

Explore Exceed Charter School
2023-24 ACCOUNTABILITY PLAN PROGRESS
REPORT

Submitted to the SUNY Charter Schools Institute

Sept 16, 2024

By: Explore Schools Inc.

Lower Campus
443 Saint Marks Ave
Brooklyn, NY 11238

Upper Campus
46 McKeever Pl
Brooklyn, NY 11225



2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Explore Schools Inc. prepared this 2023-24 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Hank Mannix	Member	Finance, Consolidation
Angie Brice Thomas	Chair	Accountability, Board Membership, Finance, Consolidation
Lindsay Danon	Member	Accountability
Shawn Jenkins	Vice Chair	Board Membership, Consolidation
Kevin Bryant	Member	Accountability, Consolidation
Karen Annette Francois	Member	Consolidation
Lisa Lurie	Treasurer	Consolidation, Finance
Anna D. Johnson	Member	None
Shakeema Griffin	Parent Representative	None
Orissa Pereira	Parent Representative	None
Avni Gupta-Kagan	Member	None

Marcus Findlay and Joi Frankfort have served as the Co-Principals since July 2022 and July 2023 respectively.

SCHOOL OVERVIEW

Exceed Charter School is a K–8 public charter school in Crown Heights, Brooklyn. Exceed opened in 2012 and graduated its first class of 8th graders in 2018 to some of the top college-preparatory high schools in New York City. While Exceed’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

Due to declining enrollment across the district and across Brooklyn, Exceed’s last year of operation was the 2023-2024 school year. The network consolidated the school to ensure its ability to continue providing a high-quality education to all students in our network. Students at Exceed were able to continue to receive a full range of programming in both our lower and upper campuses for the entirety

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of the 2023-2024 school year and were offered seats within the Explore network to ensure continuity of learning in the years ahead.

ENROLLMENT SUMMARY

In the 2023-24 school year, Exceed served 377 students as of BEDS Day (October 4, 2023).

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2021-22	41	42	35	35	56	42	48	48	48	395
2022-23	40	45	44	39	40	57	45	47	56	413
2023-24	30	33	41	38	39	44	51	49	52	377

GOAL 1: ENGLISH LANGUAGE ARTS

BACKGROUND

For the 2023-24 school year, Exceed Charter School continued to use the Core Knowledge Language Arts (CKLA) Skills and Knowledge Strands for grades K–2 and EL Education (formerly known as Expeditionary Learning) in grades 3–8. Both programs provide students with literacy education rooted in the science of reading.

K–2

Exceed’s early literacy curriculum focuses on developing phonological awareness, building content knowledge and vocabulary, and developing comprehension skills. Exceed uses the Core Knowledge Language Arts (CKLA) program as its main 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 reading comprehension 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, building comprehension skills through interactive discussions during and after reading, and use writing to extend and explore the texts and their content. The **Skills** strand is a comprehensive, explicit, and systematic phonics program designed to build decoding, fluency, and writing/spelling skills.

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In addition to the CKLA Program, Exceed's K-2 literacy program also included: Independent Reading, Small Group Instruction, Play Labs, and Interactive Read Aloud as supplemental supports for comprehension development, skill practice, and discourse.

3–8

Our literacy program is designed 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, Exceed uses the EL Education curriculum as the primary resource for teaching literacy in grades 3–8. EL Education includes reading and writing instruction and explicitly embedded practice with 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 blend of fiction and non-fiction complex texts. In each module, students 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 grades 6-8, we added a fourth EL Education module this year to increase our students' exposure to high-level topics, texts and tasks. In so doing, we are deepening our students' background knowledge, exposure to content-specific vocabulary, and a variety of texts and genres – all aligned to the science of reading.

In addition to our anchor curriculum, 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 to build independence as readers. Exceed used i-Ready as a diagnostic assessment for all students and as a progress monitoring tool to support RTI and small group instruction.

Writing was also a focus for the 2023 – 24 school year. We improved our approach to writing both within our EL curriculum and across content areas. In grade levels where students have more than one teacher who writes with them, we ensured consistent use of a shared rubric and outlining process. This supported students by providing a clear and systematic process for organizing their thinking and tracking their progress as writers. We introduced assessed writing cycles across grades 3-8 approximately every 6 weeks. Students produced an on-demand writing assignment based on a grade level text(s) and a standards-aligned question. We used our 3-5 writing rubric and our 6-8 writing rubric to grade, identify grade level trends and clear reteaching opportunities and goals, and give students feedback on their work.

