for K – 2 with the addition of Achievement First (AF) Math Stories to increase rigor of content through contextual application of mathematical knowledge and skills. In Grades 3 - 8, Excel is continuing to use AF Math Lessons.

In the spring of 2018, Excel decided to formalize our partnership with AF. As a result, our leaders and teacher leaders were given official training in implementation of Math Stories and AF Math Lessons. In the summer of 2018, we turnkeyed this training to all teachers.

In K-5, we recognized a need for more time in math to respond to data (in addition to teaching core content). To address this, we extended the math block from 60 to 90 minutes. Teachers use this additional time to conduct spiraled review and reteach, based on data from weekly math quizzes.

For Grades 3 - 8, Excel is utilizing weekly math quizzes to progress monitor student learning. In grades K-2, teachers are implementing Math Stories assessments to track progress on Math Stories implementation.

Approach to data-driven instruction

In 2018-19, Excel will continue to set End of Year (EOY) measures tied to official assessments. Excel has also adopted cycle measures that identify intervals for improvement on internal assessments in order to be on track to meet EOY measures. Teachers use these measures to set classroom level goals and track progress toward them throughout the year. In a change this year, we are using AF's interim assessments to measure our progress toward our EOY measures. These assessments are normed across AF's many schools. They are also blind assessments, adding to the fidelity of the data.

Progress toward benchmarks is tightly monitored, through weekly data tracking of student outputs aligned to each measure, and through teacher observations, feedback and professional development aligned to a focused set of teacher inputs. Almost all network driven professional development and resource creation is aligned to the benchmarks with student outputs and teacher inputs identified termly. Student outputs are defined as observable student behaviors that indicate progress toward achieving the cycle and EOY measures. Teacher inputs are defined as observable strategies and actions teachers can take that will lead to the student outputs.

This year, Excel is using Power BI, a data analysis software, to simplify the process for viewing progress on these teacher inputs and student outputs. This allows teachers and leaders to access real-time data and make immediate instructional changes. In addition, Excel has streamlined the process for collecting benchmark data. All data is now collected through Illuminate, Excel's student information system.

Strategic Planning

As mentioned in the Action Plan for ELA, we are currently implementing a three-year strategic plan that will guide the organization through the next charter term and accelerate results. The plan prioritizes resources in service of five priorities. The two strategic priorities that impact Math instruction are:

- Develop and implement clear and coherent K-8 literacy and math vision and program consistent with Explore Network's core beliefs, vision, and mission.
- Develop and implement instructional enabling systems that increase rigor and use data to drive instruction.

While these strategic priorities are straightforward, they each have associated milestones and benchmarks, which will force ESI (and Excel) to allocate resources to achieve the priorities and accelerate student outcomes next term.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

In 2017-2018, Excel Charter School employed a full-time K-4 science teacher, a full-time 5-6th grade science teacher, and a full-time 7-8th grade science teacher. Excel's Science curriculum is designed to promote inquiry, problem solving skills and exposure to 21st century learning and skills. Science teachers develop their own lessons based on best practices in the field, and they partner with school leaders to ensure the lessons are rigorous and aligned to NYS standards. In January 2018, we hired Dr. David Purvis, a veteran science instructor and consultant recommended to us by Success Academy to work with our network's science teachers to examine their lessons plans and curriculum to ensure alignment with the NY Science Standards. Dr. Purvis has decades of experience working in science education, and he worked with Success Academies to design their science curriculum. He provides group professional development to all network science teachers, and he also provides one-on-one coaching and lesson plan feedback to individual teachers.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Overall, students in at least their 2nd year at Excel did not meet this measure. Excel fell short by 18.1 percentage points.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	76.1%	46		
8	41.1%	56		
All	56.9%	102		

ADDITIONAL EVIDENCE

Although students in at least their 2nd year at Excel outperformed 2017 students, they fell short of meeting the measure. 4th graders at Excel have continued to meet this measure each year. 8th

graders, although not meeting the measure, demonstrated significant growth. They more than doubled their rate of proficiency, moving from 17% to 41.1%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	79.59%	49	84.8%	46	76.1%	46
8			17.0%	47	41.1%	56
All	**79.59%**	**49**	**50.5%**	**93**	56.9%	102

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

At this time, we have not received access to district science performance data and therefore cannot determine comparative performance.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[9]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	76.1%	46		
8	41.1%	56		
All	56.9%	102		

[9] This table uses the prior year's results as 2017-18 district science scores are not yet available.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	79.59%		84.8%		76.1%	
8			17.0%		41.1%	
All	**79.59%**		**50.5%**		56.9%	

SUMMARY OF THE SCIENCE GOAL

We did not achieve the absolute measure. We do not currently have sufficient information from our Authorizer to determine the remaining goal. Once we receive this information we will make adjustments to the report and submit via email.

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

ACTION PLAN

Excel Charter School plans to continue implementing a rigorous, standards aligned science curriculum in 2018-19. 2 of Excel's 3 science teachers returned to Excel this year, and we expect this stability and experience will lead to further growth. In addition, as stated previously, we attribute much of our growth to our partnership with an external science consultant, Dr. David Purvis. He began his work in January 2018, and he was not present for the beginning of the 2017-18 school year. During 2018-19, we expect Dr. Purvis's work to be even more impactful, as we will be partnering with him throughout the entire year. Finally, we plan to hold network-wide professional development sessions for science teachers on each of our 4 staff in-service days in 2018-19.

GOAL 4: ESSA

Goal 4: ESSA

Explore Excel will make adequate yearly progress.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

We are currently waiting for additional information from our authorizer regarding our ESSA Status during the 17-18 school year. However, Excel has been a focus school for the past two years.

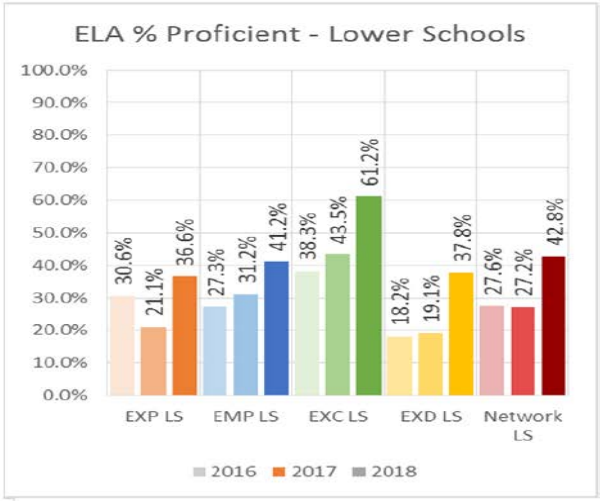
Accountability Status by Year

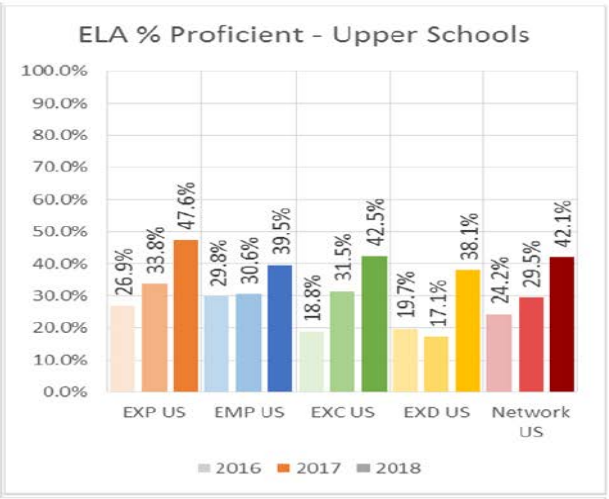
Year	Status
2015-16	Focus School
2016-17	Focus School
2017-18	

