Application: Explore Excel Charter School

Rachel Wiley - rwiley@explorenetwork.org
2022-2023 Annual Report

Summary

ID: 0000000169
Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Jul 31 2023

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the [Annual Report Portal](). When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) <u>before</u> all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2023)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

EXPLORE EXCEL CHARTER SCHOOL 800000070559

a1. Popular School Name

Excel Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD #18 - BROOKLYN

e. Date of Approved Initial Charter

Dec 1 2010

f. Date School First Opened for Instruction

Aug 1 2011

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

NA

h. School Website Address

https://exploreschools.org/

i. Total Approved Charter Enrollment for 2022-2023 School Year

564

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

502

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5
6
7
8

l. Charter Management Organization

Do you have a [Charter Management Organization](#)?

Yes

l1. Charter Management Organization Name

Explore Schools, Inc.

I2. Charter Management Organization Email Address

information@explorenetwork.org

I3. Charter Management Organization Email Phone Number

917-710-2482

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	Yes, 2 sites

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1077 Remsen Ave, Brooklyn NY 11236	718-303-3245	NYC CSD 18	K-4	K-4	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Jeremy Thomas	Senior Director of Special Projects	917-710-2482		jsthomas@explorenetwork.org
Operational Leader	Veronica Woolley	Managing Director of Operations	347-576-3087		vwoolley@explorenetwork.org
Compliance Contact	Veronica Woolley	Managing Director of Operations	347-576-3087		vwoolley@explorenetwork.org
Complaint Contact	Jeremy Thomas	Senior Director of Special Projects	917-710-2482		jsthomas@explorenetwork.org
DASA Coordinator	Veronica Woolley	Managing Director of Operations	347-576-3087		vwoolley@explorenetwork.org
Phone Contact for After Hours Emergencies	Veronica Woolley	Managing Director of Operations	347-576-3087		vwoolley@explorenetwork.org

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	2999	No		No		Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	956 East 82nd St, Brooklyn NY 11236	347-289-9555	NYC CSD 18	5-8	5-8	No

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Jeremy Thomas	Senior Director of Special Projects	917-710-2482		jsthomas@explorenetwork.org
Operational Leader	Veronica Woolley	Managing Director of Operations	347-576-3087		vwoolley@explorenetwork.org
Compliance Contact	Veronica Woolley	Managing Director of Operations	347-576-3087		vwoolley@explorenetwork.org
Complaint Contact	Jeremy Thomas	Senior Director of Special Projects	917-710-2482		jsthomas@explorenetwork.org
DASA Coordinator	Veronica Woolley	Managing Director of Operations	347-576-3087		vwoolley@explorenetwork.org
Phone Contact for After Hours Emergencies	Veronica Woolley	Managing Director of Operations	347-576-3087		vwoolley@explorenetwork.org

m2b. Is site 2 in public (co-located) space or in private space?

Co-located Space

m2c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	2999	No		No		Yes

n. List of owned, rented, leased facilities <u>not used</u> to educate students

Separate by semi-colon (;)

None

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

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o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

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p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Rachel Wiley
Position	Senior Operations and Reporting Manager
Phone/Extension	347-971-2482
Email	rwiley@explorenetwork.org

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 10:

Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click YES to agree.
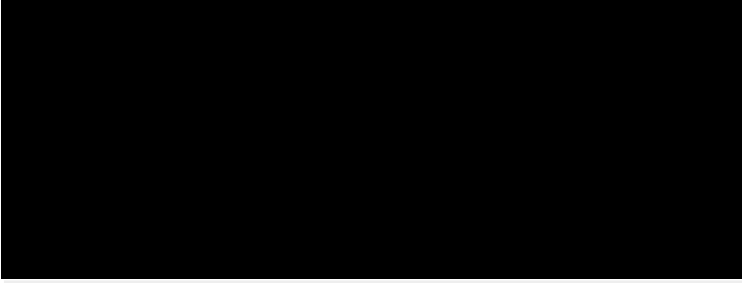
Responses Selected:

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date

Jul 13 2023

Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Jul 31 2023

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[1]
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo;
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: Explore Excel Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the **link** from the school's website for each of the items:

New York State Report Card

Emergency Response Plan Memo

NYSED Subject Matter List

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://exploreschools.org/governance/
2. Board meeting notices, agendas and documents	https://exploreschools.org/governance/
3. New York State School Report Card	https://exploreschools.org/governance/
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://exploreschools.org/governance/
6. Authorizer-approved FOIL Policy	https://exploreschools.org/governance/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://exploreschools.org/governance/

Thank you.

Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

<u>**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**</u>

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

<u>**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**</u>

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

<u>**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**</u>

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023.**

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
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Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
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Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Nov 3 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Excel APPR 22-23-Final

Filename: Excel_APPR_22-23-Final.pdf **Size:** 589.7 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the Annual Report Portal and into the SUNY Epicenter document management system no later than **November 1, 2023. SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the Annual Report Portal no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

Entry 4a – Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Statement Template" at http://www.newyorkcharters.org/fiscal/. After completing, schools must upload the document into the Annual Report Portal and into the SUNY Epicenter document management system no later than **November 1, 2023.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the 2022-2023 Annual Reports webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is $100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2023-2024 Budget

Incomplete

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023**.

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023**.

