

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below.



EMPOWER

CHARTER SCHOOL

Empower Charter School

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September, 2017

By _____

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INTRODUCTION

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prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Morty Ballen	Member- Discipline Committee
Jana Reed	Member- Accountability Committee
Peter Walker	Member- Finance Committee
Hank Mannix	Chair- Finance and Accountability Committees
Tarmara Fulcher	Board Member
Kimesha Carnegie	Member- Accountability Committee
Beth Cohen	Member Discipline Committee

Christina Cotter has served as the Principal since July 2015.

INTRODUCTION

Explore Empower Charter School is a K-8 public charter school in Crown Heights, Brooklyn. Empower opened in 2009 and graduated its first class of 8th graders in 2016 to some of the top college-preparatory high schools in New York City. Empower'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 2016-17 school year, Empower currently serves 505 students as of June 28, 2017.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	60	56	59	59	57	58	--	--	--	349
2013-14	57	59	59	60	58	56	56	--	--	405
2014-15	56	61	57	59	59	57	60	53	--	462
2015-16	55	59	54	53	55	55	61	57	44	493
2016-17	49	52	60	58	59	54	59	59	55	505

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

For the 2016-17 school year, Empower 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.

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 3 through 8 grade in April 2017. 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).

2016-17 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	0	0	0	0	58
4	60	0	0	0	0	60
5	52	0	1	0	1	54
6	57	0	0	0	2	59
7	58	0	0	0	0	58
8	55	0	0	0	0	55
All	340	0	1	0	3	344

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.

MATHEMATICS

RESULTS

Of the students enrolled in at least their second year (272 out of 340) 33.5% achieved proficiency on the NYS English Language Arts Exam.

Performance on 2016-17 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	27.6%	58	28.2%	39
4	36.7%	60	41.7%	48
5	28.8%	52	33.3%	42
6	14.0%	57	15.2%	46
7	25.9%	58	24.4%	45
8	37.5%	55	53.8%	52
All	31.0%	340	33.5%	272

EVALUATION

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Empower fell short by 41.5% percentage points. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

ADDITIONAL EVIDENCE

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	24.53%	53	41.46%	41	28.2%	39
4	11.32%	53	26.09%	46	41.7%	48
5	4.26%	47	18.18%	44	33.3%	42
6	32.00%	50	21.05%	38	15.2%	46
7	13.64%	44	35.55%	55	24.4%	45
8			34.88%	43	53.8%	52
All	17.41%	247	29.67%	266	33.5%	272

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Our performance index for the 2016-17 academic year in English Language was 98.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[33%]	[36%]	[25%]	[6%]

$$\begin{array}{r}
 \text{PI} \\
 = \\
 [36] \\
 + \\
 [25] \\
 + \\
 [6] \\
 + \\
 [6] \\
 \text{PLI} \\
 = \\
 [98]
 \end{array}$$

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

We fell short of the PLI for ELA by 13 points. We did not achieve this measure. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

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.³

RESULTS

Of the students enrolled in at least their second year 33.5% achieved proficiency on the NYS English Language Arts Exam.

2016-17 State English Language Arts 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	
	Percent	Number Tested	Percent	Number Tested
3	28.2%	39	34.8%	1274
4	41.7%	48	35.8%	1448
5	33.3%	42	28.5%	1433
6	15.2%	46	24.3%	1506
7	24.4%	45	34.9%	1434
8	53.8%	52	41.6%	1688
All	33.5%	272	33.5%	8883

EVALUATION

We did not outperform the district (CSD 17), although we did match them in school wide average. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

³ 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](#).

ADDITIONAL EVIDENCE

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	24.53%	23.22%	41.46%	32%	28.2%	34.8%
4	11.32%	25.93%	26.09%	35%	41.7%	35.8%
5	4.26%	15.84%	18.18%	29%	33.3%	28.5%
6	32.00%	22.27%	21.05%	30%	15.2%	24.3%
7	13.64%	19.05%	35.55%	25%	24.4%	34.9%
8			34.88%	31%	53.8%	41.6%
All	17.41%	21.26%	29.67%	30%	33.5%	33.5%

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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Explore Empower Charter School had an overall Effect Size of 0.16; slightly higher than expected.

2015-16 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		

MATHEMATICS

3	90.0	54	35	28.1	6.9	0.38
4	81.7	57	28	30.1	-2.1	-0.11
5	90.9	54	19	19.8	-0.8	-0.05
6	74.5	51	18	26.3	-8.3	-0.50
7	86.2	56	36	21.1	14.9	0.95
8	78.3	44	36	30.7	5.3	0.30
All	83.9	316	28.6	25.9	2.7	0.16

School's Overall Comparative Performance:

Slightly higher than expected

EVALUATION

Although Explore Empower Charter School's overall comparative performance was slightly higher than expected, we did not achieve this measure. The overall Effect Size fell short by 0.14 points.

ADDITIONAL EVIDENCE

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15						
2015-16	3-8	83.9	316	28.6	25.9	0.16

Goal 1: Growth Measure⁴

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 state's unadjusted median growth percentile.