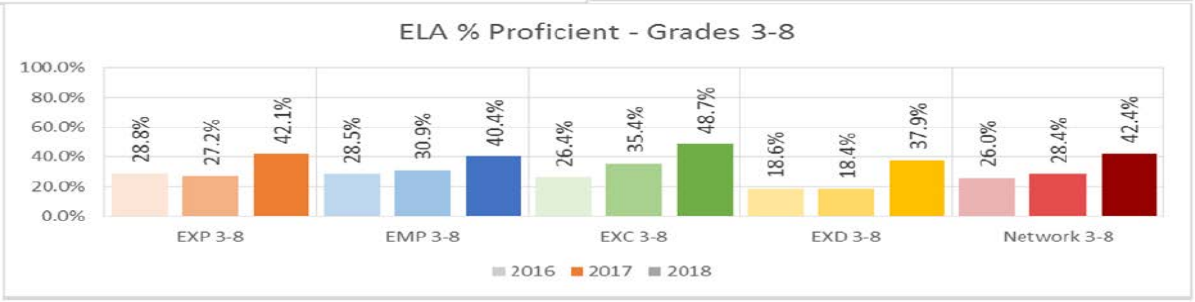
APPENDIX A: SUPPLEMENTARY TABLES

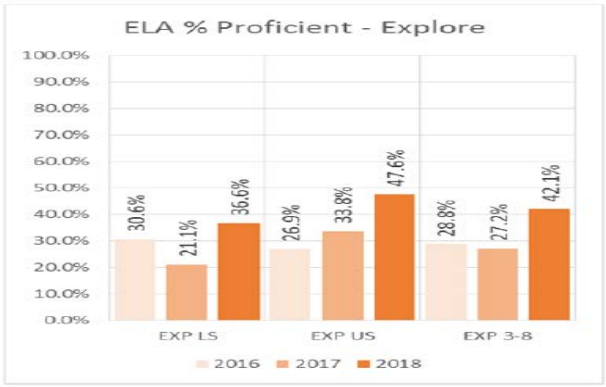
See attached appendix for further analysis charts relating to State Test Score data analysis.