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2023

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Financial Disclosure Form Explination](#)

Filename: Financial_Disclosure_Form_Explination.pdf **Size:** 60.4 kB

Entry 7 BOT Membership Table

Completed - Jul 31 2023

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Hank Mannix	███	Treasurer	Finance	Yes	4	07/01/2022	06/30/2025	10
2	Angie Brice Thomas	███	Chair	Accountability, Board Membership	Yes	3	07/01/2021	06/30/2024	8
3	Lindsay Danon	███	Trustee/ Member	Accountability	Yes	2	07/01/2022	06/30/2025	9
4	Shawn Jenkins	███	Vice Chair	Board Membership	Yes	2	07/01/2023	06/30/2026	8
5	Tiffany Curtis	███	Trustee/ Member	NA	Yes	1	09/21/2021	06/30/2024	8
6	Kevin Bryant	███	Trustee/ Member	Accountability	Yes	1	09/21/2021	06/30/2024	6
7	Sherrard Zamore	███	Trustee/ Member	Finance	Yes	1	10/25/2022	06/30/2025	8
8	Karen Annette Francois	███	Trustee/ Member	NA	Yes	1	10/25/2022	06/30/2025	9

| 9 | Lisa Lurie | ███ ███ ███ | Trustee/ Member | NA | Yes | 1 | 06/13/2023 | 06/30/2026 | 5 or less |

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2023	8
b.Total Number of Members Added During 2022-2023	3
c. Total Number of Members who Departed during 2022-2023	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	16

3. Number of Board meetings held during 2022-2023

10

4. Number of Board meetings scheduled for 2023-2024

10

Total number of Voting Members on June 30, 2023:

8

Total number of Voting Members added during the 2022-2023 school year:

3

Total number of Voting Members who departed during the 2022-2023 school year:

2

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

16

Thank you.

Entry 8 Board Meeting Minutes

Incomplete - Hidden from applicant

Instructions - <u>Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY</u>

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should <u>match</u> the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Jul 31 2023

Instructions for submitting Enrollment and Retention Efforts

<u>Required of ALL Charter Schools</u>

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

<u>*SUNY-authorized charter schools</u>

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	Excel Charter School's overall recruitment strategy focuses on families living in the immediate neighborhood of the school, communities within 2 miles of the campus, and their centralized school district in order to best serve the school's geographic community. Given the demographics of the neighborhood served, by targeting these areas, the school recruits a large portion of students who qualify for free and reduced lunch (the majority of the school's current student population qualifies for free and reduced lunch). We've employed the following strategies to recruit families considered economically disadvantaged: We've worked to build relationships with local Pre-K programs and other Early Childhood Development Centers and engaged their school communities by inviting them to school visits and to learn more about our school community. We utilized family referral campaigns and partnered with local organizations, with the goal being to attract more families in the profile of the families it serves, who may have otherwise not heard about the	Excel Charter School plans to continue and improve the overall recruitment strategy and expand the family referral campaign in our communities in order to meet recruitment targets for economically disadvantaged students. The school will also continue to establish community partnerships with organizations that support families that may be economically disadvantaged. We also intend on collaborating across all schools in our network to further develop and leverage our brand in 23-24. We will also continue to employ the following strategies: Establish relationships/partnerships with other local educational programs within the community, Pre-K programs and other Early Childhood Development Centers and engaged their school communities by inviting them to school visits and to learn more about our school community. Expand the school brand in the community with bus shelter ads and more frequent campaigning with local grocery stores, housing developments and other community institutions. Will utilize family referral campaigns and partners with local organizations, with the goal being to

	school. We completed flyering and canvassing in the local community. We completed a series of 4 mailings within the local community focused on the zip codes we serve. We have participated in grassroots events to engage family and community members through apartment building canvassing as well as engaging community gate keepers to share material with their community members. We participate in annual community events such as the West Indian Day Parade and Unity Walk to share materials with community members and answer school-specific inquiries.	attract more families in the profile of the families it serves, who may have otherwise not heard about the school. We completed flyering and canvassing in the local community. We completed a series of 5 mailings within the local community focused on the zip codes we serve.
English Language Learners	In an effort to attract and enroll more English Language Learners, Excel Charter School created a set-aside lottery preference for English Language Learners. The set-aside preference seeks to fill 15% of the available kindergarten seats (about 9 out of 60 seats) with English Language Learners, in order to match or exceed the school district's ELL population. This set-aside preference is also included in our family information sessions, direct mail campaign, the school's website, and in the English, Spanish, and Haitian Creole versions of our application. Our schools focus on creating diverse community partnerships that also help engage families who speak languages other	Excel Charter School will also continue to establish community partnerships with organizations that support families that may speak languages other than English. The school will maintain it's ELL set aside lottery preference and direct mailing, and will expand it's social media/website presence and family information sessions in order to meet recruitment targets for English Language Learners. Our applications will continue to be available in multiple languages. We will also ensure that all marketing materials are created in other languages.

than English.

We also worked to ensure that most of the recruitment materials were created in languages that represent the communities we serve. We also worked with schools to identify staff members who were fluent in specific languages and were available for support with family questions and answers. In addition to this- we have a parent portal that disseminates school communications in 5 different languages and have created resources for school teams to use that provide more accessibility to families and their languages.

We will continue to develop our recruitment materials in languages that represent the communities we serve. We will also work with schools to identify staff members who were fluent in specific languages, were available for support with family questions and answers. Our schools continue to have the use of a Language translation hotline, which can be used to communicate with families who are more comfortable communicating in another language.

We will further seek to establish relationships with 3-5 centers who support families who indicate English as a second language.

| Students with Disabilities | Excel Charter School employs a support services lead and qualified staff to teach students with disabilities. We have a 12.1.1. educational setting available across three campuses in our network and we provide mandated IEP services, such as SETSS and ICT. In our recruitment efforts (mailings, our website, etc.), we specifically advertise services available to families to ensure they know that we welcome all students, including those with IEPs. In addition, during family information sessions, staff members are available to answer any additional questions regarding services available to students with disabilities. | Excel Charter School plans to continue and improve the overall recruitment strategy and expand the family referral campaign in our communities in order to meet recruitment targets for economically disadvantaged students. The school will also continue to establish community partnerships with organizations that support families that may have students with disabilities.

We will also continue to employ the following strategies:

We will ensure our marketing materials acknowledge the communities of students we serve, and support and services |

		coordinated within our schools.
	34 / 45	We will assess if there are ECDC programs within our communities that support students with disabilities and work to share information about our schools with families.

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	Excel Charter School provides robust support services for students who have a disability or require additional academic support. The school employs support services leads, learning specialists, social workers and guidance counselors that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home. Through summer school wellness checks, we will begin regularly seeking family feedback on our programming so that we may address challenges throughout the school year and address trends that may impact school retention for students. We have continued to track retention information through various interventions that address the needs of families who might indicate a desire to withdraw, so that we have a window of time to address their concerns, before the end of the school. Mid school year in December – January, we reach out to families to find out their intention for the upcoming school year through an	Excel Charter School plans to continue and expand on ensuring our economically disadvantaged families have access to appropriate resources and that our school staff are providing effective support. Our school leadership teams will continue to engage in previous efforts to retain families who are economically disadvantaged. We will also seek information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.

	intention to return forms	
	For families that are undecided or have indicated that they are not returning, we have operation team members reach out to families for additional context to their decision then escalate problem areas such as transportation, family dissatisfaction to leadership to intervene.	
	For families that have withdrawn, the network team hosts focus groups to seek candid feedback in order to make improvements.	
English Language Learners	Excel Charter School provides robust support services for students who have a disability or require additional academic support. The school employs support services lead, learning specialists, social workers, and guidance counselors that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home.	Excel Charter School plans to implement an ELL curriculum that will allow school staff members to engage in more advanced dialogue with parents. Support Services Coordinators will continue to provide differentiated and appropriate support to ELLs. Spanish-speaking staff members will continue to be available to guide families and arrange interpreter services as needed. During the 23-24 school year, support staff will be trained on best practices for supporting our undocumented ELL students and families.
	Our support services coordinator provides a resource to families navigating the ELL services or 504 process, answering questions and helping families better understand the resources available to them. In addition, to ensure non-English speaking families feel welcomed and informed, the school ensures at least one Spanish or Kreyol-speaking staff member is available to guide families through paperwork and/or meetings and arranges an interpreter for family meetings upon request.	

	Our school leadership team will facilitate focus groups in multiple languages to seek information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.	
Students with Disabilities	Excel Charter School provides robust support services for students who have a disability or require additional academic support. The school employs support services leads, learning specialists, social workers, and guidance counselors that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home. Four years ago, our network developed an improved 12.1.1 transfer process between schools to better place students with that mandate in available classrooms throughout the network. In addition, we now have a 12.1.1 program at three of our eight schools. Additionally, a support services coordinator provides a resource to families navigating the IEP or 504 process, answering questions and helping families better understand resources available to them.	Excel Charter School's Support Services Coordinator will continue to provide differentiated and appropriate support to students with disabilities. The SSC and the entire support team will continue to collaborate by providing resources to families navigating the IEP or 504 process, answering questions, and helping families better understand the resources available to them. Our school leadership teams will continue to engage in previous efforts to retain families with students with disabilities. We will also seek information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.

Our school leadership team will continue to engage previous efforts and adopt new efforts by seeking information from our families about their programming experience to determine how we can improve their experiences. We will identify goals and actions to continue to improve retention efforts with all students and families.

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 31 2023

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo 10-2019.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates <u>automatically</u> once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

**Attestation**

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete - Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

<u>Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY</u>

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF <u>UNCERTIFIED</u> TEACHERS (Sum of Categories A, B AND C)

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF <u>UNCATEGORIZED, UNCERTIFIED</u> TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF <u>CERTIFIED</u> TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.

Entry 12 Organization Chart

Incomplete - Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2022-2023 **Organization Chart.** The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Jul 31 2023

Instructions for submitting School Calendar

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

School calendars must meet the minimum instructional requirements as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year **AND** the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements), See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

23-24 Calendar

Filename: 23-24_Calendar_d1bX1LD.pdf **Size:** 125.9 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel Faculty/Staff Roster Template and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. **Reminders:** Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer **NOTE: MUST BE DONE FIRST**	**Select** your school's authorizer from the **drop-down list first**, before completing the roster.
School Name and Institution ID	**Select** your school's name from the **drop-down list**.
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the **7 digit TEACH ID** for the Faculty/Staff person.
Role in School	**Select** the best choice of role of the Faculty/Staff person from the **drop-down list**.

CPR/AED Certification Status	**Select** the appropriate choice from the **drop-down list**.
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	**Select** the appropriate choice from the **drop-down list**.
Subject Taught	**Select** the appropriate choice from the **drop-down list**.
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete

2023-2024 Explore Schools Calendar

August

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

Su	Mo	Tu	We	Th	Fr	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1

October

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20

November

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18

Row totals (left margin September): 1, 4, 5, 5, 1
Row totals (left margin October): 1, 4, 5, 5, 5
Row totals (left margin November): 5, 3, 5, 5, 2

December

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16

January

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

16

February

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

15

March

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20

April

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

16

May

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22

June

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

16

July

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

180

Holidays (in RED text)

Sep 4	Labor Day	Jan 1	New Year's	May 27	Memorial Day
Nov 23 & 24	Thanksgiving	Jan 15	Martin Luther King Day	Jun 19	Juneteenth
Dec 25	Christmas	Feb 19	Presidents' Day	Jul 4	Independence Day

Key

- New Staff Orientation
- Staff In-service Days
- Staff Pre-Service/Post-Service Days (Students Off)
- Half Day for New Students (please view in desktop app)
- Half Day for Students (please view in desktop app)
- Fully-Remote Instructional Days
- Students and Teachers Off
- Family Teacher Conferences (scheduled by school)
- Staff Critical Days
- State Exams
- Network Shutdown: All year-round staff on vacation
- 2pm Dismissal

*First Day for All New Staff: 8/14

*First Day for All Returning Staff: 8/21

*New Student Orientation: 8/30

*First Day of School: 8/31

Term 1: Aug 31- Nov 3 (44 days)

Term 2: Nov 6- Jan 26 (44 days)

Term 3: Jan 29 - Apr 19 (52 days)

Term 4: Apr 29 - Jun 25 (40 days)

Total days: 180

Explore Excel Charter School

2022-23 ACCOUNTABILITY PLAN

PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By: Explore Schools Inc.

Lower Campus

1077 Remsen Ave

Brooklyn, NY 11236

Upper Campus

956 East 82nd St

Brooklyn, NY 11236

2022 23 ACCCOUNTABILITY PLAN PROGRESS REPORT

Excel Charter School prepared this 2022-23 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)
Angie Brice Thomas	Chair/Board President	Accountability, Board Membership
Shawn Jenkins	Vice Chair	Board Membership
Hank Mannix	Treasurer	Finance
Lindsay Danon	Member	Accountability
Tiffany Curtis	Member	
Kevin Bryant	Member	Accountability
Sherrard Zamore	Member	Finance
Karen Annette Francois	Member	
Lisa Lurie	Member	

Anna Bear Dallis and Brian Giglio has served as the Co Principals since 2019 and 2022 respectively.

SCHOOL OVERVIEW

Excel Charter School is a K–8 public charter school in Canarsie, Brooklyn. Excel opened in 2011 and graduated its first class of 8th graders in 2017 to some of the top college-preparatory high schools in New York City. While Excel's mission continues to be to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school, we have honed the vision and priorities for how we go about achieving that mission. Our vision for instruction includes:

- We view excellent curriculum and instruction as a pathway to equity and a response to the opportunity gap by providing our scholars with access and opportunities to succeed
- Our curriculum is culturally responsive, rigorous, and standards aligned
- We believe children are natural problem solvers, and so we value teaching that balances critical thinking with learning new skills and knowledge
- We cultivate student investment by nurturing curiosity, providing high-quality feedback, and using data to drive our decision making

In the 2022-23 school year, Excel served 519 students as of BEDS Day (October 5, 2022).

For the 2022-23 school year, after a multi-year strategy to respond to students' unfinished teaching and learning, Excel Charter School returned to many of the strategies that drove student growth prior to the pandemic, while expanding on the new supports put in place in the 2021-22 school year. Staff focused on strengthening data driven math instruction, adding writing opportunities within ELA, and expanding the resources for teachers when intellectually preparing for lessons.

The 2022-23 school year also saw the implementation of a fully aligned K-8 science curriculum with PhD

science in grades K-5, Amplify Science in grades 6-7, and New Visions in 8th grade to prepare students to take the HS Regents Living Environment exam.

We expanded our focus on SEL programs by implementing Morning Meeting across all grades to create positive, equitable environments fostering relationship building and supporting students in developing their self-awareness, self-control, and interpersonal skills.

Finally, through expanded support from the network, we introduced new family engagement activities such as annual events bringing families together and periodic webinars on various topics from helping students with homework to understanding the math curriculum to learning about the school's SEL programming.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year										
School Year	K	1	2	3	4	5	6	7	8	**Total**
2020-21	52	58	58	67	66	57	76	71	67	572
2021-22	53	46	57	55	57	60	69	63	63	519
2022-23	**48**	**57**	**54**	**66**	**54**	**55**	**70**	**73**	**56**	**533**

GOAL 1: ENGLISH LANGUAGE ARTS

BACKGROUND

For the 2022-23 school year, Excel 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.

K–2

Excel's early literacy curriculum focuses on developing phonological awareness, building content knowledge and vocabulary, and developing comprehension skills. Excel uses the Core Knowledge Language Arts (CKLA) program as the 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 comprehension skill development in a language- and knowledge-rich context. The primary instructional activity is a read-aloud that exposes students to complex texts, related to a systematically ordered set of topics, or domains. The materials are designed to build knowledge in areas of history, science, literature, and geography. The lesson activities emphasize vocabulary acquisition, build comprehension skills through interactive discussions during and

after reading, and use writing to extend and explore the texts and their content. The **Skills** strand is a comprehensive, explicit, and systematic phonics program designed to build decoding, fluency, and writing/spelling skills.

In addition to the CKLA Program, Excel's K-2 literacy program also includes: 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, Exce; uses the EL Education curriculum as the primary resource for teaching literacy in grades 3–8. EL Education includes both reading and writing instruction as well as explicitly embedding the Speaking and Listening Standards. The curriculum is designed to address the three key components of the standards: (1) regular practice with complex text and its academic language, (2) reading, writing, and speaking grounded in evidence from both literary and informational text, and (3) building knowledge through content-rich non-fiction. Based on the latest research supporting the power of background knowledge, EL modules are designed around topics that help students build background knowledge. Modules also include a blend of fiction and non-fiction complex texts. In each module, students have the opportunity to dig deeply into a high-interest topic by analyzing complex, grade-level texts and then completing performance tasks and assessments aligned to the standards.

In addition, we offer students four periods per week of Close Reading where they read short grade-level texts, dissect the main ideas and craft and structure moves in order to build independence as readers. Beginning in 20-21, Excel uses i-Ready as a diagnostic assessment tool as well as to progress monitor RTI and small group instruction.

Writing was also a focus for the 2022 – 23 school year. We improved our approach to writing both within our EL curriculum and across content areas. This has helped us utilize EL to its full capacity, highlighting the writing instruction it already contains as well as supplementing when needed. This was in service of improving collaboration and consistency in writing across content areas and throughout data cycles.

In the 22-23 school year, we focused on improving the quality and cultural relevance of texts students engaged with daily, providing more prescriptive and detailed guidance around teaching craft and structure, and providing more structure around explicit test sophistication strategies.

Students who required additional reading support in 22-23 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 our 12:1:1 program, our approach is to balance targeted instruction aligned to IEP goals through small group interventions with standards-aligned instruction through the EL Education curriculum.

Commented [SS1]: I'm not sure its necessary to reflect on the goals for 22-23. I updated this language to be past tense, as to reflect we did it. If the language needs to be different, I can do that too!

In addition to their core literacy programming, each week, Excel's students received four intensive periods of Close Reading. During Close Reading, students read short grade-level texts and analyzed the craft and structure moves the author used in service of the main idea and deepest meaning of the text. 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 Excel's leaders and teachers in these areas.

For our youngest students, Excel 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). Excel 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.

Excel continued to use mCLASS Intervention as an additional 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, Excel administered i-Ready diagnostic assessments during the beginning of the year, middle of the year and end of the year. These assessments determined beginning of the year RTI groups and well as informed small group intervention and cross curricular differentiated supports 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.

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	60		2					62
4	49		1	1				51
5	57							57
6	64		4					68
7	71							71

2022 23 State English Language Arts Exam
Number of Students Tested and Not Tested

8	54		1					55
All	**355**		**8**					**363**

Performance on 2022 23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year[1]						
Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	60	27	45.0%	49	24	49.0%
4	49	27	55.1%	42	25	59.5%
5	57	19	33.3%	45	14	31.1%
6	64	28	43.8%	48	23	47.9%
7	71	31	43.7%	59	26	44.1%
8	54	34	63.0%	43	31	72.1%
All	355	**166**	**46.8%**	**286**	**143**	**50.0%**

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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

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[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.

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

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[2] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data here.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students*	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	49.0%	49	43.9%	640
4	59.5%	42	50.2%	669
5	31.1%	45	45.5%	767
6	47.9%	48	38.8&	744
7	44.1%	59	46.7%	781
8	72.1%	43	53.7%	854
All	**50.0%**	**286**	**46.7%**	**4455**

Table title: 2022 23 State English Language Arts Exam — Charter School and District Performance by Grade Level

*We do not believe that charter schools are included in the district's proficiency and number of tested students. These may be revised later this year upon further data release if warranted.

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 2022-23 analysis is not yet available. This report contains 2021-22 results.[3]

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[3] These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

		Percent of Students at Levels 3&4[4]		
Grade	Percent Economically Disadvantaged	Actual	Predicted	Effect Size
3	86.2%	18.2	34.1	-0.81
4	80.3%	35.1	31.5	0.20
5	85.5%	22.4	26.0	-0.22
6	78.8%	41.3	49.0	-0.46
7	69.7%	52.5	43.4	0.50
8	72.6%	46.8	45.1	0.09
All	78.7%	36.4	38.5	-0.11

2021 22 English Language Arts Comparative Performance by Grade Level

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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, 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

2022 23 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 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	366	165%	Yes

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[4] Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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%	155	181%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[5]	165%	65	138%	No

End of Year Performance on 2022 23 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	26.9%	67	31.4%	51
4	25.9%	54	29.5%	44
5	26.3%	57	27.3%	44
6	27.7%	65	28.6%	49
7	23.9%	67	25.9%	54
8	27.3%	44	27.0%	37
All	**26.3%**	**354**	**28.3%**	**279**

End of Year Growth on 2022‑23 i‑Ready ELA Assessment By All Students		
Grades	Median Percent of Annual Typical Growth	Number Tested
3	134%	62
4	132%	53
5	100%	58
6	206%	68
7	235%	71
8	179%	54
All	**165%**	**366**

ADDITIONAL CONTEXT AND EVIDENCE

For iReady there are three additional measures and Excel Charter School met two them while falling short in one. With regards to all students, Excel set a goal for median percent progress toward annual growth of 100% or greater. Excel exceeded this goal with 165% median progress toward annual growth. For students who started the year 2 or more grade levels behind, this was even higher at 181%. While students with disabilities made an encouraging 138% growth, this fell short of the general education growth of 165% by 27 percentage points.

Commented [RW2]: RW or VW to update once data is layered in

Goal 1: Additional Growth Measure

85% 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.

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 22 23 mCLASS EOY By All Students		
Grades	**All Students**	
	Met Measure	Number Tested
KG	91.1%	41
1	76.8%	43
2	58.9%	34
All	**74.5%**	**118**

Excel did not meet this measure overall, falling short by 10.5 percentage points, however it met or surpassed the measure in Kindergarten, and came within 9 percentage points of meeting the measure in 1st grade. There is room for improvement in 2nd grade, where Excel fell short by 26.1 percentage points.

Goal 1: Additional Growth Measure

When comparing internal dress rehearsal data (multiple choice questions only) we will see schoolwide growth between 18-19 and the same assessment administered in 21-22.

METHOD

Students in grades 3-8 are tested on a simulated state test assessment focusing on multiple choice responses. This assessment was administered in 18-19, 21-22 and 22-23 to measure growth and trends between the years.

RESULTS AND EVALUATION

Performance on ELA Dress Rehearsal By All Students in 18 19, 21 22 and 22 23					
Grades	**All Students in 18-19**		**All Students in 21-22**		**All Students in 22-23**
	Met Measure	Number Tested	Met Measure	Number Tested	Met Measure	Number Tested
3	16.7%	54	6.0%	50	33.9%	59
4	19.0%	58	10.2%	59	25.0%	48
5	23.2%	56	20.7%	58	24.6%	57
6	12.7%	55	4.8%	63	4.7%	64
7	12.3%	57	11.3%	53	14.3%	63
8	12.5%	48	19.0%	58	55.6%	45
All	**16.2%**	**328**	**12.0%**	**341**	**24.7%**	**336**

Excel met this measure overall, exceeding overall proficiency 12.7 percent over 21-22 levels, and 8.5 percent over 18-19. There was positive growth in 5 of 6 grade levels, and double digit growth in 3 grades. The largest jump was in 8th grade, where Excel saw a 36.6 percent increase between 21-22 and 22-23.

SUMMARY OF THE ELA GOAL

Overall, of the eight measures that could be evaluated given current data, Excel met four of them while falling short in four 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.	N/A
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.	Met
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.	N/A
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%.	Met
Growth (iReady)	Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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.	Met
Growth (iReady)	Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Did Not Meet
Growth (mClass)	85% 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

Growth (Internal)	When comparing internal dress rehearsal data (multiple choice questions only), we will see growth between 18-19 schoolwide and the same assessment administered in 21-22 and 22-23.	Met

ELA ACTION PLAN

Curriculum, Teaching, and Learning

As the Science of Reading has become more prominently recognized as a proven approach to a comprehensive literacy education, we have redoubled our efforts in the 2023-2024 school year to ensure that every element of our programming is aligned with the science of reading approach.

In 22-23, we separated one component of CKLA from its counterpart – Skills was taught by the classroom teacher, while one teacher taught the Core Knowledge component across all grades. In 23-24, in order to give our teachers a more holistic understanding of students' progress and to facilitate the interconnection between skills acquisition, reading comprehension and writing, we are consolidating the teaching responsibilities of the entire CKLA program to one teacher. We believe that this streamlined approach will lead to more efficient and effective progress monitoring and will ultimately strengthen our foundational literacy outcomes. The network is providing monthly core knowledge domain unpacking sessions to teachers to develop their expertise in teaching the CKLA curriculum.

Additionally, K-2 leaders are utilizing a bi-monthly K-2 data snapshot to progress monitor student growth. This snapshot will include assessment data from Boost Usage, Skills assessments, and Core Knowledge assessments. Our K-2 leaders will use these snapshots to inform the planning foci of PLCs and one on one coaching meetings.

To build on our writing focus from 22-23, we have introduced assessed writing cycles across grades 3-8 approximately every 6 weeks. Students produce an on-demand writing assignment based on a grade level text(s) and a standards-aligned question. We are utilizing a 3-5 writing rubric and a 6-8 writing rubric to grade, identify grade level trends and clear reteaching opportunities and goals, and give students feedback on their work. We believe that a more consistent and systematic approach to progress monitoring our students' writing will lead to stronger outcomes.

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.

Across grades 3-8 we are utilizing a bi-monthly data snapshot to support progress monitoring of the grade level standards from our bi-weekly quizzes and set goals for standards mastery. This is new for 2023-24. We believe that by making our data visible and accessible to both leaders and teachers, we will be able to monitor more closely the progress and achievement of our students.

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

Aligned to our belief that all children can learn when immersed in a rich environment full of high expectations, rigorous academics, and caring, committed adults, Explore Schools has a multi-tiered system of support ("MTSS") to meet the needs of all learners. Our multi-tiered system of support creates inclusive and equitable systems that ensure that all students have equal opportunities to learn and develop their social-emotional well-being at high levels. Our staff is equipped with the necessary tools and supports to cultivate identity, skills, intellect, and criticality in all of our students. The key components of our MTSS are:

- Strong core instruction at the tier 1 level, including responding to data to maximize student achievement.
- Strengths-based perspective to support students' social, emotional, and behavioral needs.
- Universal screening to identify students in need of additional support.
- Progress monitoring for all students
- Multi-level prevention/tiered interventions
- Data-based decision making

In addition to ensuring that we provide high-quality mandated services, including SETSS, integrated co-teaching, 12:1:1 settings, and ENL services, we believe in using data to make informed decisions to support students in areas in which they need targeted support. Given this belief, we utilize a wide range of intervention programs, and we train our teachers to implement data-driven, student-centered, targeted instruction by collecting and closely analyzing assessments and student work. Our intervention programming includes mCLASS intervention, LLI (Leveled Literacy Intervention), Wilson, Just Words, and iReady. We also offer targeted close reading, aligned to specific needs identified in our universal screening process. We consistently develop the skillset of our staff to provide effective intervention through network-led professional development, ongoing PLCs and RTI meetings, and individual teacher coaching. This year, we continue to focus on using progress monitoring data aligned to the interventions to ensure that students are progressing towards their growth goals.

> **Commented [JK4]:** @Efrat Kussel please review!
>
> **Commented [EK5R4]:** Looks great! TYSM

GOAL 2: MATHEMATICS

BACKGROUND

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

> **Commented [TR6]:** @Efrat Kussel would recommend adding a sentence about Algebra as well here as an elective

Recognizing the learning loss that many of our students experienced in the latter half of the 19-20 school year and the disruption that followed in 20-21 as a result of the pandemic, Excel implemented a multi-year strategy to address unfinished teaching and learning. Through acceleration and just-in-time

teaching, we were able address students' gaps over time. In the 2022-23 school year, Excel ensured that all standards were taught ahead of the NYS exam, in alignment with the updated NYS Next Generation Standards Educators' Guide. In service of this approach, Excel made significant changes to our pacing calendars, assessment strategies, and our approach to preparing for the tests. Excel returned to interim assessments and math quizzes in addition to a formalized preparation program leading up to the state exams. In support of all these changes, ESI's Program Team worked to ensure Excel leaders had the tools, resources, and access to high-quality trainings for strong data analysis and response and standards-aligned math instruction.

To address the dip in performance from 2021-22 on the math state exam, Excel made the following changes in the 2022-23 school year:

- Excel shifted the scope and sequence to ensure that all tested standards are covered prior to the state exams and aligned to NYS Next Generation Standards implementation. This restructuring of the scope and sequence ensured the content on the state exam was not new or unfamiliar to students.
- Excel used its interim assessments in alignment with the updated Next Generation Standards to benchmark student progress across all grades. Excel moved away from using the interim assessment in 2021-22 to measure progress in favor of shorter, more frequent unit assessments to respond to students' immediate learning gaps. However, those assessments did not provide staff with the means to measure year-over-year growth or anticipate NYS performance. Returning to the interim assessments better informed Excel on student progress and allow for more accurate data driven instruction.
- Excel returned to utilizing network bi-weekly quizzes in grades 3-8 and included K-2 starting in the second academic term to progress monitor. This gave teachers and leaders frequent data points to track progress. These quizzes will inform small group math instruction.
- With support and resources from ESI, Excel implemented a more explicit approach to teaching problem solving called the "strategic math plan," which is rooted in visible behaviors observable in student work. This shift helped students understand and internalize math problems and make a plan to solve them.
- Finally, Excel provided opportunities for students to practice testing, including stamina and pacing.

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.

		Not Tested							
Grade	Total Tested	Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	Total Enrolled
3	60		2					1	63
4	51		2						53
5	58								58
6	64		4						68
7	71								71
8	54		1						55
All	**358**		**9**				**1**		**368**

2022 23 State Mathematics Exam
Number of Students Tested and Not Tested

Performance on 2022 23 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	60	39	65.0%	49	33	67.3%
4	51	39	76.5%	42	37	88.1%
5	58	22	37.9%	46	19	41.3%
6	64	25	39.1%	48	19	39.6%
7	71	40	56.3%	59	37	62.7%
8	54	32	59.3%	43	29	67.4%
All	**358**	**197**	**55.0%**	**287**	**174**	**60.6%**

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.

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.

	2022 23 State Mathematics Exam Charter School and District Performance by Grade Level			
	Percent of Students at or Above Proficiency			
Grade	Charter School Students In At Least 2nd Year		All District Students*	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	67.3%	49	55.4%	650
4	88.1%	42	51.1%	679
5	41.3%	46	49.9%	765
6	39.6%	48	31.7%	744
7	62.7%	59	42.9%	787
8	67.4%	43	37.3%	730
All	**60.6%**	**287**	**44.4%**	**4355**

*We do not believe that charter schools are included in the district's proficiency and number of tested students. These may be revised later this year upon further data release if warranted.

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.

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 2022-23 analysis is not yet available. This report contains 2021-22 results.

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	86.2%	36.4	34.3	0.10
4	80.3%	35.1	30.2	0.24
5	85.5%	24.1	22.8	0.07
6	78.8%	14.5	27.8	-0.69
7	69.7%	33.3	28.4	0.26
8	72.6%	24.6	19.4	0.27
All	**78.7%**	**27.7**	**27.1**	**0.03**

2021 22 Mathematics Comparative Performance by Grade Level

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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, 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: 75% of students will increase their 21-22 EOY Math IA % correct by at least 30 points over their 20-21 EOY Math IA or meet the grade level benchmark.	All students	75%	464	50.2%	No

2022 23 Math Interim (IA) EOY Results

	Performance on Math IA EOY			
	By All Students and Students Enrolled in At Least Their Second Year			

Grades	All Students		Enrolled in at least their Second Year	
	Met Measure	Number Tested	Met Measure	Number Tested
KG	81.4%	43	100%	1
1	81.8%	55	85%	40
2	16.7%	54	21%	38
3	54.9%	62	56.2%	48
4	53.9%	52	60.5%	43
5	37.4%	56	38.6%	44
6	36.1%	61	40%	45
7	59%	61	63.2%	49
8	15%	20	14.2%	14
All	**50.2%**	**464**	**50.9%**	**322**

ADDITIONAL CONTEXT AND EVIDENCE

Excel did not meet the internal measure of 75% of students increasing their 22-23 EOY Math IA % correct by at least 30 points over their 21-22 EOY Math IA (or meet the grade level benchmark) and fell short by 24.8 percentage points for all students, and by 24.1 percentage points for 2nd year students. There were bright spots, with students in 3 grade levels exceeding this measure, including Kindergarten and 1st grade, who both exceeded the measure by more than 6 percentage points.

Goal 2: Additional Growth Measure

When comparing internal dress rehearsal data (multiple choice questions only), we will see growth between 18-19 and the same assessment administered in 21-22 and 22-23.

METHOD

Students in grades 3-8 are tested on a simulated state test assessment focusing on multiple choice responses. This assessment was administered in 18-19 and 21-22 and 22-23 to measure growth and trends between the years.

RESULTS AND EVALUATION

Grades	All Students in 18-19		All Students in 21-22		All Students in 22-23	
	Met Measure	Number Tested	Met Measure	Number Tested	Met Measure	Number Tested
3	35.7%	56	19.2%	52	46.8%	62
4	66.1%	59	28.8%	59	76.6%	47
5	58.9%	56	27.6%	58	46.6%	58
6	49.1%	55	14.5%	62	41.5%	65
7	51.7%	58	55.8%	52	62.1%	66
8	39.6%	48	8.9%	42	67.4%	43
All	**50.6%**	**332**	**26.2%**	**325**	**55.4%**	**341**

Excel met this measure overall as well as at each grade level individually, exceeding overall proficiency by 29.2 percentage points when compared to 21-22 and by 4.8 percentage points when compared to 18-19. Excel saw double digit positive growth in 5 out of 6 grade levels when compared to 21-22 and was particularly strong in 4th grade and 8th grade, which each saw an over 45 percent increase year over year.

METHOD

A subset of students in 8th grade received a high school Algebra I curriculum throughout the 21-22 school year and sat for the June 2022 Algebra I Regents. Proficiency is defined by scoring a 65% or higher.

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	2017-18	Algebra	100%	6
8	2018-19	Algebra	100%	15
8	2021-22	Algebra	89.5%	19
8	2022-23	Algebra	80.0%	14

We are proud that we have met our goals on the Algebra Regents. Looking toward the 23-24 school year, we are looking for a greater percentage of students earning a mastery score of at least 80% and increasing the percent of students who have access to Regents level math.

SUMMARY OF THE MATHEMATICS GOAL

Overall, of the six measures that could be evaluated given current data, Excel met three of them while falling short in three 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.	N/A
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.	Met
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.	Did Not Meet
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.	N/A
Growth	75% of students will increase their 21-22 EOY Math IA % correct by at least 30 points over their 20-21 EOY Math IA or meet the grade level benchmark.	Did Not Meet
Growth	When comparing internal dress rehearsal data (multiple choice questions only), we will see growth between 18-19 and the same assessment administered in 21-22 and 22-23	Met
Absolute	Each year, 75 percent of all tested 8th grade students will perform at proficiency on the New York State Algebra I Regents.	Met

MATHEMATICS ACTION PLAN

With the adoption of the Navigator curriculum, Excel elevated the level of rigor in math instruction for its students. Below, we outline the additional steps Excel is taking by grade band to continue to improve the quality of math instruction :

- **Grades K–4:** In 2022-23, Excel continued implementation of Achievement First's Math Stories curriculum in grades K–4. Math Stories is a curriculum that uses strategically designed routines to help students develop a deep number sense and flexibility with numbers in order to support complex problem solving. Math Stories also provides students with an access point into basic

math operations by using real life topics familiar to students. In the 2023-24 school year, we are increasing the training for teachers around implementing the 3-reads strategy during math stories instruction to give students a systematic approach to comprehending the story problem they are solving.

- Excel's K–8 grade math teachers participate in robust training designed to deepen their understanding of the math content and the critical thinking work students must engage with to show mastery of the standards. To continue bolstering differentiated, data-driven reteaching, we are implementing Khan Academy in our 3-8th grade classes and Khan Kids in our K-2 classes. Students engage with the Khan platform during our additional intervention blocks and teachers monitor their usage and progress on a regular basis. Excel offers additional math intervention blocks to respond to differentiated student needs and employ timely and effective interventions in addition to Khan Academy such as, small group instruction, mixed review of standards, and fact fluency. Interventions ensure students struggling with grade-level standards continue to get exposure to grade-level content while still remediating lagging skills.

- **Special Populations:** During the 2022-23 school year, Excel's Special Populations team continued to focus on responsive math groups to provide small group instruction. The aim was for small group instruction and SETSS to be aligned to the current classroom curriculum and aligned to data. We also piloted Tier 3 Math Interventions in 2022-2023 school year, seeking to identify a high-quality, standards-aligned, research-based intervention to support the needs of students identified as needing additional instruction. Based on these pilots, in 2023-2024, we have launched Do the Math for students in need of Tier 3 math intervention. Students are identified for these interventions based on our universal screening process, then placed in appropriate intervention groups using the intervention assessments. We closely monitor and respond to progress monitoring data to ensure that students are making appropriate growth towards their goals. Additionally, our 12:1:1 upper school math classrooms made the shift to using the Transmath curriculum to better serve our students in 12:1:1 placement. Transmath is a targeted, multi-sensory approach to teaching mathematics to students who are two or more years behind grade level which reflects the data of our 12:1:1 population. Our Transmath teachers have received training both from our network program team and also from Transmath developers.

Approach to data-driven instruction

In the 2022-23 school year, we implemented numerous data systems and structures to provide school leaders and teachers with actionable data to accelerate student learning. We've continued using a comprehensive data platform, PowerBI, to provide school leaders earlier access to assessment data that can be analyzed and compared across grades, schools, terms, and years.

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

- Math Interim Assessments
- Math and ELA Quizzes
- IReady for ELA
- mClass for ELA, and
- NYSESLAT

We did not name the ELA and Math NYS exams as a an EOY measure for 21-22, in service of focusing on unfinished learning and a multi-year strategy to address gaps in student learning resulting from the pandemic. This changed in 22-23, in addition to professional development time to support focused, data-driven analysis and response.

Aligned to the EOY measures, the network also sets cycle measures that identify intervals for improvement on internal assessments in order to be on track to meet EOY measures. In the 2022-23 school year, we used our Interim Assessments and quizzes for math in place of unit tests.

Moving into the 2023-24 school year, we will prioritize the following End of Year (EOY) measures:
- the mathematics and English language arts state exams,
- mCLASS
- iReady (Reading)
- Bi-weekly Reading Quizzes
- Math Interim Assessments
- Bi-weekly Math Quizzes

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

In 2023-2024, there is a continued commitment to professional development and oversight of data driven planning. Teachers and leaders facilitate formal data driven planning around key assessments. This planning includes reflection on progress toward measures, studying the assessment results to determine what students already know and what they don't yet know, data driven lesson planning to close gaps, reassessment and reflection.

GOAL 3: SCIENCE

BACKGROUND

In 2022-23, Explore Schools implemented 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 2022-23, Excel employed full-time K-2, 3-5, and 6-8 science teachers. