ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

2013-14 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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Tony Siddall, Senior Director, Growth Strategy, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Andy Hubbard	Chair
Ambrose Wooden, Jr.	Treasurer
Natalia Chefer	Trustee
Brandon Freiman	Trustee
Mirian Rodriguez	AF Family Representative
Jennifer Lindsay	AF Representative

Jabari Sims has served as the school leader since 2010.

INTRODUCTION

The mission of Achievement First Apollo Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college-preparatory education and is frequently assessed to ensure that she or he is making yearly progress made towards academic goals.

Achievement First Apollo elementary academy opened in August 2010, and served grades K-4 in 2013-14. The student body is 72% Black, 25% Latino, and 3% Asian. 88% of students are eligible for free- or reduced-price lunches. Students are selected by a blind lottery process.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- Unwavering focus on breakthrough student achievement
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments & strategic use of data to drive instruction
- Principals with the power to lead and high-quality, focused training for leaders
- Parents as Partners

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	89	90												179
2011-12	97	98	72											267
2012-13	94	91	91	63										339
2013-14	94	100	96	81	54									425

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
All students at Achievement First Apollo Charter School (AF Apollo) will be proficient readers and writers of the English language.

Background

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor in itself. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion self-discovery and creative expression.

The achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious & critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students are able to speak and write in a manner that is insightful, persuasive and critical.

Goal 1: 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 English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 4 grade in April 2014. 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.

2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]			Total Enrolled
		IEP	ELL	Absent	
3	78				81
4	52			2	54
All	130				135

Results

The results of the 2013-14 ELA exam are summarized in the table below.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	27%	78	27%	78
4	37%	52	37%	52
All	31%	130	31%	130

Evaluation

AF Apollo did not meet the 75% proficient target in 2013-14.

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					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	36%	64	27%	78
4	N/A	N/A	N/A	N/A	37%	52

[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.

All	N/A	N/A	36%	64	31%	130

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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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

AF Apollo exceed the AMO target of 89, with a PLI of 107.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25	45	29	2

PI	=	45	+	29	+	2	=	76
				29	+	2	=	31
						PLI	=	107

Evaluation
AF Apollo met this target.

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 local school district.

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

Method
A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

Results
The results of AF Apollo are compared to those of the local community school district in the table below.

2013-14 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	27%	78	16%	2036
4	37%	52	18%	1937
All	31%	130	17%	3973

Evaluation
AF Apollo met and exceeded the performance of the local Community School District at both 3rd and 4th grade, with nearly double the percentage of students scoring proficient.

Additional Evidence
Although state test data is limited, AF Apollo has significantly outperformed the local sending district in each year that it had students old enough to take the state test.

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 Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	N/A	N/A	36%	14%	27%	16%
4	N/A	N/A	N/A	N/A	37%	18%
All	N/A	N/A	36%	14%	31%	17%

[3] Schools can acquire these data when the New York State Education Department releases its Access 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.

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[4]

Method
The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results
In 2012-13, performance on the ELA exam was higher than expected to a large degree.

2012-13 **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		64	36	20.3	15.7	1.26
4						
5						
6						
7						
8						
All	84.4%	64	36	20.3	15.7	1.26

School's Overall Comparative Performance: Higher than expected to a large degree.

Evaluation
The aggregate effect size for AF Apollo on the 2012-13 ELA exam was 1.27, meaning significantly exceeding the target of 0.3.

[4] The Institute will continue using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Goal 1: Growth Measure[5]
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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 statewide median, it must have a mean growth percentile greater than 50.

Results
The Mean Growth Percentile for ELA in 2013-14 was 38, below the statewide median of 50.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	N/A	50.0
4	38	50.0
All	**38**	50.0

Evaluation
AF Apollo did not meet this target.