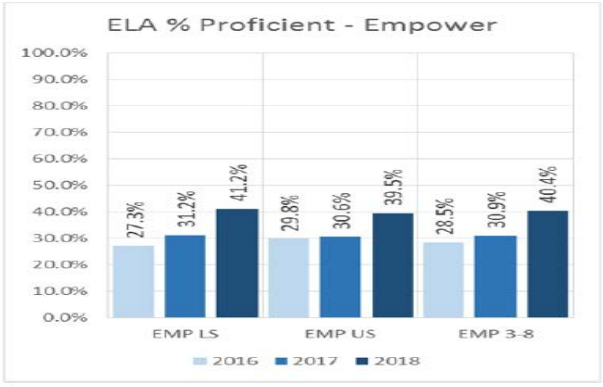
ELA 2016-2018

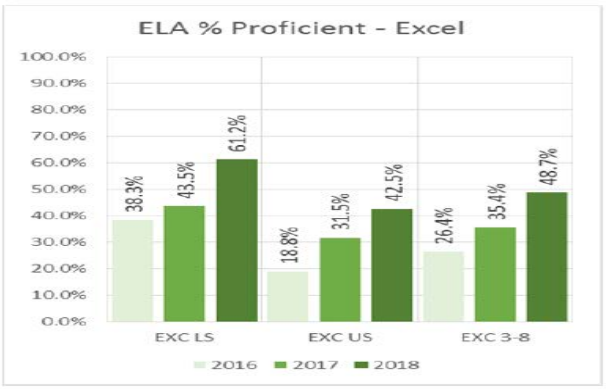


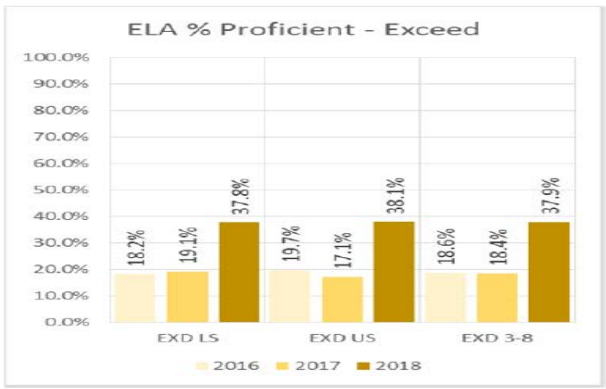




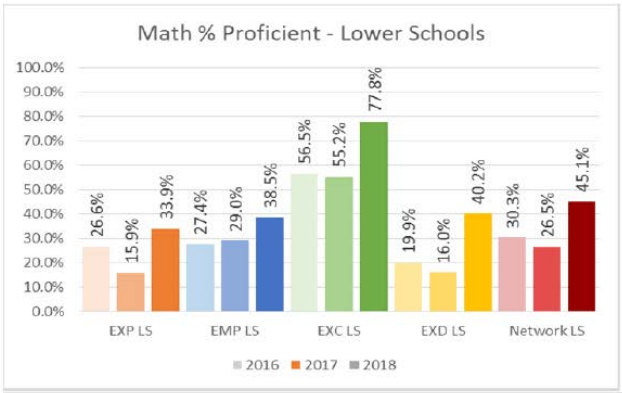


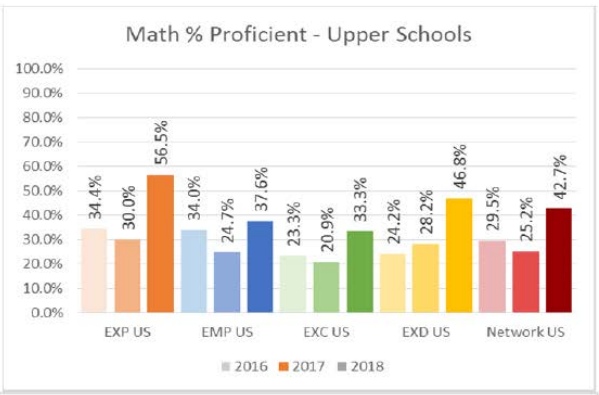


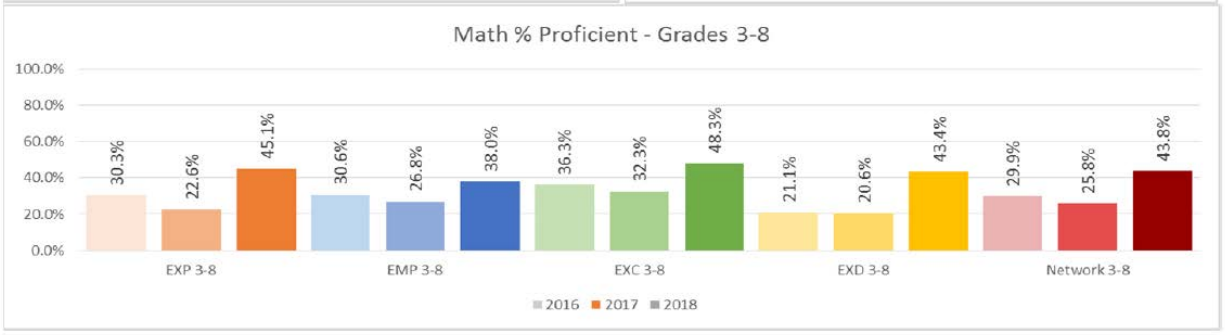


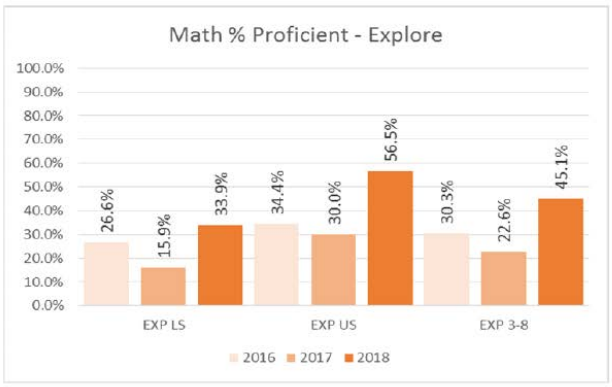


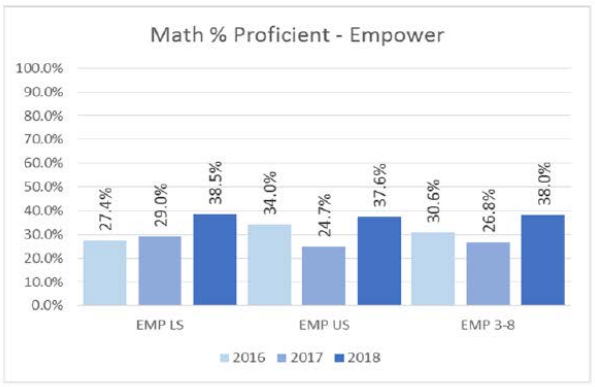
Math 2016-2018

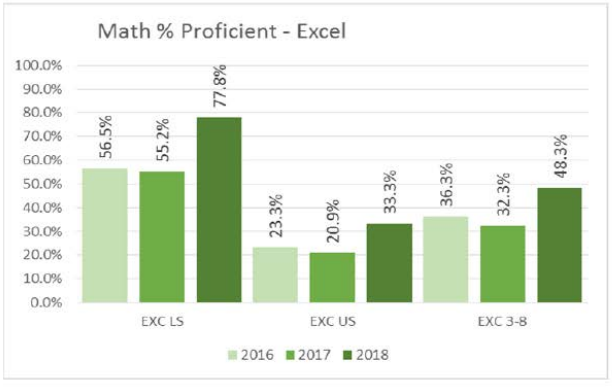


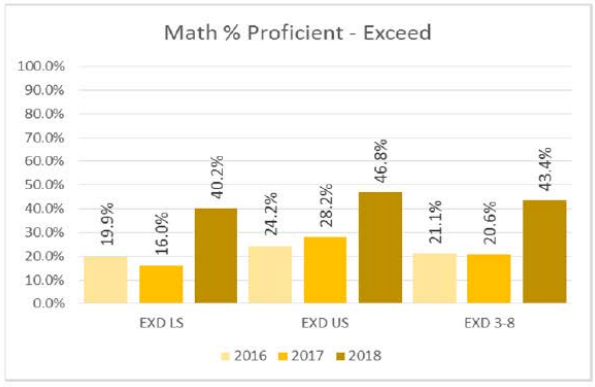