Students who required additional reading support in 23-24 received small group, targeted instruction using mCLASS intervention, Just Words, Wilson, or Leveled Literacy Intervention. Students who are Multi-Lingual Learners (MLLs) were offered SIOP. In addition to their core literacy programming, each

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week, Exceed's students received four periods of modified Close Reading with additional scaffolds built in. Throughout Close Reading, students were taught transferable thinking that provided access to unlock the deepest meaning of any texts, across all subject matters. ESI's Program Team continued to provide support directly to Exceed's leaders and teachers in these areas.

For our youngest students, Exceed used the mCLASS DIBELS 8 assessment as the central literacy assessment in K-2. Data from the assessment was used to inform responsive instruction across core content blocks and small group instruction (SGI). Exceed also continued use of Amplify Reading to provide personalized instructional support. Amplify Reading is an interactive, game-based platform that targets specific literacy skills for students based on their performance on the DIBELS 8.

Exceed continued to use mCLASS Intervention as an added curricular structure to provide enhanced support for students in response to mCLASS data. The mCLASS Intervention program groups students into SGI groups based on the highest-leverage skill they need support on and provides teachers with detailed scope and sequence and lessons for 2 weeks of intensive instruction with embedded progress monitoring.

For 3-8 students, Exceed administered i-Ready diagnostic assessments during the beginning of the year, middle of the year and end of the year. As mentioned above, these assessments determined the year's beginning RTI groups and informed small group intervention and cross-curricular support throughout the year.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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2023-24 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	30		4	1				35
4	38							38
5	32		2	1				35
6	38		1					39
7	43		2					45
8	43		3					46
All	224		12	2				238

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	30	11	36.7%	25	10	40.0%
4	38	12	31.6%	31	10	32.3%
5	32	11	34.4%	29	10	34.5%
6	38	10	26.3%	31	10	32.3%
7	43	18	41.9%	33	17	51.5%
8	43	22	51.2%	36	18	50.0%
All	224	84	37.5%	185	75	40.5%

ELA Measure 2 - Absolute

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.

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

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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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 2023-24 English language arts MIP for all students of **113**. 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 250.²

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	31.3	31.3	28.6	8.9

$$\begin{array}{rclclclcl}
 \text{PI} & = & 31.3 & + & 28.6 & + & 8.9 & = & 68.8 \\
 & & & & 28.6 & + & 8.9 & = & 37.5 \\
 & & & & & + & (.5)*8.9 & = & 4.5 \\
 & & & & & & \text{PI} & = & \mathbf{110.8}
 \end{array}$$

RESULTS AND EVALUATION

Exceed Charter School did not meet either absolute measure. They fell short of the overall proficiency goal by 37.5 percentage points, but only 34.5 percentage points for students in at least their second year. Exceed also did not the Measure of Interim Progress, though they came within 3 points of doing so.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.0%	25	38.9%	827
4	32.3%	31	46.3%	871
5	34.5%	29	41.4%	886
6	32.3%	31	43.8%	1040
7	51.5%	33	51.7%	1056
8	50.0%	36	48.8%	941
All	40.5%	185	45.4%	5621

ELA Measure 4 - 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.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.0%	439.0	439.6	-0.06
4	85.7%	441.0	442.5	-0.14
5	75.0%	435.0	443.2	-0.86
6	89.1%	447.0	439.6	0.87
7	83.3%	448.0	444.0	0.44
8	89.1%	446.0	446.8	-0.09
All	84.0%	442.5	442.9	-0.01

ELA Measure 5 - 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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

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 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.4	50.0
5	48.7	50.0
6	52.4	50.0
7	57.6	50.0
8	47.2	50.0
All	51.3	50.0

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

2023-24 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	246	84%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	140	79%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	132%	53	110%	No

End of Year Performance on 2023-24 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	18.9%	37	20.7%	29
4	23.7%	38	26.7%	30
5	15.0%	40	14.3%	35
6	7.7%	39	6.5%	31
7	12.8%	47	16.2%	37
8	20.4%	49	25.0%	40
All	16.4%	250	18.3%	202

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End of Year Growth on 2023-24 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	147%	36
4	128%	38
5	90%	39
6	21%	39
7	30%	47
8	111%	47
All	84%	246

ADDITIONAL CONTEXT AND EVIDENCE

For iReady there are three additional measures. Exceed Charter School did not meet any of them. With regards to all students, Exceed fell short of the annual typical growth goal by 16 percentage points. For students who started the year 2 or more grade levels behind, Exceed fell short of the 110% annual growth goal by 31 percentage points. Regarding students with disabilities, they were 22 percentage points behind their GenEd peers.