Goal 1: Optional Measure
Each year, on the Degrees of Reading Power exam (DRP), a nationally norm referenced literacy assessment, all grade-level cohorts of students (in grades K-2) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

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

Method

This measure is based on the Degrees of Reading Power (DRP), a nationally recognized standardized exam that compares student performance to national norms. 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 towards the goal of average NCE of 50 on the DRP exam.

Results

The table below shows our results for the DRP exam, reported in average NCE.

Grade	Average NCE						
	2010-11	*2011-12 Target*	2011-12 Actual	*2012-13 Target*	2012-13 Actual	*2013-14 Target*	2013-14 Actual
K	73	*50*	78	*50*	74	*50*	73
1	70	*74*	74	*79*	72	*75*	81
2	-	*71*	56	*75*	53	*73*	N/A
3	-	-	-	*57*	74	*54*	N/A

All grades tested scored above the target of 50 NCE in each year tested. Not every cohort, however, consistently met its growth targets.

Summary of the English Language Arts Goal

AF Apollo achieved its growth and comparative goals, but did not achieve the 75% proficiency goal.

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 Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB 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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district 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.	Did Not Achieve
Growth	Each year, on the Degrees of Reading Power exam (DRP), a nationally norm referenced literacy assessment, all grade-level cohorts (in grades K-2) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in	Achieved

	the current year.	

Action Plan

We strongly support the very rigorous Common Core aligned tests, and we have invested heavily in adapting the academic program to meet these college preparatory standards. In 2014-15 we will continue increasing the complexity of texts our scholars are reading, as well as the quality of instruction to support scholars both in building fundamental skills and developing higher order inquiry and analysis skills. Specifically, we will continue to on the following priorities in the 2014-15 school year:

1. Top quality oral and written responses – ensuring that teachers push and support scholars to produce work that is 100% correct and requires complex thinking.
2. Increased focus on text-dependent questions – supporting scholars to do close reading, annotate text, and use evidence in responses.
3. Additional time for vocabulary instruction – ensuring that instructional time is dedicated daily to building academic vocabulary.

The Achievement First network support team has created extensive guiding materials in each of these areas. In addition to curriculum, these materials include skill specific "Fundamentals of Instruction," which provide a theoretical and practical background for best instructional practices. The curriculum resources are developed and continually improved by exceptional teachers throughout the network called "curriculum fellows," and are refined by network-level staff in collaboration with national content area experts. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas. In addition, the network *doubled* the amount of summer training for all teachers and leaders in preparation for the 2014-15 school year.

MATHEMATICS

Goal 2: Mathematics
Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First Apollo, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
    - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
    - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification
    - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
    - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.
5. Problem Solving: the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall
    - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

Goal 2: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 4 grade in April 2014. 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.

2013-14 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[6]			Total Enrolled
		IEP	ELL	Absent	
3	79				81
4	52			2	54
All	131				135

Results

The results on the 2013-14 math exam are summarized in the table below.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	30%	79	30%	79
4	44%	52	44%	52
All	36%	131	36%	131

Evaluation

AF Apollo did not achieve this objective in 2013-14.

Additional Evidence

Although math performance at AF Apollo is substantially higher than the sending district, more than half of our fourth graders did not reach the college preparatory level of performance on the 2013-14 exam. However, this cohort of students did improve markedly from the previous year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	36%	64	30%	79
4	N/A	N/A	N/A	N/A	44%	52
All	N/A	N/A	36%	64	36%	131

[6] 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.

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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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

The PLI for math in 2013-14 was 122.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	12	52	27	8

PI	=	52	+	27	+	8	=	87
				27	+	8	=	35
						PLI	=	122

Evaluation

AF Apollo's PLI of 122 exceeded the NCLB's effective AMO of 86.

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 local school district.

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

Method
A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[8]

Results
In both grade 3 and grade 4, the percentage of students achieving proficiency significantly exceed the performance level of the local community school district.