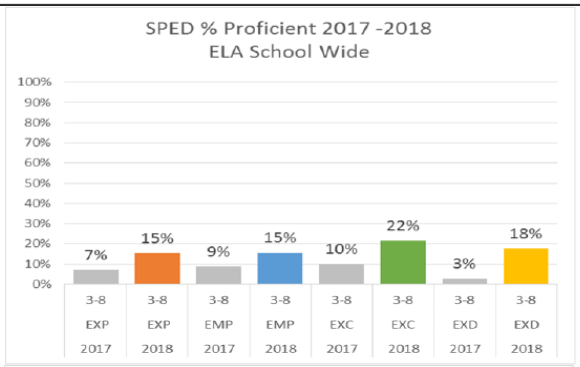


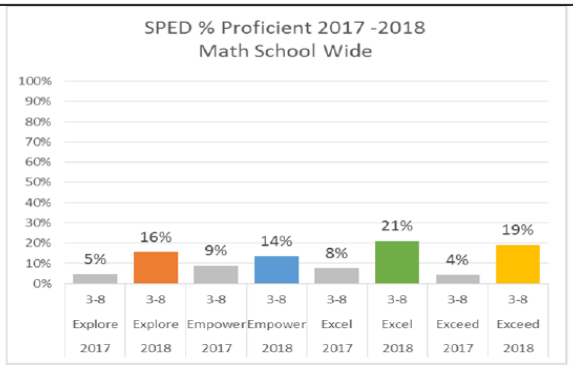


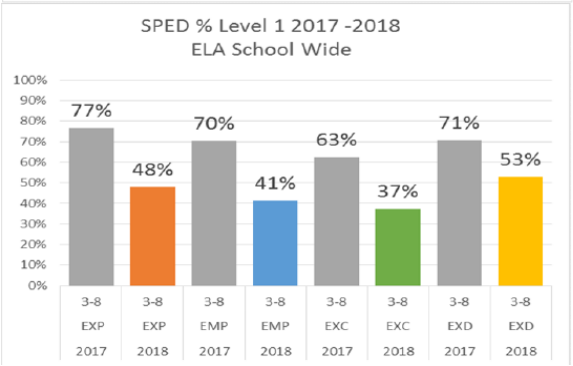


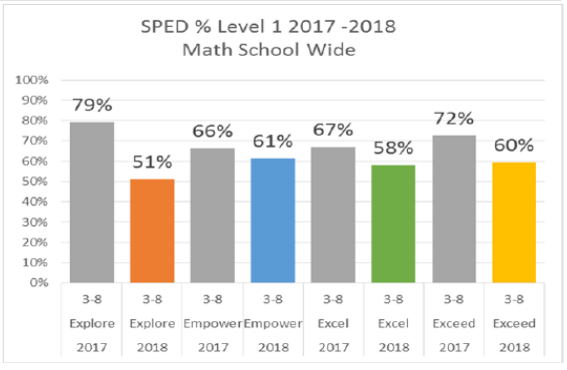


SPED - % Proficient and % at Level 1 over time

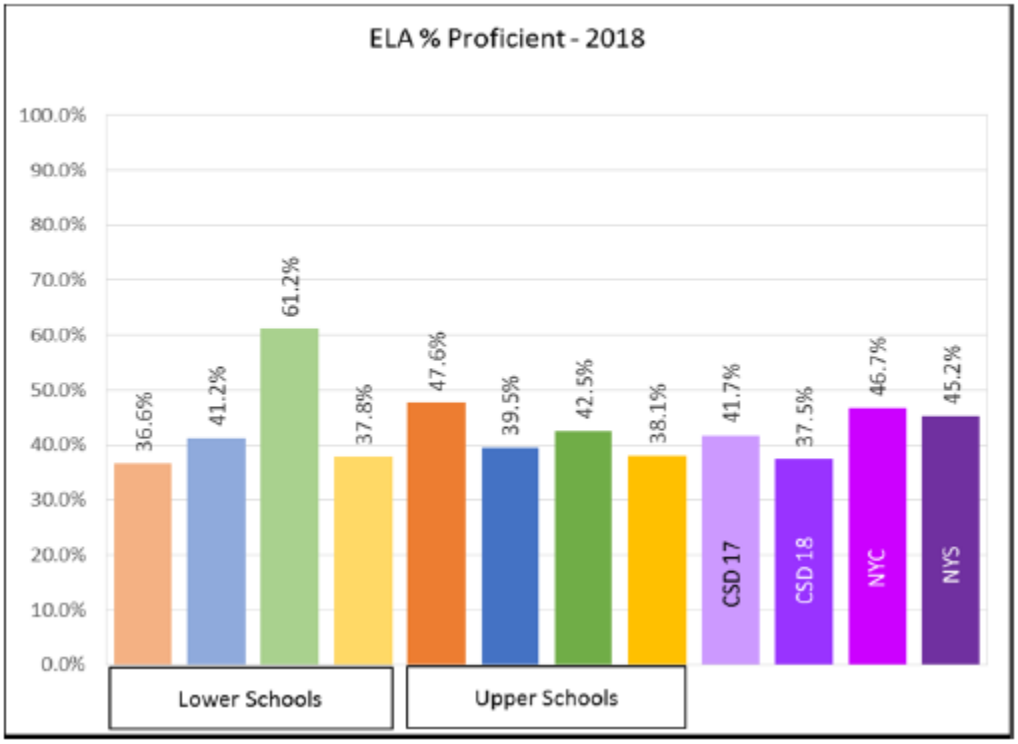


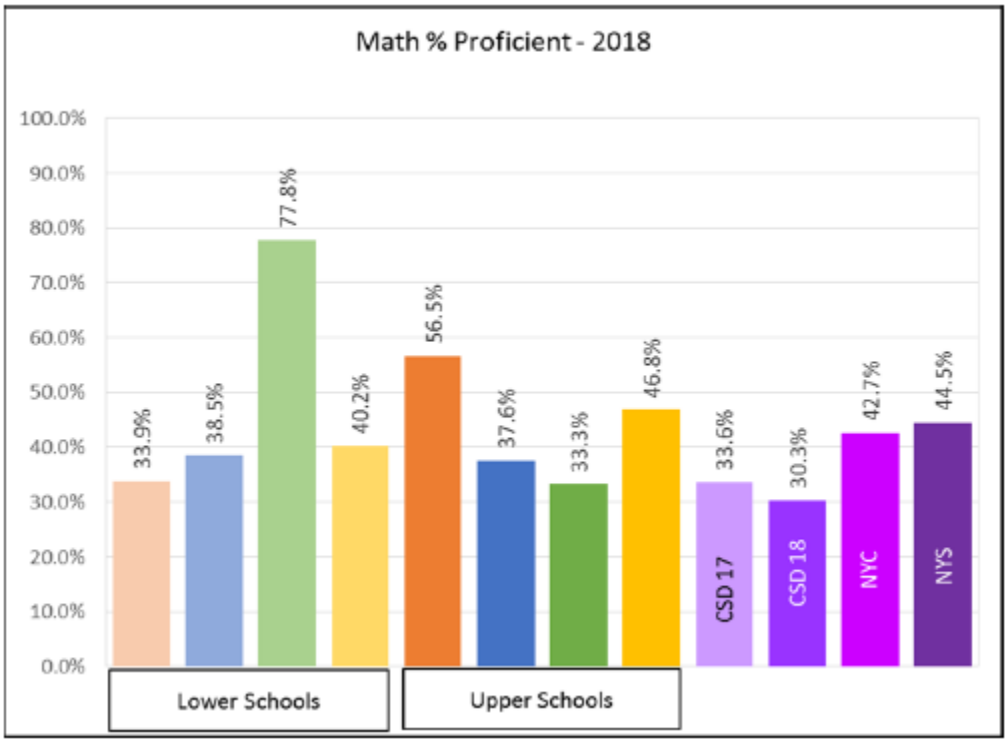


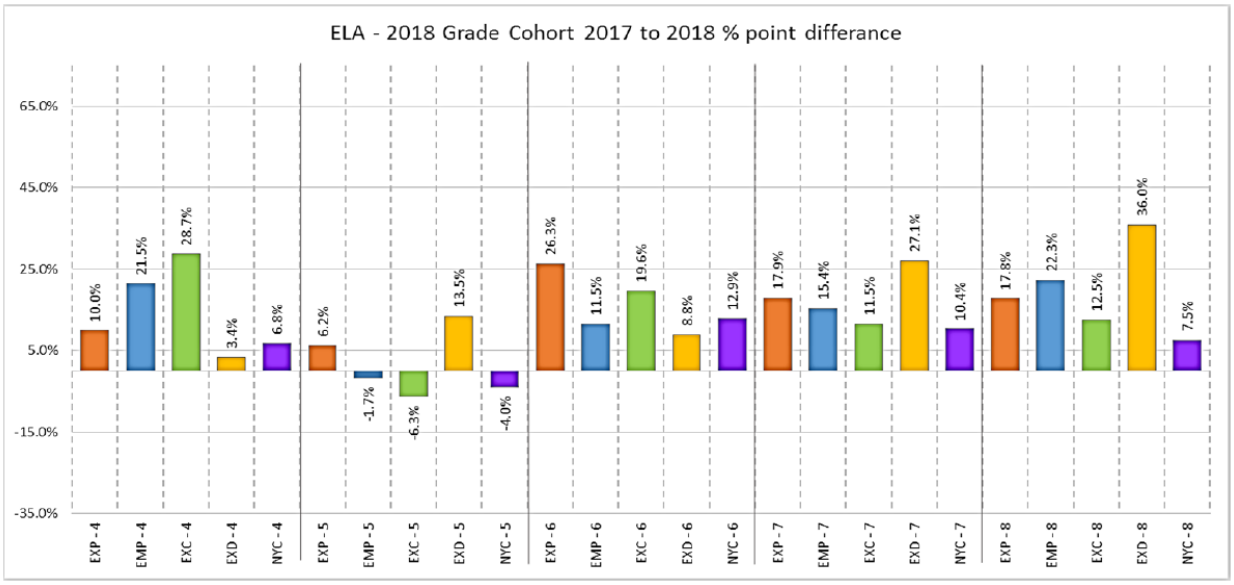


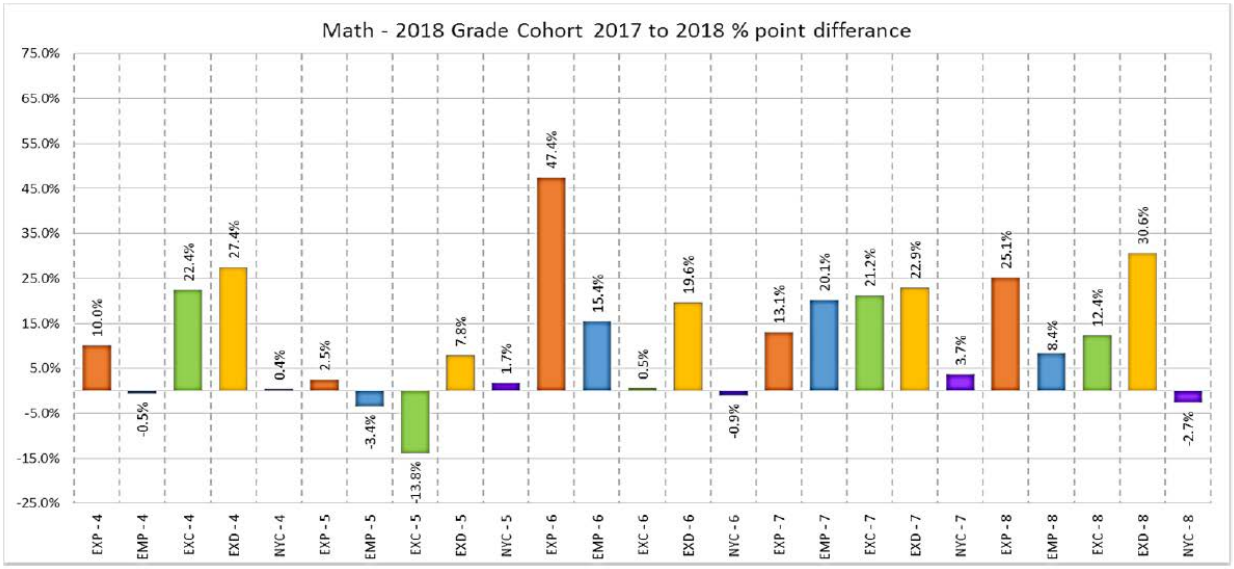


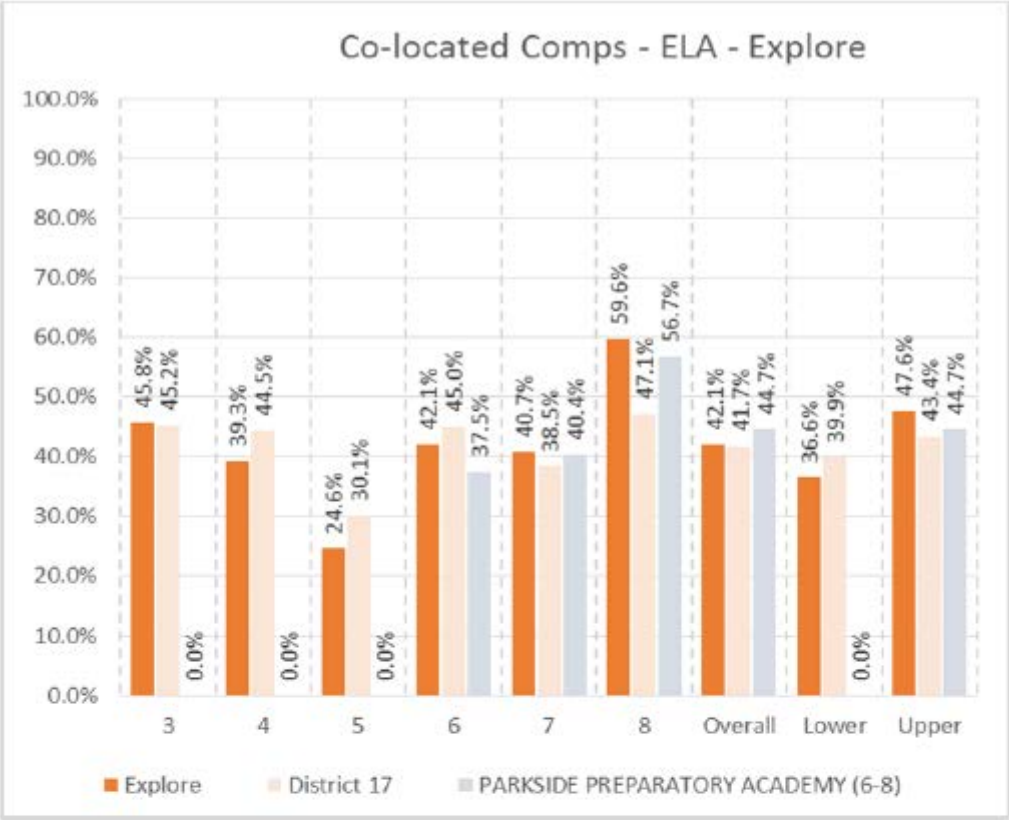
ELA and Math compared to District, City, State

