



## **Explore Charter School**

# **2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Explore Charter School

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Explore Schools Inc. prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name   | Board Position                                |
|------------------|---|
| Morty Ballen     | Member, Accountability Committee              |
| Jana Reed        | Member, Finance and Accountability Committees |
| Hank Mannix      | President, Accountability Committee           |
| Angie Brice      | Member, Accountability Committee              |
| Lindsay Danon    | Member, Accountability Committee              |
| Robert Archer    | Parent Representative                         |
| Lindsay Matovich | Member, Finance Committee                     |

**Latasha Williams and Anwar Abdul-Rahman have served as Co-Principals since 2017.**

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Explore Charter School is a K–8 public charter school in Flatbush, Brooklyn. Explore opened in 2002 and graduated its first class of 8th graders in 2008 to some of the top college-preparatory high schools in New York City. While Explore’s mission continues to be to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school, we have honed the vision and priorities for how we go about achieving that mission. Our vision for instruction includes:

- We View Excellent Curriculum and Instruction as a Pathway to Equity and a Response to the Opportunity Gap by Providing our Scholars with Access and Opportunities to Succeed
- Our Curriculum is Culturally Responsive, Rigorous, and Standards Aligned
- We Believe Children are Natural Problem Solvers, and so we Value Teaching that Balances Critical Thinking with Learning New Skills and Knowledge
- We Cultivate Student Investment by Nurturing Curiosity, Providing High-Quality Feedback, and Using Data to Drive Our Decision Making

In the 2018-19 school year, Explore served 507 students as of BEDS Day (October 3, 2018).

### School Enrollment by Grade Level and School Year

| School Year | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | Total |
|-------------|----|----|----|----|----|----|----|----|----|-------|
| 2014-15     | 60 | 58 | 59 | 58 | 61 | 60 | 52 | 57 | 55 | 527   |
| 2015-16     | 62 | 59 | 61 | 56 | 59 | 60 | 56 | 51 | 55 | 519   |
| 2016-17     | 63 | 60 | 55 | 59 | 62 | 57 | 58 | 55 | 48 | 517   |
| 2017-18     | 61 | 60 | 60 | 58 | 58 | 59 | 57 | 54 | 57 | 534   |
| 2018-19     | 45 | 61 | 59 | 60 | 54 | 58 | 56 | 58 | 56 | 507   |

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

For the 2018-19 school year, Explore Charter School used the Core Knowledge Language Arts (CKLA) 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 received guided reading or Leveled Literacy Intervention. Explore’s previously established partnership with Lavinia Group continued through the 2018-19 school year. The Lavinia group provided dedicated professional development to Explore’s teachers on close reading strategies. The ongoing training ensured that Explore’s students received four intensive periods of Close Reading where they read short grade-level texts and dissected the main ideas. Students were

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taught to closely read a cold text, identify the genre and central idea, and then analyze the text throughout all subject areas.

ESI's program team continued to provide support directly to Explore's leaders and teachers. In the 2018-19 school year, ESI's program team included a Senior Director of Literacy and a Network Literacy Specialist who worked to ensure Explore leaders had 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 grade in April 2019. 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).

2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested <sup>1</sup> |     |        |         | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
|       |              | IEP                     | ELL | Absent | Refused |                |
| 3     | 60           |                         |     |        |         | 60             |
| 4     | 56           |                         |     |        | 2       | 58             |
| 5     | 55           |                         |     |        | 2       | 57             |
| 6     | 55           |                         |     |        | 1       | 56             |
| 7     | 56           |                         |     |        |         | 56             |
| 8     | 54*          |                         |     |        |         | 54             |
| All   | 336          | 0                       | 0   | 0      | 5       | 341            |

\* There is one missing ELA score at the time of this reporting, we are currently working with NYSED to locate this student's score.

### RESULTS AND EVALUATION

Students in at least their 2<sup>nd</sup> year at Explore fell short of this measure by 29.1 percentage points. Explore did not meet this measure. While we did not achieve this measure, we did see growth (3.4pp growth over 2017-18). In addition, our 3<sup>rd</sup> graders who have been at Explore for 2+ years, grew in proficiency by over 20pp when compared to 2017-18 NYS assessment results.