2013-14 State Mathematics 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	30%	79	20%	2057
4	44%	52	24%	1953
All	36%	131	22%	4000

Evaluation
AF Apollo met this target in 2013-14.

Additional Evidence
In the two years during which AF Apollo had students in tested grades, it significantly outperformed the local CSD.

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	N/A	N/A	36%	19%	30%	20%
4	N/A	N/A	N/A	N/A	44%	24%
All	N/A	N/A	36%	19%	36%	22%

[8] Schools can acquire these data when the New York State Education Department releases its Access 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.

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[9]

Method
The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results
The 2012-13 Effect Size was 0.73, higher than expected to a medium degree.

2012-13 **Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvataged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		64	36	23.8	12.2	0.73
4						
5						
6						
7						
8						
All	**84.4%**	**64**	**36**	**23.8**	**12.2**	**0.73**

School's Overall Comparative Performance:
Higher than expected to a medium degree.

Evaluation
AF Apollo achieved this objective, performing "higher than expected to a medium degree."

[9] The Institute will continue using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Additional Evidence
2012-13 was the first year in which AF Apollo had students in a state-tested grade.

Goal 2: Growth Measure[10]
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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results
The Mean Growth Percentile for math in 2013-14 was 38.5.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	38.5	50.0
All	**38.5**	50.0

Evaluation
AF Apollo did not achieve this target.

Additional Evidence
2013-14 was the first year in which AF Apollo had a cohort with two years of test data, so there are no additional years for comparison.

Goal 2: Optional Measure
Each year, on a national norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-2) will reduce by one-half the gap between 90% of students scoring at or

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

above the 50th percentile in the previous year and 90% of students scoring at or above the 50th percentile in the current year.

Method

This measure is based on the TerraNova, a nationally recognized standardized exam that compares student performance to national norms. 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 towards the goal of 90% of students at or above the 50th percentile on the TerraNova exam. As part of our transition to the Common Core State Standards, AF Apollo discontinued the administration of the TerraNova exam, because it is not a sufficiently rigorous and Common Core aligned assessment.

The table below shows the results for the 2012-2013 administration of the TerraNova exam.

Grade	Percent Performing At or Above 50th Percentile							Target Achieved
	2009-10	Target	2010-11	Target	2011-12	Target	2012-13	
K	-	N/A	91%	-	95.5%		73.3%	
1	-	N/A	82%	92%	98.8%	96%	77.5%	No
2	-	-	-	86%	90.0%	99%	67.8%	No

Evaluation

After extremely high TerraNova performance in each grade in 2011-12, in 2012-13 AF Apollo had declines in each cohort of scholars in the percentage of students scoring at/above the 50th Percentile. We attribute this to changes in the ELA program to better align with our Common Core-aligned Internal Assessments. Again, we believe the TerraNova is not a sufficiently rigorous assessment for our Common Core aligned program.

Additional Evidence

As the preceding table shows, AF Apollo met this target in its second year of operation, the only other instance in which this analysis was possible.

Summary of the Mathematics Goal

AF Apollo achieved its comparative goals, demonstrating that it is an indispensable public education option in East New York. We have not yet reached the 75% proficiency target on the very rigorous Common Core aligned assessments, and despite cohort-level improvement, our scholars did not achieve sufficient growth to surpass the state median growth percentile.

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 Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective	Achieved

	(AMO) set forth in the state's NCLB accountability system.	
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	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 2012-13 school district 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 state's unadjusted median growth percentile.	Did Not Achieve
Growth	Each year, on a nationally norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-2) will reduce by one-half the gap between 90% of all students scoring at or above the 50th percentile in the previous year and 90% of students scoring at or above the 50th percentile in the current year.	N/A

Action Plan

AF Apollo will continue the core improvement strategies established over the last two years. We will continue upgrading the curricular resources available to teachers via the curriculum fellows model described under the ELA section of this Progress Report. Additionally, AF Apollo teachers participated in increased math-specific professional development during summer training, and will continue to receive weekly coaching. Additionally, math interventions for struggling students will be more systematic, and will be triggered by the NWEA Math for Primary Grades assessment to ensure that every struggling student receives tailored extra support.