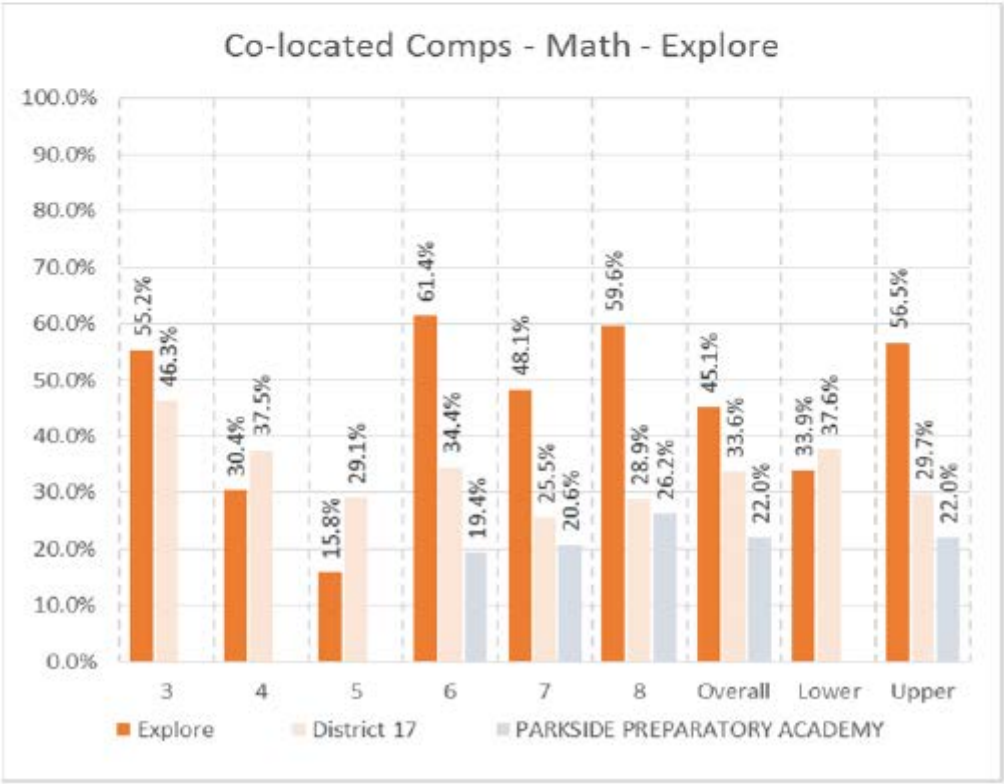


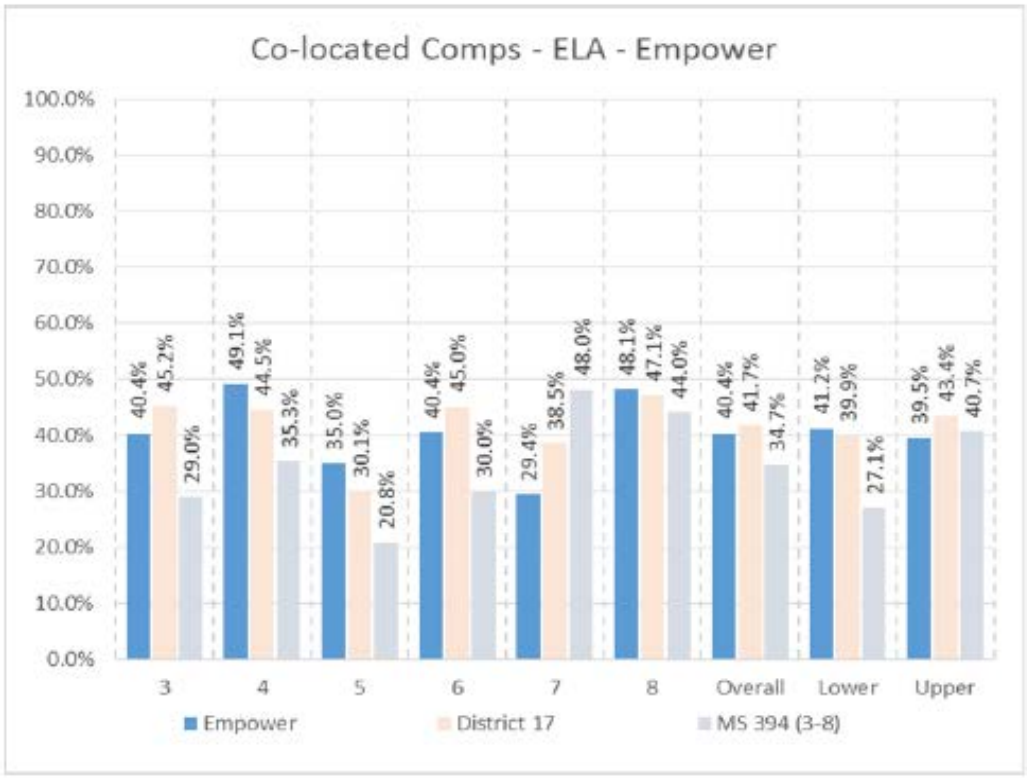


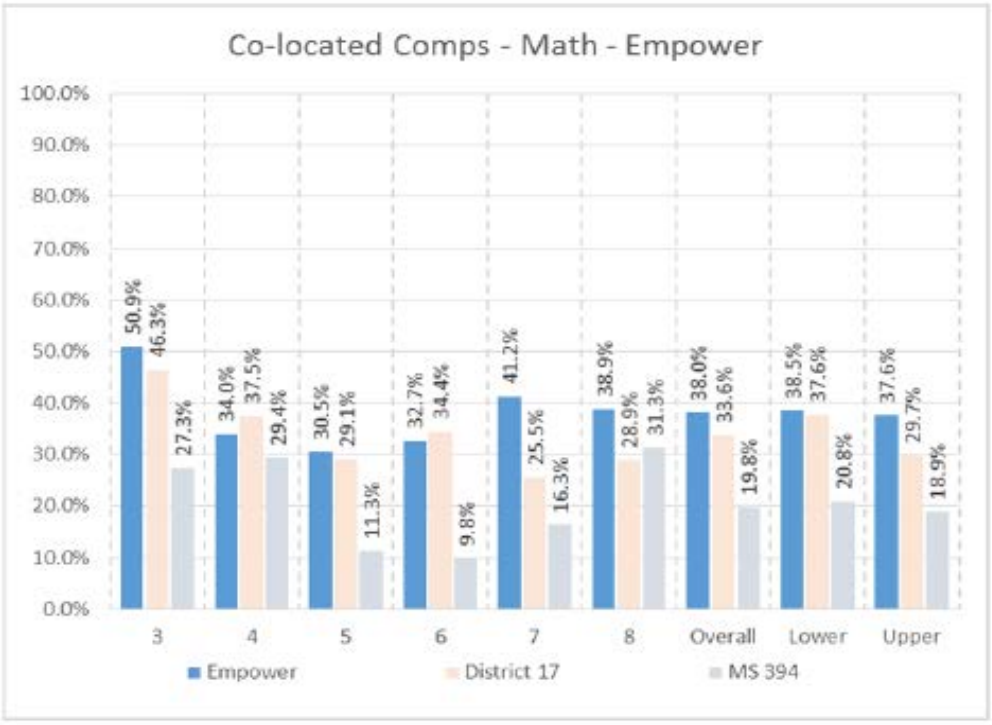

ELA - 2018 Grade Cohort 2017 to 2018 % point differance
65.0%
45.0%
25.0%
5.0%
-15.0%
-35.0%
10.0%
21.5%
28.7%
3.4%
6.8%
6.2%
-1.7%
-6.3%
13.5%
-4.0%
26.3%
11.5%
19.6%
8.8%
12.9%
17.9%
15.4%
11.5%
27.1%
10.4%
17.8%
22.3%
12.5%
36.0%
7.5%
EXP - 4
EMP - 4
EXC - 4
EXD - 4
NYC - 4
EXP - 5
EMP - 5
EXC - 5
EXD - 5
NYC - 5
EXP - 6
EMP - 6
EXC - 6
EXD - 6
NYC - 6
EXP - 7
EMP - 7
EXC - 7
EXD - 7
NYC - 7
EXP - 8
EMP - 8
EXC - 8
EXD - 8
NYC - 8