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

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### Performance on 2018-19 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      | 65.0%              | 60            | 65.5%                                  | 55            |
| 4      | 39.3%              | 56            | 37.0%                                  | 46            |
| 5      | 29.1%              | 55            | 31.4%                                  | 51            |
| 6      | 45.5%              | 55            | 45.8%                                  | 48            |
| 7      | 39.3%              | 56            | 38.2%                                  | 55            |
| 8      | 55.6%              | 54            | 56.3%                                  | 48            |
| All    | 45.8%              | 336           | 45.9%                                  | 303           |

### ADDITIONAL EVIDENCE

Although students enrolled in at least their 2nd year at Explore did not meet this absolute measure, they did achieve growth when comparing 2017-18 scores to 2018-19.

We believe the growth in 2017-18 and 2018-19 school years is a direct result of multiple changes implemented in 2017-18 and beyond, including our partnership with Lavinia Group to implement close reading strategies. With this continued partnership, coupled with a focus on developing students' writing skills by exposing them to different writing styles and ample time to practice writing, we expect to see continued growth in 2019-20. We also credit this growth to the systems and processes we implemented in the 2017-18 school year that we continued to emphasize in the 2018-19 school year.

### ELA Performance by Grade Level and Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2016-17  |               | 2017-18 |               | 2018-19 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 28.3%  | 46            | 44.4%   | 54            | 65.5%   | 55            |
| 4     | 19.6%  | 51            | 38.0%   | 50            | 37.0%   | 46            |
| 5     | 15.7%  | 51            | 26.4%   | 53            | 31.4%   | 51            |
| 6     | 24.1%  | 54            | 45.1%   | 51            | 45.8%   | 48            |
| 7     | 42.6%  | 54            | 40.0%   | 50            | 38.2%   | 55            |
| 8     | 37.5%  | 48            | 60.0%   | 55            | 56.3%   | 48            |
| All   | 28.0%  | 304           | 42.5%   | 288           | 45.9%   | 303           |

#### 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.

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### 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 2018-19 English language arts MIP for all students of 105. 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 18-19 academic year in English Language Arts was 132.8. We have surpassed the measure set by the state by 27.8 points. The increased proficiency can be attributed to Explore's focus on independent reading, allowing students to practice comprehension and decoding strategies, as well as small group instruction, which allowed teachers to address students' skill gaps by analyzing data collected during literacy components in the classroom.

English Language Arts 2018-19 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|                  | 19.6%   | 34.5%   | 32.4%   | 13.4    |

$$\begin{array}{rclclclclcl} \text{PI} & = & 34.5 & + & 32.4 & + & 13.4 & = & 80.3 \\ & & & & 32.4 & + & 13.4 & = & 45.8 \\ & & & & & + & (.5)*13.4 & = & 6.7 \\ & & & & & & \text{PI} & = & \mathbf{132.8} \end{array}$$

#### 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.<sup>2</sup>

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

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## RESULTS AND EVALUATION

Explore met this measure. Students enrolled in at least their 2<sup>nd</sup> year at Explore met this measure for ELA and outperformed their local district. This growth can be attributed to many factors, including but not limited to:

- a) More intentional teacher coaching using thoughtful termly benchmarks
- b) Partnership with Lavinia Group to train teachers on close reading strategies
- c) Systematic and cohesive processes for setting benchmarks and responding to data

2018-19 State English Language Arts Exam  
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 3     | 65.5%   | 55               | 51.4%                 | 1228             |
| 4     | 37.0%   | 46               | 45.5%                 | 1388             |
| 5     | 31.4%   | 51               | 30.0%                 | 1330             |
| 6     | 45.8%   | 48               | 43.8%                 | 1543             |
| 7     | 38.2%   | 55               | 37.3%                 | 1468             |
| 8     | 56.3%   | 48               | 46.7%                 | 1513             |
| All   | 45.9%   | 303              | 42.4%                 | 8470             |

## ADDITIONAL EVIDENCE

Overall, students in at least their 2<sup>nd</sup> year at Explore outperformed local district students in ELA. This trend is demonstrated in all but one grade at Explore. Specifically, in grade 3, students who have been at Explore for 2 or more years exceed their district counterparts by 14.1pp. From 2017-18 to the 2018-19 school year, Explore continued to expand the positive progress as compared to the district, outperforming the district by 0.8pp in 2017-18 to 3.5pp in 2018-19.