Goal 1: Additional Growth Measure

75% of students in KG-2 will reach or exceed their mCLASS growth goal or meet/exceed their grade level benchmark from 23-24 Beginning of Year to 23-24 End of Year.

METHOD

Using the mCLASS assessment hosted by Amplify, students are tested regarding their early literacy skills at various points throughout the school year. Growth goals are determined by the platform based on beginning of year assessment/diagnostic and results are gathered in the spring as part of an end of year assessment.

RESULTS AND EVALUATION

Performance on 23-24 mCLASS EOY By All Students

Grades	All Students	
	Met Measure	Number Tested
KG	72.7%	22
1	74.1%	27
2	59.4%	32
All	67.9%	81

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Exceed did not meet this measure overall, but came within 8percentage points overall. The results were strongest in 1st grade, where students came within 1 percentage point of meeting the measure.

SUMMARY OF THE ELA GOAL

Overall, of the 9 measures that could be evaluated given current data, Exceed met 1 of them while falling short in 8 others.

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 Meet
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.	Did not Meet
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 Meet
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.	Did not Meet
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.	Met
Growth (iReady)	Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	Did not Meet
Growth (iReady)	Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Did not Meet
Growth (iReady)	Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Did Not Meet
Growth (mClass)	75% of students in KG-2 will reach or exceed their mCLASS growth goal or meet/exceed their grade level benchmark from 22-23 Beginning of Year to 22-23 End of Year.	Did not Meet

ELA ACTION PLAN

Because Exceed Charter School closed at the end of the 23-24 school year, we do not have an action plan to respond to 23-24 data. Many former Exceed students have transferred to other schools in our network and will be part of the action plan in those accountability plan progress reports.

GOAL 2: MATHEMATICS

BACKGROUND

Exceed's approach to math instruction prioritizes focus and cohesiveness as New York State shifted to Next Generation Learning Standards, which balances rigor of conceptual understanding, procedural skill and fluency, and application in preparation for college and career. Exceed implements research-based curricular resources that best support this vision for mathematical instruction. In grades K–8, Exceed used LEAP math, also known as Achievement First's math curriculum. We also offered an Algebra 1 elective to 8th graders who are prepared to take on high school level standards. ESI's Program Team continued to support Exceed's leaders and teachers, focusing on strengthening instruction and data-driven practices.

In the 2023-24 school year, Exceed built on the success we experienced in the 2022-2023 school year. We continued to ensure that all standards were taught ahead of the NYS exam, in alignment with the updated NYS Next Generation Standards Educators' Guide. Based on our programmatic success from the previous year, we stayed the course with our approach – teaching all tested standards ahead of the NYS exams and utilizing our interim assessments and math quizzes to inform reteaching opportunities. We also continued using our formalized preparation program leading up to the state exams.

In our K-4 classrooms, we continued to strengthen our instructional delivery by standardizing teaching practices across our classrooms. For example, during the Math Stories block, when students solved rigorous, standards-aligned word problems, we implemented the 3-reads strategy to give students a systematic approach to comprehending the story problem and making sense of its solution.

Given our gains in 8th grade math and in collaboration with our consultants at LEAP, we shifted our 8th grade math pacing to teach all students the first three units of Algebra 1 before making placement decisions for our Regents level Algebra 1 course which we offered to qualifying students in addition to the 8th grade math class.

We added weekly differentiated digital practice in all grades K-8 through Khan Kids (K-2) and Khan Academy (3-8) and trained our staff on how to assign targeted lessons to students based on their data.

Additionally, we implemented the Do The Math curriculum as our intervention curriculum for students who demonstrated lagging skills in math with a focus on the four operations as applied to whole and rational numbers. Using a systematic approach to diagnostic testing, we ensured that all students placed

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in Do the Math groups were entering at their readiness levels and building from there. In support of all these changes, ESI's Program Team worked to ensure Exceed leaders had the tools, resources, and access to high-quality trainings for strong data analysis and response and standards-aligned math instruction.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled	
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason		Took Regents
3	34		2	1					37
4	38	1	1						40
5	37		4						41
6	39		1						40
7	44		3						47
8	43		10						53
All	235	1	21	1					258

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	34	17	50.0%	28	14	50.0%
4	38	11	28.9%	31	9	29.0%
5	37	8	21.6%	34	7	20.6%
6	39	17	43.6%	31	15	48.4%
7	44	24	54.5%	33	20	60.6%
8	43	20	46.5%	37	19	51.4%
All	235	97	41.3%	194	84	43.3%

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Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 mathematics MIP for all students of **115.3**. 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.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	31.9	26.8	31.5	9.8

$$\begin{array}{rclclcl}
 \text{PI} & = & 26.8 & + & 31.5 & + & 9.8 & = & 68.1 \\
 & & & & 31.5 & + & 9.8 & = & 41.3 \\
 & & & & & + & (.5)*9.8 & = & 4.9 \\
 & & & & & & \text{PI} & = & \mathbf{114.3}
 \end{array}$$

RESULTS AND EVALUATION

Exceed Charter School did not meet the first absolute measure, but came within 34 percentage points with all students, and was even closer with students in at least their second year, coming within 32 percentage points of meeting the overall proficiency goal. Exceed did not meet the measure for internal progress but came within 1 point of doing so.

Math Measure 3 - 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 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

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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.

2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50.0%	28	51.3%	860
4	29.0%	31	53.2%	908
5	20.6%	34	47.5%	892
6	48.4%	31	42.5%	1081
7	60.6%	33	43.9%	978
8	51.4%	37	43.3%	904
All	43.3%	194	46.7%	5623

Math Measure 4 - 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.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁶

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.0%	437.0	445.5	-0.61
4	85.7%	445.0	444.4	0.04
5	75.0%	441.0	445.5	-0.35
6	89.1%	459.0	441.3	1.39
7	83.3%	452.0	445.9	0.48
8	89.1%	458.0	438.7	1.18
All	83.9%	448.5	443.6	0.33

Math Measure 5 - 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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁷

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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.

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	43.5	50.0
5	58.6	50.0
6	70.0	50.0
7	57.3	50.0
8	66.0	50.0
All	59.2	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Curriculum based.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 Absolute: 75% of students will meet grade level proficiency on the 23-24 EOY Math IA (R4)	All students	75%	186	41.4%	No
Measure 2 Growth: 75% of students will show 5% improvement over their scores between the 22-23 R3 and 23-24 R3. For new students, they will show 5% improvement over their scores between the 23-24 R1 and 23-24 R3.	All students	75%	259	24.7%	No

Performance on 23-24 Math IA EOY (R4) By All Students

Grades	All Students	
	Met Measure	Number Tested
KG	77.8%	18
1	52.4%	21
2	39.1%	23
3	28.6%	21
4	11.5%	26
5	15.0%	20
6	79.2%	24
7	36.4%	33
All	41.4%	186

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Percent of Students Showing Improvement Between 22-23 R3 Math IA and 23-24 R3 Math IA By All Students

Grades	All Students	
	Met Measure	Number Tested
KG	9.5%	21
1	29.2%	24
2	37.5%	32
3	17.2%	29
4	13.3%	30
5	35.5%	31
6	31.4%	35
7	20.5%	39
8	22.2%	18*
All	24.7%	259

*Many of the strongest performing 8th graders were on the Algebra Regents track, and did not take the R3 IA, which negatively impacted the proficiency, and total testing counts for that grade level. This will be addressed in the scope and sequence planning for 24-25 at the other schools within our network.

ADDITIONAL CONTEXT AND EVIDENCE

Exceed did not meet either of the internal/curriculum-based measures for 23-24. Exceed fell short of 75% overall proficiency at the End of Year exam by approximately 34 percentage points and fell short of the year over year growth goal by approximately 50 percentage points. Despite falling short in the absolute goal, there were bright spots; Kindergarten and 6th grade exceeded 75 percent proficient, even if the whole school did not.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students will perform at proficiency on the New York State Algebra I Regents.

METHOD

A subset of students in 8th grade received a high school Algebra I curriculum throughout the 22-23 school year and sat for the June 2022 Algebra I Regents. Proficiency is defined by scoring 65% or higher.

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RESULTS AND EVALUATION

Performance on a Regents Math Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2018-19	Algebra	100%	4
8	2021-22	Algebra	82.4%	17
8	2022-23	Algebra	100%	9
8	2023-24	Algebra	100%	7

We are proud that we have met our goals on the Algebra Regents consistently over the last 4 testable years and will work to continue that at our other network schools in the 24-25 school year and beyond.

SUMMARY OF THE MATHEMATICS GOAL

Overall, of the 8 measures that could be evaluated, Exceed met 3 of them while falling short in 5 others.

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 Meet
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.	Did not Meet
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.	Did not Meet
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.	Met
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.	Met
Absolute	75% of students will meet grade level proficiency on the 23-24 EOY Math IA (R4)	Did Not Meet
Growth	75% of students will show 5% improvement over their scores between the 22-23 Math R3 Interim and 23-24 Math R3 Interim. For	Did Not Meet

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	new students, they will show 5% improvement over their scores between the 23-24 R1 Interim and 23-24 R3 Interim.	
Absolute	Each year, 75 percent of all tested students will perform at proficiency on the New York State Algebra I Regents.	Met

MATHEMATICS ACTION PLAN

Because Exceed Charter School closed at the end of the 23-24 school year, we do not have an action plan to respond to 23-24 data. Many former Exceed students have transferred to other schools in our network and will be part of the action plan in those accountability plan progress reports.

GOAL 3: SCIENCE

BACKGROUND

In 2023-24, Exceed Schools continued our implementation of a cohesive K-5, 6-7, and grade 8 science program. In grades K-5, the science program used PhD Science by Great Minds. In Gr6-7, the science program was Amplify Science, and grade 8 was New Visions Living Environment. In 2023-24, Exceed Schools employed full-time K-2, 3-5, and 6-8 science teachers. Exceed's chosen science curricula is designed to promote inquiry, problem solving skills, and exposure to 21st century learning and skills. All three science curricula support rigorous, aligned instruction to NYS Next Generation Science standards.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 7th graders, along with 8th grade students who were not sitting for the Living Environment Regents in Spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	33	8	24.2%
7	32	10	31.3%
8	17	3	17.6%
All	82	21	25.6%

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Science Measure 2 - Comparative

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.

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.

2023-24 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students (in 22-23) *		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	33	8	24.2%	NA	NA	NA
7	32	10	31.3%	786	310	39.0%
8	17	3	17.6%			
All	82	21	25.6%	786	310	39.0%

*Due to the timing of data release, 22-23 NYC CSD data is included instead of 23-24. The elementary science test was not administered in 22-23, hence the missing G5 data at the district level.

Science Measure 3 - Absolute

Each year, 75 percent of all tested 8th grade students will perform at or above proficiency on the New York State Living Environment Regents.

RESULTS AND EVALUATION

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2021-22	Living Environment	52.9%	34
8	2022-23	Living Environment	73.5%	34
8	2023-24	Living Environment	94.4%	18

We are proud that we have met our goals on the Living Environment Regents this year, building on the progress made in the last two testable years. Looking toward the 24-25 school year, we are looking for a

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greater percentage of students earning a mastery score of at least 80% as we transition all 8th grade students to Regents level science course work at our other network schools.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Overall, of the 3 science measures Exceed met 1, but came short in 2 others.

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 Meet
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.	Did Not Meet
Absolute	Each year, 75 percent of all tested 8th grade students will perform at or above proficiency on the New York State Living Environment Regents.	Met

ACTION PLAN

Because Exceed Charter School closed at the end of the 23-24 school year, we do not have an action plan to respond to 23-24 data. Many former Exceed students have transferred to other schools in our network and will be part of the action plan in those accountability plan progress reports.

GOAL 4: ESSA

ESSA Measure 1

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.

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

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School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Local Support and Improvement
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

We have met this measure; Exceed Charter School has been in good standing aka identified for only local support and improvement with ESSA for at least the last 3 school years where data is available.