Math - 2018 Grade Cohort 2017 to 2018 % point differance
75.0%
65.0%
55.0%
45.0%
35.0%
25.0%
15.0%
5.0%
-5.0%
-15.0%
-25.0%
10.0%
-0.5%
22.4%
27.4%
0.4%
2.5%
-3.4%
-13.8%
7.8%
1.7%
47.4%
15.4%
0.5%
19.6%
-0.9%
13.1%
20.1%
21.2%
22.9%
3.7%
25.1%
8.4%
12.4%
30.6%
-2.7%
EXP - 4
EMP - 4
EXC - 4
EXD - 4
NYC - 4
EXP - 5
EMP - 5
EXC - 5
EXD - 5
NYC - 5
EXP - 6
EMP - 6
EXC - 6
EXD - 6
NYC - 6
EXP - 7
EMP - 7
EXC - 7
EXD - 7
NYC - 7
EXP - 8
EMP - 8
EXC - 8
EXD - 8
NYC - 8

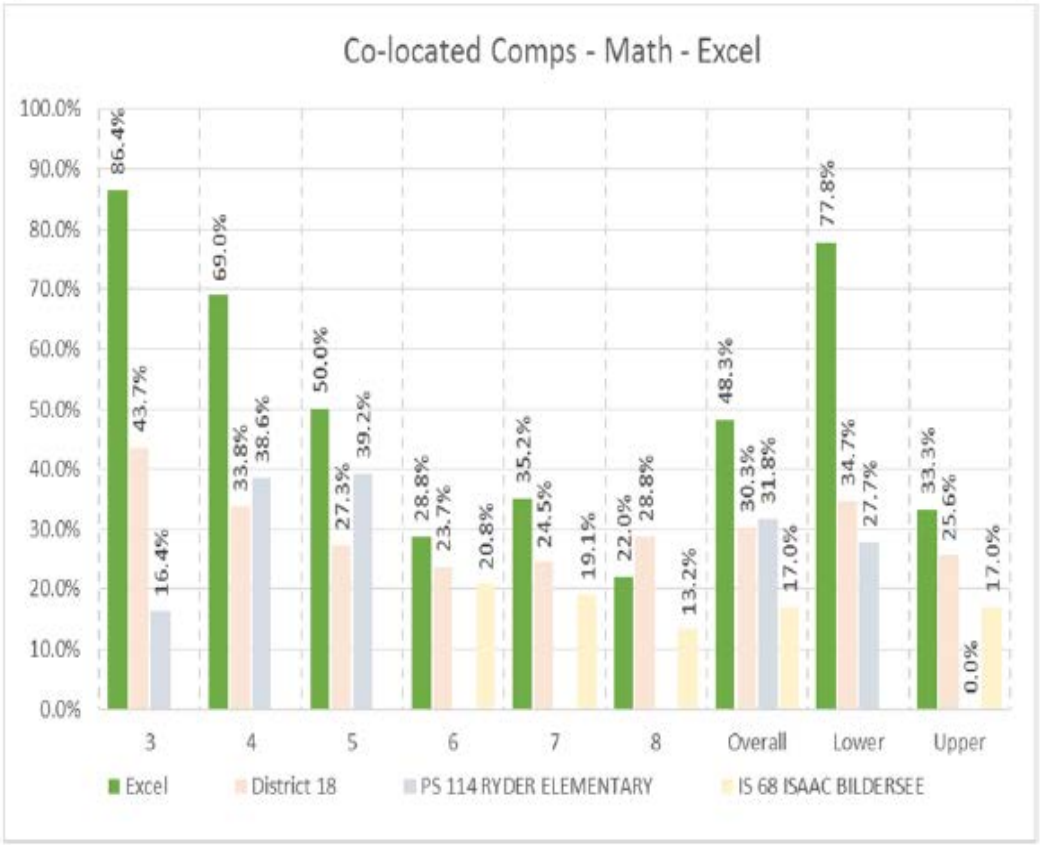

Co-located Comps - ELA - Explore
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
45.8% 45.2% 0.0%
39.3% 44.5% 0.0%
24.6% 30.1% 0.0%
42.1% 45.0% 37.5%
40.7% 38.5% 40.4%
59.6% 47.1% 56.7%
42.1% 41.7% 44.7%
36.6% 39.9% 0.0%
47.6% 43.4% 44.7%
3 4 5 6 7 8 Overall Lower Upper
Explore
District 17
PARKSIDE PREPARATORY ACADEMY (6-8)

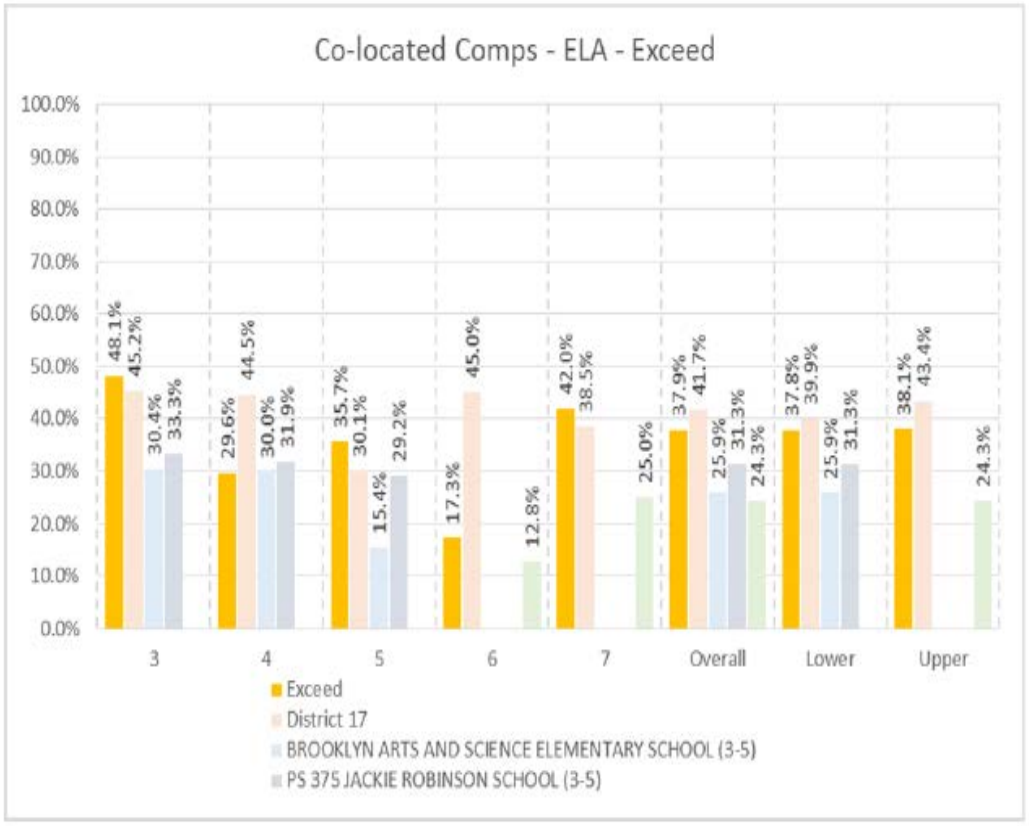

Co-located Comps - Math - Explore
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
55.2% 46.3%
30.4% 37.5%
15.8% 29.1%
61.4% 34.4% 19.4%
48.1% 25.5% 20.6%
59.6% 28.9% 26.2%
45.1% 33.6% 22.0%
33.9% 37.6%
56.5% 29.7% 22.0%
3 4 5 6 7 8 Overall Lower Upper
Explore
District 17
PARKSIDE PREPARATORY ACADEMY