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 |          |                   |          |                   |          |
|-------|--|----------|-------------------|----------|-------------------|----------|
|       | 2016-17  |          | 2017-18           |          | 2018-19           |          |
|       | Charter<br>School  | District | Charter<br>School | District | Charter<br>School | District |
| 3     | 28.3%  | 34.8%    | 44.4%             | 45.2%    | 65.5%             | 51.4%    |
| 4     | 19.6%  | 35.8%    | 38.0%             | 44.5%    | 37.0%             | 45.5%    |
| 5     | 15.7%  | 28.5%    | 26.4%             | 30.1%    | 31.4%             | 30.0%    |
| 6     | 24.1%  | 24.3%    | 45.1%             | 45.0%    | 45.8%             | 43.8%    |
| 7     | 42.6%  | 34.9%    | 40.0%             | 38.5%    | 38.2%             | 37.3%    |
| 8     | 37.5%  | 41.6%    | 60.0%             | 47.1%    | 56.3%             | 46.7%    |
| All   | 28.0%  | 33.5%    | 42.5%             | 41.7%    | 45.9%             | 42.4%    |

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### 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

Explore did not meet this measure but its overall performance was slightly higher than expected when comparing actual comparative performance to predicted performance. All but one of the six grades tested exceeded the predicted level of performance. In the 8<sup>th</sup> grade specifically, performance of economically disadvantaged students led to an Effect Size of 0.80, more than double the threshold to meet this measure.

*2017-18 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     | 80.3%                              | 59            | 45.8%                             | 42.2%     | 3.6                                     | 0.20        |
| 4     | 83.3%                              | 56            | 39.3%                             | 38.2%     | 1.1                                     | 0.06        |
| 5     | 73.3%                              | 57            | 24.6%                             | 30.8%     | -6.3                                    | -0.39       |
| 6     | 77.2%                              | 57            | 42.1%                             | 40.5%     | 1.6                                     | 0.08        |
| 7     | 65.5%                              | 54            | 40.7%                             | 36.3%     | 4.4                                     | 0.24        |
| 8     | 67.7%                              | 57            | 59.6%                             | 43.8%     | 15.9                                    | 0.80        |
| All   | 74.5%                              | 340           | 42.1%                             | 38.7%     | 3.4                                     | 0.17        |

#### School’s Overall Comparative Performance:

*Slightly higher than expected.*

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## ADDITIONAL EVIDENCE

Over the charter term, Explore has continued to improve upon proficiency of economically disadvantaged students going from a -0.16 overall Effect Size in 2015-16 to a 0.17 overall Effect Size in the 2017-18 school year.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16     | 3-8    | 70.6                               | 333           | 29.0   | 31.6      | -0.16       |
| 2016-17     | 3-8    | 73.7                               | 335           | 27.2   | 32.2      | -0.31       |
| 2017-18     | 3-8    | 74.5                               | 340           | 41.1   | 38.7      | 0.17        |

### Goal 1: Growth Measure<sup>3</sup>

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>4</sup>

## RESULTS AND EVALUATION

Explore met this measure, surpassing the state's mean growth percentile of 50%. Overall, Explore had a mean growth percentile of 57.7% and every grade, except the 4<sup>th</sup> grade, also surpassed the mean growth percentile by at least 4pp. This represents an increase of 12.6pp when compared to the previous year's mean growth percentile.

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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### 2017-18 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 48.5                   | 50.0   |
| 5     | 54.0                   | 50.0   |
| 6     | 68.5                   | 50.0   |
| 7     | 60.0                   | 50.0   |
| 8     | 57.5                   | 50.0   |
| All   | <u>57.7</u>            | 50.0   |

### ADDITIONAL EVIDENCE

For the first time in 3 years, Explore has met this measure. In the 2017-18 school year, the school saw strong acceleration in that growth fueled by several programmatic changes including adopting close reading with the support of Lavinia Group.