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

MATHEMATICS

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

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

The school's overall mean growth percentile is 52.8.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	35.4	50.0
5	46.8	50.0
6	59.9	50.0
7	62.5	50.0
8	62.3	50.0
All	<u>52.8</u>	50.0

EVALUATION

The school's overall mean growth percentile is greater than the state median of the 50th percentile. We met this measure.

ADDITIONAL EVIDENCE

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	43	41.8	35	50.0
5	38	39.3	47	50.0
6	56	56.1	60	50.0
7		56.6	62	50.0
8			62	50.0
All	45.6	48.2	53	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

We did not met the absolute measure or the first comparative measure. We did met the second comparative measure and the growth measure.

Type	Measure	Outcome
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⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

MATHEMATICS

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
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.	Did Not Achieve
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 2015-16 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Achieved

ACTION PLAN

The 2017-18 school year marks the third year that Empower is using the Core Knowledge Language Arts Skills and Listening & Learning Strands for grades K-2 and Expeditionary Learning in conjunction with Teachers College Writing curriculum, Words Their Way, and Grammar Work, for grades 3-8. As a result of the 16-17 data, Empower added a Close Reading component, where students are learning strategies for accessing unfamiliar, grade level texts and teachers and leaders are engaging in significant professional development around this approach.

Empower is assessing their students with both multiple choice/ reading passage style exams, along with running records multiple times a year. Each running record is analyzed, student needs are identified, and students receive guided reading, or Fountas & Pinnell's Leveled Literacy Intervention, across Grades 1-8, facilitated by teachers trained in implementing this curriculum.

MATHEMATICS

Goal 2: Mathematics

Explore Empower Charter School students will meet grade level expectations in math.

BACKGROUND

In the 16-17 academic year, Empower adopted the 2017 Common-Core Aligned Investigations anchor curriculum in math for Grades K - 5 and Math in Focus for Grades 6 - 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 grades 3 through 8 grade in April 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	58	0	0	0	0	58
4	60	0	0	0	0	60
5	52	0	0	0	2	54
6	57	0	0	0	2	59
7	59*	0	0	0	0	59
8	55	0	0	0	0	55
All	341	0	0	0	4	345

RESULTS

Of the students enrolled in at least their second year (270 out of 341) 26.8% achieved proficiency on the NYS Math Exam.

Performance on 2016-17 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	34.5%	58	43.6%	39
4	33.9%	60	38.3%	47
5	17.3%	52	19.5%	41
6	21.1%	57	23.9%	46
7	31.0%	59*	31.1%	45
8	21.8%	55	21.2%	52
All	26.8%	341	29.3%	270

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), or absence for at least some part of the exam.

* At the time of this report we are missing the math scores for one 7th grade student. He is counted in the total tested column but we do not know his proficiency at this time. He is not a 2nd year student.

MATHEMATICS

EVALUATION

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Empower fell short by 45.7 percentage points. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report.

ADDITIONAL EVIDENCE

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	28.30%	53	39.02%	41	43.6%	39
4	15.09%	53	28.89%	45	38.3%	47
5	25.53%	47	18.18%	44	19.5%	41
6	40.00%	50	23.08%	39	23.9%	46
7	11.36%	44	50.91%	55	31.1%	45
8			25.58%	43	21.2%	52
All	24.29%	247	31.84%	267	29.3%	270

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Our performance index for the 2016-17 academic year in Math was 87.

Mathematics 2016-17 Performance Level Index (PLI)

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[38]	[35]	[19]	[7]

$$\begin{array}{r}
 \text{PI} \\
 = \\
 [35] \\
 + \\
 [19] \\
 + \\
 [7] \\
 \text{PLI} \\
 = \\
 [61] \\
 [26] \\
 [87]
 \end{array}$$

EVALUATION

We fell short of the PLI index for Math by 22 points. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report.

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.⁸

RESULTS

Of the students enrolled in at least their second year, 29.3% achieved proficiency on the NYS Math Exam.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	43.6%	39	38.8%	1410
4	38.3%	47	28.1%	1481
5	19.5%	41	28.5%	1456
6	23.9%	46	29.2%	1550
7	31.1%	45	17.9%	1372
8	21.2%	52	16.9%	1582
All	29.3%	270	26.5%	8851

⁸ 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](#).

EVALUATION

Explore Empower’s students in at least their second year outperformed the district (CSD 17). We met this measure. We will discuss our plans for next steps in the Action plan located in the Math summary section of this report.

ADDITIONAL EVIDENCE

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	28.30%	30.51%	39.02%	35%	43.6%	38.8%
4	15.09%	28.48%	28.89%	31%	38.3%	28.1%
5	25.53%	28.32%	18.18%	28%	19.5%	28.5%
6	40.00%	24.86%	23.08%	29%	23.9%	29.2%
7	11.36%	16.70%	50.91%	19%	31.1%	17.9%
8			25.58%	20%	21.2%	16.9%
All	24.29%	25.8%	31.84%	27%	29.3%	26.5%

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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Explore Empower’s overall Effect Size was 0.29.

MATHEMATICS

2015-16 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	90.0	54	33	30.6	2.4	0.11
4	81.7	56	30	33.0	-3.0	-0.15
5	90.9	54	19	22.8	-3.8	-0.20
6	64.5	53	23	30.0	-7.0	-0.36
7	86.2	56	52	17.7	34.3	1.84
8	78.3	44	25	16.2	8.8	0.46
All	83.8	317	30.7	25.3	5.3	0.29

School's Overall Comparative Performance:

Slightly higher than expected

EVALUATION

Although Explore Empower Charter School did not meet this measure, the school's overall Effect Size feel short of performing significantly higher than expected by only 0.01 points.

ADDITIONAL EVIDENCE

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14						
2014-15						
2015-16	3-8	83.8	317	30.7	25.3	0.29

Goal 2: Growth Measure⁹

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 state's unadjusted median growth percentile.

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 2015-16 and also

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

MATHEMATICS

have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

Explore Empower's overall mean growth percentile is 54.9

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	32.1	50.0
5	48.0	50.0
6	55.3	50.0
7	73.9	50.0
8	66.5	50.0
All	<u>54.9</u>	50.0

EVALUATION

Explore Empower's mean growth is greater than the state's median of the 50th percentile. We met this measure. We will discuss our plans to address next steps in the Action plan located in the Math summary section of this report.

ADDITIONAL EVIDENCE

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	31	27.2	32.1	50.0
5	40.5	35.0	48.0	50.0
6	42	41.3	55.3	50.0
7		41.4	73.9	50.0
8			66.5	50.0
All	37.8	36.1	54.9	50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

We did not meet the absolute measure. We did meet both comparative measures and the growth measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
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 2015-16 school district results.)	Did Not Achieve
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 state's unadjusted median growth percentile.	Achieved

ACTION PLAN

In 2017-18, Empower is continuing to use the 2017 Common-Core Aligned Investigations anchor curriculum in math for K - 2. In Grades 3 - 8, as a result of recent reports and audits on Investigations 3 alignment to Common Core Standards and rigor, Empower is utilizing Achievement First's core math lessons as the core curriculum for math teaching and learning.

For Grades 3 - 8, Empower is utilizing weekly math quizzes to progress monitor student learning. From these data, teachers are creating sub-groups for reteach and remediation.

SCIENCE

Goal 3: Science

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

BACKGROUND

In 2016-2017, Explore Empower Charter School employed a full-time science teacher who utilized FOSS kits in instruction.

Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2017. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

Of the students enrolled in at least their second year 78.7% achieved proficiency on the 4th grade NYS Science exam. Of the students enrolled in at least their second year 35.3% achieved proficiency on the 8th grade NYS Science exam.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	78.7%	47		
8	35.3%	51		
All	56.1%	98		

EVALUATION

We met this goal for 4th grade, we did not meet it for 8th grade. Overall we did not meet this goal.

ADDITIONAL EVIDENCE

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency
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SCIENCE

	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	64.81%	54	63.41%	41	78.7%	47
8			23.68%	38	35.3%	51
All	64.81%	54	44.30%	79	56.1%	98

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.

RESULTS

We do not have District 17 results for Science.

2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	78.7%	47		
8	35.3%	51		
All	56.1%	98		

EVALUATION

We do not have District 17 results for Science.

ADDITIONAL EVIDENCE

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District

SCIENCE

4	64.81%		63.41%		78.7%	
8			23.68%		35.3%	
All	64.81%		44.30%		56.1%	

SUMMARY OF THE SCIENCE GOAL

We did not achieve the absolute measure. We do not have sufficient data to evaluate the comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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
	[Write in optional measure here]	

ACTION PLAN

Explore Empower Charter School implemented several measures to improve support and professional development for the 2016-2017 school year.

During extended pre-service, Explore Empower Charter School science teachers received science-specific professional development sessions including sessions aligned to common core standards. Teachers attended the following sessions:

- Infusing Common Core into the Scope and Sequence
- Guided Unit Planning
- Lesson and Unit Planning Best Practices
- Team-Based Planning and Knowledge Sharing
- Project-Based Learning in Science: The Performance Assessment
- Science Training with McGraw Hill
- The Science of the Do Now: A New Approach

To support implementation of science curriculum, Explore Empower Charter School Science teachers received training from McGraw-Hill on best practices for hands-on experimentation and lab work with students.

In addition to professional development sessions, Explore Empower Charter School science teachers had an opportunity to lesson plan and collaborate with science teachers across the four schools in our network, as well as an opportunity to receive feedback on lesson plans and practice lesson execution.

In addition to pre-service, our CMO is coordinating termly in-service days in which Explore Empower Charter School science teachers can continue to plan collaboratively and receive role-

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specific professional development. This approach and collaborative structure is new this year and has been very well received by the science teachers based on data received through session feedback slips and anecdotal feedback from individuals.

NCLB

Goal 4: NCLB

Explore Empower Charter School will make adequately yearly progress.

Goal 4: Absolute Measure

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

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

The school has good standing NCLB status for the 16-17 school year.

EVALUATION

The school has good standing NCLB status for the 16-17 school year.

ADDITIONAL EVIDENCE

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