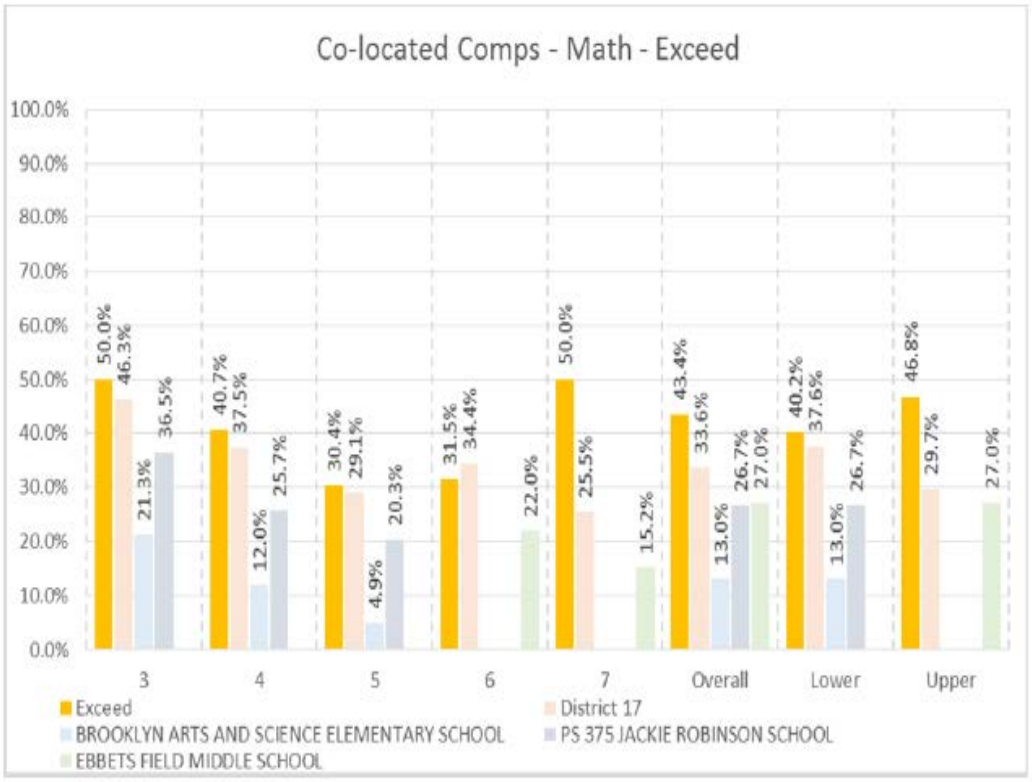

Co-located Comps - ELA - Empower
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
40.4% 45.2% 29.0%
49.1% 44.5% 35.3%
35.0% 30.1% 20.8%
40.4% 45.0% 30.0%
29.4% 38.5% 48.0%
48.1% 47.1% 44.0%
40.4% 41.7% 34.7%
41.2% 39.9% 27.1%
39.5% 43.4% 40.7%
3 4 5 6 7 8 Overall Lower Upper
Empower
District 17
MS 394 (3-8)

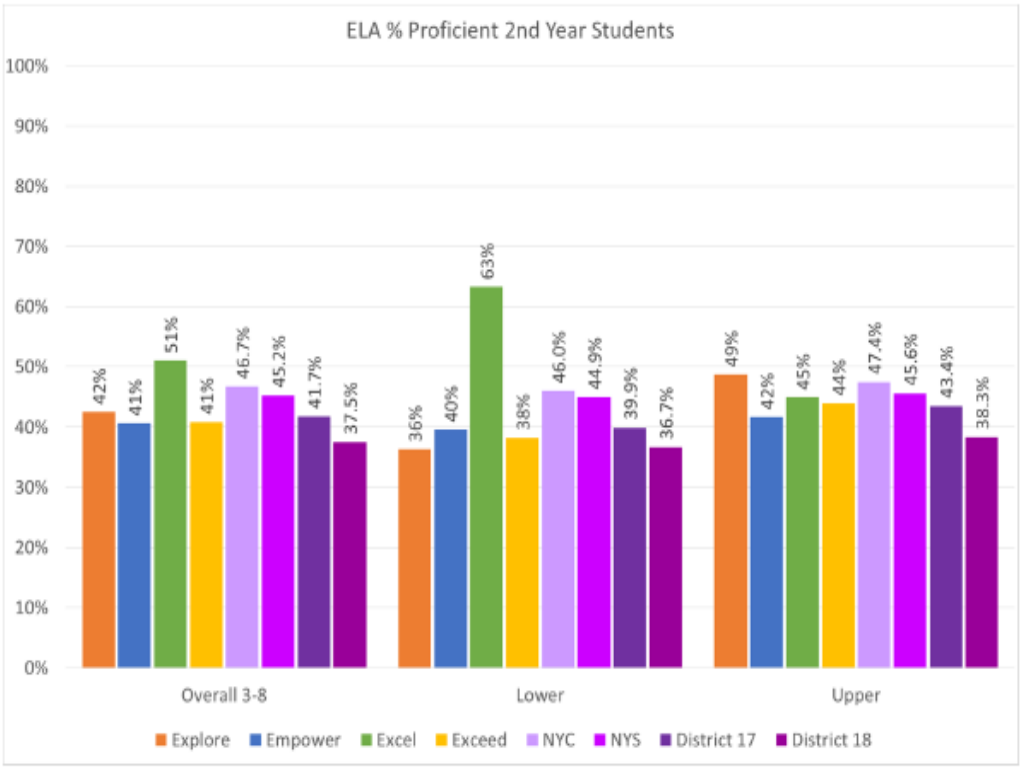

Co-located Comps - Math - Empower
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
50.9% 46.3% 27.3%
34.0% 37.5% 29.4%
30.5% 29.1% 11.3%
32.7% 34.4% 9.8%
41.2% 25.5% 16.3%
38.9% 28.9% 31.3%
38.0% 33.6% 19.8%
38.5% 37.6% 20.8%
37.6% 29.7% 18.9%
3 4 5 6 7 8 Overall Lower Upper
Empower
District 17
MS 394

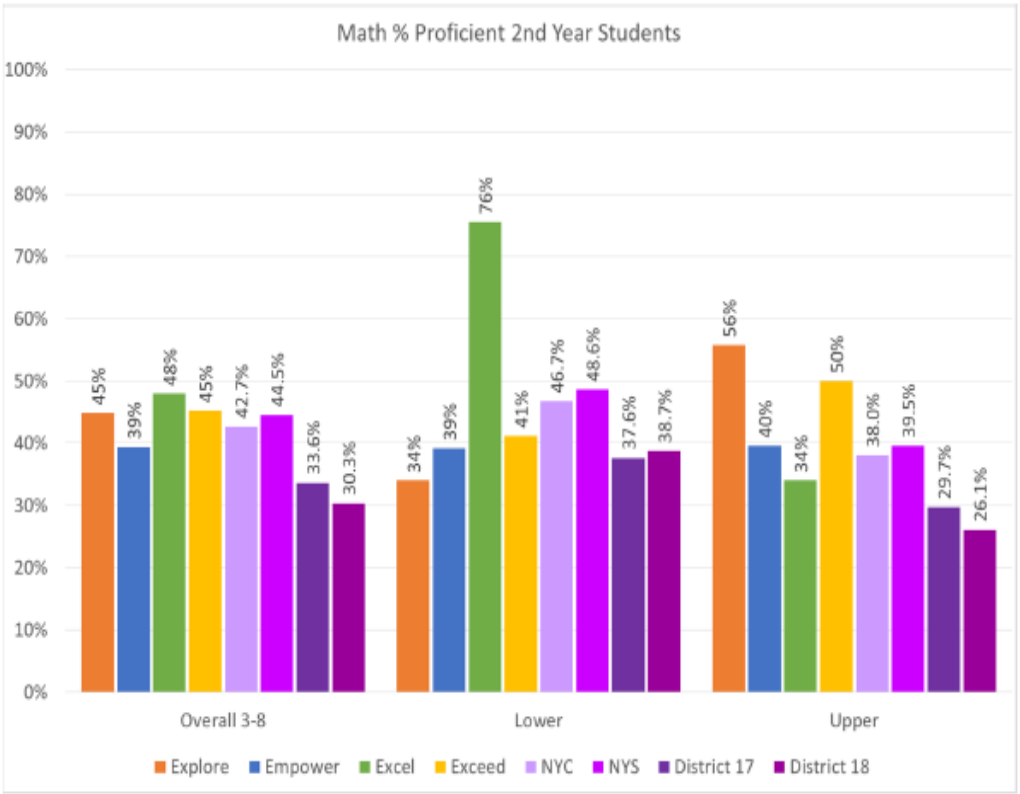

Co-located Comps - ELA - Excel
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
60.3%
39.6%
42.6%
62.1%
41.2%
57.4%
47.2%
29.6%
30.3%
45.5%
37.0%
20.0%
29.1%
32.2%
19.0%
47.5%
45.9%
18.9%
48.7%
37.5%
43.1%
19.2%
61.2%
36.7%
49.6%
42.5%
38.3%
0.0%
19.2%
3
4
5
6
7
8
Overall
Lower
Upper
Excel
District 18
PS 114 RYDER ELEMENTARY (3-5)
IS 68 ISAAC BILDERSEE (6-8)