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

| Grade | Mean Growth Percentile |         |             |        |
|-------|------------------------|---------|-------------|--------|
|       | 2015-16                | 2016-17 | 2017-18     | Target |
| 4     | 40.2                   | 34.1    | 48.5        | 50.0   |
| 5     | 38.9                   | 44.4    | 54.0        | 50.0   |
| 6     | 55.5                   | 51.1    | 68.5        | 50.0   |
| 7     | 53.4                   | 45.2    | 60.0        | 50.0   |
| 8     | 54.1                   | 52.3    | 57.5        | 50.0   |
| All   | 48.6                   | 45.1    | <u>57.7</u> | 50.0   |

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Explore achieved three ELA performance measures during the 2018-19 school year, increasing the number of measures met by one when compared to the previous school year. While Explore did not meet the absolute measure of 75% of student scoring proficiently or the comparative measure of exceeding the predicted level of performance for economically disadvantaged students, it did improve upon both measures when compared to the beginning of the current charter term.

| 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 |
| 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.   | Achieved        |
| 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        |

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|             |   |                 |
|-------------|---|-----------------|
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.) | Did Not Achieve |
| 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 2017-18 results.)  | Achieved        |

### ACTION PLAN

#### Curriculum

##### K–2:

Explore's early literacy curriculum focuses on comprehensive instruction. The K–2 literacy program focuses on developing phonological awareness, building content knowledge and vocabulary, and developing comprehension skills. Explore uses the CKLA program in grades K–2 as its core curriculum. CKLA has two program strands: Knowledge and Skills. CKLA's two strand program is research-based and provides extensive support for students as they become critical readers and writers.

According to CKLA, the **Knowledge** Strand emphasizes comprehension skill development in a language- and knowledge-rich context. The primary instructional activity is a read-aloud that exposes students to complex texts, related to a systematically ordered set of topics, or domains. The materials are designed to build knowledge in areas of history, science, literature, and geography. The lesson activities emphasize vocabulary acquisition, build comprehension skills through interactive discussions during and after reading, and use writing to extend and explore the texts and their content.<sup>1</sup> To complement this instruction, the **Skills** strand is a comprehensive, explicit, and systematic phonics program designed to build decoding, fluency, and writing/spelling skills.<sup>2</sup>

In addition to the two CKLA strands, Explore also offers students Close Reading and Interactive Read Alouds to ensure students have the opportunity to read and analyze high-quality, complex texts that are both on and above grade level. Explore supplements the writing instruction offered inside of CKLA by using their companion program, Writing Studio. Writing Studio is highly aligned with the scope and sequence inside of the Knowledge Strand and offers students continued support and practice in writing narrative, opinion, and informational texts.

##### 3–8:

Our literacy program, for these essential periods of development, is methodologically designed and integrated to help our students become successful readers and life-long learners who are prepared to thrive in college-preparatory high school programs and beyond.

Specifically, Explore uses Expeditionary Learning (EL) as the primary resource for teaching literacy in grades 3–8. Expeditionary Learning includes both reading and writing instruction as well as explicitly imbedding the Speaking and Listening Standards. The curriculum is designed to address the three key components of the standards: (1) regular practice with complex text and its academic language, (2) reading, writing, and speaking grounded in evidence from both literary and informational text, and (3) building knowledge through content-rich non-fiction. Based on the latest research supporting the power of background knowledge, EL modules are designed around topics that help students build background knowledge. Modules also include a

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blend of fiction and non-fiction complex texts. In each module, students have the opportunity to dig deeply into a high-interest topic by analyzing complex, grade-level texts and then completing performance tasks and assessments aligned to the standards. In addition, we offer students four periods per week of Close Reading where they read short grade-level texts, dissect the main ideas and craft and structure moves in order to build independence as readers.

Special Populations of Students (ELL, Students with Disabilities):

Explore's Special Populations team worked to improve instruction and support for our special populations. In the coming school year, small group instruction (SGI) will be the key component of Explore's approach to supporting special populations. The primary resource for SGI in grades K-3 will continue to be skills double dose. This intervention provides data-based support for students struggling with decoding and comprehension, aligned to the core Skills curriculum. In 4-8, Leveled Literacy Intervention, (LLI) and Wilson are the primary intervention resources for decoding and comprehension for students who are significantly below grade level in reading. In addition, small group close reading groups will be created based on reading and interim data.