SCIENCE

Goal 3: Science
Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of

core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the program is based on integrated science scope & sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

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 grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results
As the table below indicates, 94% of students were proficient on the 2014 grade 4 science exam.

Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Students In At Least 2nd Year		All Students	
	Percent	Number Tested	Percent	Number Tested
4	94%	52	94%	52
8	N/A	N/A	N/A	N/A

Evaluation
AF Apollo met this target.

Additional Evidence
2013-14 was the first year that AF Apollo students took the state science exam, so year-to-year data is not available.

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 local school district.

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

Results
The results are summarized in the table below.

2013-14 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	94%	52	TBD	TBD
8	N/A	N/A	N/A	N/A

Evaluation
This goal cannot be assessed because 4th grade science results for the local district are not yet available.

Summary of the Science Goal

AF Apollo achieved the absolute target, and the comparative target cannot be evaluated at this time.

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

Action Plan

AF Apollo will continue the development of the science program in partnership with Achievement First, which is working with BSCS, a national leader in the development and evaluation of K-12 science programs.

NCLB

Goal 4: NCLB
The school will make Adequate 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 a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet 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

AF Apollo is in good standing.

Evaluation

AF Apollo achieved this goal.

Additional Evidence

AF Apollo has achieved this goal each year it has been measured.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Optional Goals

Goal S: Parent Satisfaction
There is high social trust among the school community and a culture of excellence.

Goal S: Absolute Measure
80% of families will give the school a grade of B or higher on the parent satisfaction survey.

Method

The parent survey is designed by Achievement First and distributed to all enrolled families in the students' homework folders and made available at Report Card Night. Results were calculated based on the number of surveys returned.

Results

Families overwhelming expressed satisfaction with AF Apollo in 2013-14.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
382	422	91%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I would recommend this school to parents of other students in the city.	96%
The overall grade I would give this school is a B or higher.	97%

Evaluation

AF Apollo achieved this goal.

Goal S: Absolute Measure
Each year, 95% of the students who are enrolled on the last day of school will return for the following September.

Achievement First Apollo closely tracks the number of families who choose not to re-enroll their students and the reasons the families decided not to return, and reports this data including the reason for individual withdrawals to the Board of Trustees bi-monthly. Please note that because student retention numbers for 2014-15 are still being verified at the school level, this measure evaluates student retention between the beginning of 2012-13 and 2013-14. The figures reported below reflect overall attrition over the course of the year, rather than just attrition between the last day of school and the first day of school in the next year, to ensure that this report captures all students who left the school for any reason. We track total attrition as well as "Loss" attrition as a way to better understand the reasons students leave and plan how to help families decide to stay with AF Apollo's rigorous academic program. "Loss" attrition is defined as students who leave for any reason other than: moving outside of the district, gaining acceptance to a competitive admissions school, or transferring due to a highly restrictive IEP.

2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
347	0	301	87%

Evaluation

AF Apollo has increased its retention rate over the past three years, but overall student attrition remains too high. Loss attrition for 2013-14 was 7.2%.

Additional Evidence

Year	Retention Rate
2011-12	79%
2012-13	86%
2013-14	87%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Attendance is tracked daily by homeroom teachers at Achievement First Apollo and entered into an electronic student information system. Attendance totals are reported to the board of trustees on a bi-monthly schedule.

Results

The following table shows the average daily attendance rate for AF Apollo.

2013-14 Attendance

Grade	Average Daily Attendance Rate
1	96%
2	97%
3	97%
4	97%
Overall	97%

Evaluation

AF Apollo achieved this goal.

Additional Evidence

Year	Average Daily Attendance Rate
2011-12	97%
2012-13	97%
2013-14	97%