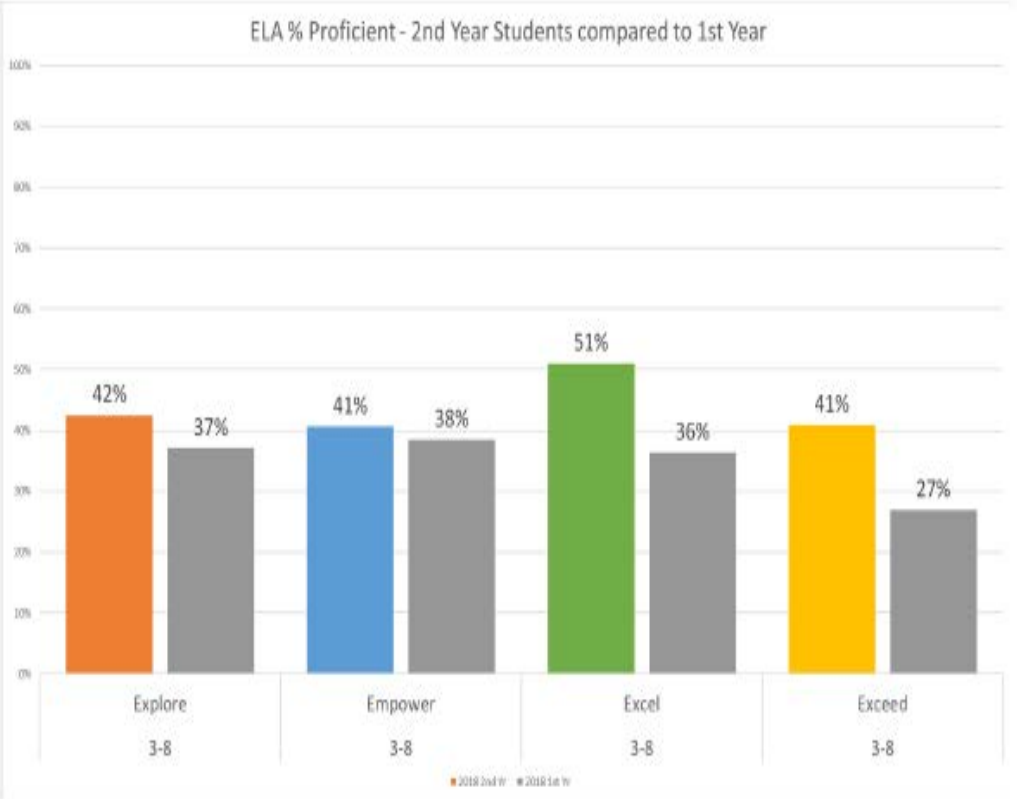

Co-located Comps - Math - Excel
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
86.4%
43.7%
16.4%
69.0%
33.8%
38.6%
50.0%
27.3%
39.2%
28.8%
23.7%
20.8%
35.2%
24.5%
19.1%
22.0%
28.8%
13.2%
48.3%
30.3%
31.8%
17.0%
77.8%
34.7%
27.7%
33.3%
25.6%
0.0%
17.0%
3
4
5
6
7
8
Overall
Lower
Upper
Excel
District 18
PS 114 RYDER ELEMENTARY
IS 68 ISAAC BILDERSEE

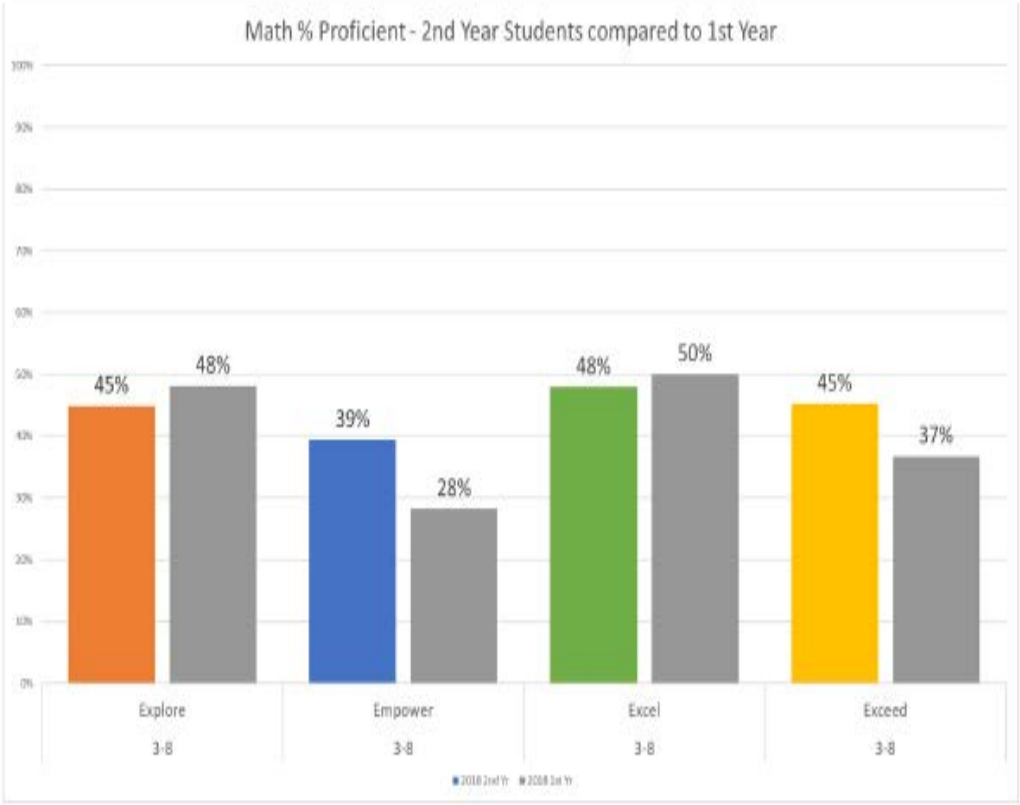

Co-located Comps - ELA - Exceed
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
48.1% 45.2% 30.4% 33.3%
29.6% 44.5% 30.0% 31.9%
35.7% 30.1% 15.4% 29.2%
17.3% 45.0%
12.8%
42.0% 38.5%
25.0%
37.9% 41.7% 25.9% 31.3% 24.3%
37.8% 39.9% 25.9% 31.3%
38.1% 43.4%
24.3%
3
4
5
6
7
Overall
Lower
Upper
Exceed
District 17
BROOKLYN ARTS AND SCIENCE ELEMENTARY SCHOOL (3-5)
PS 375 JACKIE ROBINSON SCHOOL (3-5)


Co-located Comps - Math - Exceed
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
50.0% 46.3% 21.3% 36.5%
40.7% 37.5% 12.0% 25.7%
30.4% 29.1% 4.9% 20.3%
31.5% 34.4%
22.0%
50.0% 25.5%
15.2%
43.4% 33.6% 13.0% 26.7% 27.0%
40.2% 37.6% 13.0% 26.7%
46.8% 29.7%
27.0%
3
4
5
6
7
Overall
Lower
Upper
Exceed
District 17
BROOKLYN ARTS AND SCIENCE ELEMENTARY SCHOOL
PS 375 JACKIE ROBINSON SCHOOL
EBBETS FIELD MIDDLE SCHOOL


ELA % Proficient 2nd Year Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
42%
41%
51%
41%
46.7%
45.2%
41.7%
37.5%
36%
40%
63%
38%
46.0%
44.9%
39.9%
36.7%
49%
42%
45%
44%
47.4%
45.6%
43.4%
38.3%
Overall 3-8
Lower
Upper
Explore
Empower
Excel
Exceed
NYC
NYS
District 17
District 18


Math % Proficient 2nd Year Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
45%
39%
48%
45%
42.7%
44.5%
33.6%
30.3%
34%
39%
76%
41%
46.7%
48.6%
37.6%
38.7%
56%
40%
34%
50%
38.0%
39.5%
29.7%
26.1%
Overall 3-8
Lower
Upper
Explore
Empower
Excel
Exceed
NYC
NYS
District 17
District 18


ELA % Proficient - 2nd Year Students compared to 1st Year
42%
37%
41%
38%
51%
36%
41%
27%
Explore
3-8
Empower
3-8
Excel
3-8
Exceed
3-8


Math % Proficient - 2nd Year Students compared to 1st Year
45%
48%
39%
28%
48%
50%
45%
37%
Explore
3-8
Empower
3-8
Excel
3-8
Exceed
3-8