### Approach to data-driven instruction

In the 2018-19 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. This year, we've developed a comprehensive data platform through the use of PowerBI providing school leaders earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years. We use a set of common benchmarks and measures for student performance in ELA and math. In collaboration with the school's leadership, the network sets End of Year (EOY) measures tied to official assessments. They include:

- the mathematics and English language arts state exams,
- Fountas and Pinnell,
- Core Knowledge Skills assessments, and
- NYSESLAT

Aligned to the EOY measures, the network also sets 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.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

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## BACKGROUND

Explore's approach to math instruction prioritizes the three key elements of the standards: 1) Deep dive into few topics, 2) Coherence: linking topics and thinking across grades, and 3) Rigor: pursuing conceptual understanding, procedural skills and fluency, and application with equal intensity. Explore implements research-based curricular resources that best support this vision for mathematical instruction. In grades 3–8, Explore uses Achievement First's Math Curriculum, AF Navigator. In the coming school year, all explore students in grades K-8 will use AF Navigator as the primary math curriculum.

### Goal 2: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2019. 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.

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

| Grade      | Total Tested | Not Tested <sup>5</sup> |          |          |          | Total Enrolled |
|------------|--------------|-------------------------|----------|----------|----------|----------------|
|            |              | IEP                     | ELL      | Absent   | Refused  |                |
| 3          | 60           |                         |          |          |          | 60             |
| 4          | 56           |                         |          |          | 2        | 58             |
| 5          | 56           |                         |          |          | 2        | 59             |
| 6          | 55           |                         |          |          | 1        | 56             |
| 7          | 56           |                         |          |          |          | 56             |
| 8          | 55           |                         |          |          |          | 55             |
| <b>All</b> | <b>338</b>   | <b>0</b>                | <b>0</b> | <b>0</b> | <b>5</b> | <b>343</b>     |

## RESULTS AND EVALUATION

Explore students in at least their 2<sup>nd</sup> year did not meet this measure for Math. Explore missed this measure by 18.9pp. However, the school demonstrated significant growth in this area from 2017-18 to 2018-19. Explore's overall proficiency rate increased by over 11pp, jumping from 44.9% to 56.1%. The school's 5<sup>th</sup> graders who have been at Explore for 2+ years increased their proficiency by over 29pp.

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

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### Performance on 2018-19 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      | 68.3%              | 60            | 69.1%                                  | 55            |
| 4      | 41.1%              | 56            | 37.0%                                  | 46            |
| 5      | 46.4%              | 56            | 46.2%                                  | 52            |
| 6      | 69.1%              | 55            | 68.8%                                  | 48            |
| 7      | 58.9%              | 56            | 58.2%                                  | 55            |
| 8      | 54.5%              | 55            | 55.1%                                  | 49            |
| All    | 56.5%              | 338           | 56.1%                                  | 305           |

### ADDITIONAL EVIDENCE

While Explore did not meet this measure in all grades, Explore's students enrolled in at least their second year, performed almost comparably to all student tested in all grades and outperformed all students in the 3<sup>rd</sup> and 8<sup>th</sup> grades. Over the charter period, students enrolled in at least their second year have increased overall performance in math by 31.8pp.

### Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2016-17  |               | 2017-18 |               | 2018-19 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 23.9%  | 46            | 54.7%   | 53            | 69.1%   | 55            |
| 4     | 15.7%  | 51            | 30.0%   | 50            | 37.0%   | 46            |
| 5     | 15.7%  | 51            | 17.0%   | 53            | 46.2%   | 52            |
| 6     | 35.2%  | 54            | 60.8%   | 51            | 68.8%   | 48            |
| 7     | 35.2%  | 54            | 46.0%   | 50            | 58.2%   | 55            |
| 8     | 18.8%  | 48            | 60.0%   | 55            | 55.1%   | 49            |
| All   | 24.3   | 304           | 44.9%   | 312           | 56.1%   | 305           |

### 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 2018-19 mathematics MIP for all students of 107. 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 18-19 academic year in Math was 153.5, surpassing the measure set by the state by 46.5 points.

| Mathematics 2018-19 Performance Level Index (PI) |   |         |         |         |
|--|---|---------|---------|---------|
| Number in Cohort                                 | Percent of Students at Each Performance Level |         |         |         |
|  | Level 1                                       | Level 2 | Level 3 | Level 4 |
|  | 15.7%   | 27.8%   | 31.1%   | 25.4%   |

  

|    |   |      |   |      |   |           |   |              |
|----|---|------|---|------|---|-----------|---|--------------|
| PI | = | 27.8 | + | 31.1 | + | 25.4      | = | 84.3         |
|    |   |      |   | 31.1 | + | 25.4      | = | 56.5         |
|    |   |      |   |      | + | (.5)*25.4 | = | 12.7         |
|    |   |      |   |      |   | <b>PI</b> | = | <b>153.5</b> |

#### Goal 2: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Explore met this measure for the 2018-19 school year. Students in at least their 2<sup>nd</sup> year at Explore Charter School outperformed all district 17 students on the 2018-19 math exam by an average of

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

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17.7pp. With the exception of grade 4, Explore students in at least their second year outperformed all students in district 17.

### 2018-19 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 3     | 69.1%   | 55               | 50.3%                 | 1243             |
| 4     | 37.0%   | 46               | 41.9%                 | 1393             |
| 5     | 46.2%   | 52               | 34.4%                 | 1353             |
| 6     | 68.8%   | 48               | 38.8%                 | 1556             |
| 7     | 58.2%   | 55               | 33.4%                 | 1344             |
| 8     | 55.1%   | 49               | 32.6%                 | 1347             |
| All   | 56.1%   | 305              | 38.4%                 | 8236             |

### ADDITIONAL EVIDENCE

Students enrolled in at least their second year at Explore outperformed their district overall in math by nearly 18pp. Additionally, all grades saw growth in math from 2018 of at least 7pp, most by significantly more. From 2017-18 to 2018-19 Explore continued to pull ahead of the district, moving from 10.3pp ahead to 17.7pp ahead.

### 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 |          |                |          |                |          |
|-------|---|----------|----------------|----------|----------------|----------|
|       | 2016-17   |          | 2017-18        |          | 2018-19        |          |
|       | Charter School  | District | Charter School | District | Charter School | District |
| 3     | 23.9%   | 38.8%    | 54.7%          | 46.3%    | 69.1%          | 50.3%    |
| 4     | 15.7%   | 28.1%    | 30.0%          | 37.5%    | 37.0%          | 41.9%    |
| 5     | 15.7%   | 28.5%    | 17.0%          | 29.1%    | 46.2%          | 34.4%    |
| 6     | 35.2%   | 29.2%    | 60.8%          | 34.4%    | 68.8%          | 38.8%    |
| 7     | 35.2%   | 17.9%    | 46.0%          | 25.5%    | 58.2%          | 33.4%    |
| 8     | 18.8%   | 16.9%    | 60.0%          | 28.9%    | 55.1%          | 32.6%    |
| All   | 24.3%   | 26.5%    | 44.9%          | 33.6%    | 56.1%          | 38.4%    |

### 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.

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### 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 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

Explore met this measure for the 2018-19 school year with an Effect Size of 0.41. Students in all grades performed higher than expected to a meaningful degree. The school's economically disadvantaged students performed significantly higher than predicted by 9.2pp. In addition, the school improved upon this measure by 0.72 when compared to the previous academic year.

#### 2017-18 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   | 80.3                               | 58            | 55.2                              | 45.1        | 10.1                                    | 0.49        |
| 4   | 83.3                               | 56            | 30.4                              | 37.1        | -6.8                                    | -0.32       |
| 5   | 73.3                               | 57            | 15.8                              | 36.6        | -20.8                                   | -1.13       |
| 6   | 77.2                               | 57            | 61.4                              | 34.7        | 26.7                                    | 1.30        |
| 7   | 65.5                               | 54            | 48.1                              | 37.0        | 11.2                                    | 0.55        |
| 8   | 66.7                               | 57            | 59.6                              | 25.3        | 34.3                                    | 1.55        |
| <b>All</b>                                  | <b>74.5</b>                        | <b>339</b>    | <b>45.1</b>                       | <b>36.0</b> | <b>9.2</b>                              | <b>0.41</b> |
| School's Overall Comparative Performance:   |                                    |               |                                   |             |   |             |
| Higher than expected to a meaningful degree |                                    |               |                                   |             |   |             |

#### Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16     | 3-8    | 70.6                               | 333           | 30.3   | 30.8      | -0.01       |
| 2016-17     | 3-8    | 73.7                               | 335           | 27.2   | 32.2      | -0.31       |
| 2017-18     | 3-8    | 74.5                               | 339           | 45.1   | 36.0      | 0.41        |

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### Goal 2: Growth Measure<sup>7</sup>

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

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

Students at Explore Charter School met the mean growth percentile measure with a mean growth percentile of 72.5, exceeding the threshold by 22.5pp. Students in all grades exceeded the measure. Student in grades 6 through 8 did particularly well exceeding the measure by at least 25pp. these data demonstrate that Explore students continue to grow in proficiency at a faster rate than students who had similar scores in the previous school year.

2017-18 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 61.0                   | 50.0   |
| 5     | 51.5                   | 50.0   |
| 6     | 92.0                   | 50.0   |
| 7     | 75.0                   | 50.0   |
| 8     | 83.0                   | 50.0   |
| All   | 72.5                   | 50.0   |

### ADDITIONAL EVIDENCE

Over the past three years, students at Explore have consistently improved upon the mean growth percentile measure, demonstrating over the charter term that students at Explore continue to improve academically. In the 2017-18 school year, that growth was particularly strong when

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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compared to the previous 2 years. These data demonstrate that the changes to Explore's academic program are yielding demonstrable results.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile |         |         |        |
|-------|------------------------|---------|---------|--------|
|       | 2015-16                | 2016-17 | 2017-18 | Target |
| 4     | 45.9                   | 34.1    | 61.0    | 50.0   |
| 5     | 33.0                   | 28.2    | 51.5    | 50.0   |
| 6     | 58.8                   | 69.4    | 92.0    | 50.0   |
| 7     | 59.0                   | 23.8    | 75.0    | 50.0   |
| 8     | 16.0                   | 50.0    | 83.0    | 50.0   |
| All   | 29.6                   | 40.9    | 72.5    | 50.0   |

### SUMMARY OF THE MATHEMATICS GOAL

In the 2018-19 school year, Explore met 4 of its 5 accountability measures. While the school did not meet the absolute measure of 75 percent of students in their second year demonstrating proficiency on the NYS math exam, the students at Explore continued to improve their performance when compared to the previous school year, improving proficiency by over 11pp. Although the school did not meet all of its measures, it improved upon all math measures when compared to the 2017-18 school year, demonstrating the effectiveness of the math academic program being implemented by the school.

| 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 mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.  | Achieved        |
| 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.) | Achieved        |
| Growth      | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)  | Achieved        |

### ACTION PLAN

With the adoption of the AF Navigator curriculum, Explore elevated the level of rigor in math instruction for its students. Below, we outline the additional steps Explore took by grade band to continue to improve the quality of math instruction this past year:

- **Grades K–2:** This past school year (2018-19) Explore implemented Achievement First’s Math Stories curriculum in grades K–2. Math Stories is a curriculum that uses strategically designed routines to help students develop a deep number sense and flexibility with numbers in order to support complex problem solving. Math Stories also provides students with an access point into basic math operations by using real life topics familiar to students. Overall, the implementation of Math Stories has shown promising signs, with K–2 Explore students improving proficiency in accuracy and representation by 38 and 42pp respectively by the end of the 2018-19 school year.
- **Grades 3–8:** In partnership with Achievement First, Explore’s 3–8 grade math teachers participated in robust training for AF Navigator designed to deepen their understanding of the math content and the critical thinking work students must engage with to show mastery of the standards. In addition, Explore started to offer additional math intervention blocks to allow teachers to further assess student needs and employ timely and effective interventions in the 2018-19 school year. Interventions ensure students struggling with grade-level standards continue to get exposure to grade-level content while still remediating lagging skills. Finally, another change Explore made last year to effectively assess student progress with the AF Navigator curriculum, was to adopt the AF Navigator interim exams in grades 3–8. These exams are externally validated and provide benchmark data for how students at Explore, and across the Explore Schools network, did in comparison to other schools.
- **Special Populations:** Explore’s Special Populations team worked to revamp the approach to small group instruction (SGI) in math during the 2018-19 school year. The goal was to ensure small group instruction and SETSS were aligned to the current classroom curriculum. To support in remediating any lagging skills, Explore will be using Goal Book which uses vertical progression, allowing teachers to scaffold to reach the priority skills while also providing additional practice for students.

### Approach to data-driven instruction

In the 2018-19 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. This year, we’ve developed a comprehensive data platform through the use of PowerBI providing school leaders earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years.

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

- the mathematics and English language arts state exams,
- Fountas and Pinnell,
- Core Knowledge Skills assessments, and
- NYSESLAT

Aligned to the EOY measures, the network also sets 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

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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.

### GOAL 3: SCIENCE

#### Goal 3: Science

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

#### BACKGROUND

In 2018-19, Explore Charter School employed a full-time K–5 science teacher and a 6-8 science teacher. Explore’s science curriculum is designed to promote inquiry, problem solving skills, and exposure to 21<sup>st</sup> 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 the 2018-19 school year, the school continued to work with Dr. Purvis, a veteran science instructor and consultant recommended to us by Success Academy to work with our network’s science teachers to examine their lesson plans and curriculum to ensure alignment with the NYS science standards. Dr. Purvis has decades of experience working in science education, and he worked with Success Academy 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 4<sup>th</sup> and 8<sup>th</sup> grade in Spring 2019. 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

Explore did not meet this measure. Explore’s 4<sup>th</sup> and 8<sup>th</sup> grade students in at least their 2<sup>nd</sup> year achieved 71.3% proficiency. While the school did not meet this measure, students in the 4<sup>th</sup> grade surpassed this measure with 80.4% of students reaching proficiency.

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### Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year |               |
|-------|---|---------------|
|       | Percent Proficient  | Number Tested |
| 4     | 80.4%   | 46            |
| 8     | 62.5%   | 48            |
| All   | 71.3%   | 94            |

### Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency |               |         |               |                    |               |
|-------|---|---------------|---------|---------------|--------------------|---------------|
|       | 2016-17   |               | 2017-18 |               | 2018-19            |               |
|       | Percent Proficient  | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4     | 68.0%   | 50            | 88.2%   | 51            | 80.4%              | 46            |
| 8     | 37.5%   | 48            | 69.1%   | 55            | 62.5%              | 48            |
| All   | 53.1%   | 98            | 78.3%   | 106           | 71.3%              | 94            |

#### 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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

#### RESULTS AND EVALUATION

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 State Science Exam Charter School and District Performance by Grade Level

| Grade      | Percent of Students at Proficiency                          |                  |                                    |                  |
|------------|---|------------------|------------------------------------|------------------|
|            | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students <sup>9</sup> |                  |
|            | Percent<br>Proficient                                       | Number<br>Tested | Percent<br>Proficient              | Number<br>Tested |
| 4          | 80.4%   | 46               | --                                 | --               |
| 8          | 62.5%   | 48               | --                                 | --               |
| <b>All</b> | <b>71.3%</b>  | <b>94</b>        | --                                 | --               |

### ADDITIONAL EVIDENCE

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

### 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<br>Second Year Compared to Local District Students |          |                   |          |                   |          |
|-------|---|----------|-------------------|----------|-------------------|----------|
|       | 2016-17   |          | 2017-18           |          | 2018-19           |          |
|       | Charter<br>School   | District | Charter<br>School | District | Charter<br>School | District |
| 4     | 68.0%   | --       | 88.2%             | --       | 80.4%             | --       |
| 8     | 37.5%   | --       | 69.1%             | --       | 62.5%             | --       |
| All   | 53.1%   | --       | 78.3%             | 67.0%    | 71.3%             | --       |

### SUMMARY OF THE SCIENCE GOAL

Explore did not meet the absolute measure for 75% of students in at least their second-year performance at or above proficiency. However, students in the 4<sup>th</sup> grade did surpass the proficiency threshold by over 5pp. At this time, we have not received access to district science performance data and therefore cannot determine comparative performance.

| 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. | N/A             |

<sup>9</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

## ACTION PLAN

Explore is continuing to build a robust, high-quality science program that gives students a 21<sup>st</sup> century science experience. In the 2019-20 school year, Explore Upper will be introducing Amplify Science. The new high-quality curriculum blends hands on investigations with literacy rich tools to support students. Also rated highly by ED Reports, we expect that Amplify Science will help support Explore teachers in providing high-quality instruction in science. 8<sup>th</sup> grade students at Explore will have the opportunity to prepare and take the Living Environment Regents. We will continue to host network-wide professional development sessions for science teachers during our staff in-service days.

## GOAL 4: ESSA

### Goal 4: ESSA

Explore will be in good standing.

#### 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 have met this measure; Explore Charter School has been in good standing with ESSA for at least the last 3 school years.

Accountability Status by Year

| Year    | Status        |
|---------|---------------|
| 2016-17 | Good Standing |
| 2017-18 | Good Standing |
| 2018-19 | Good Standing |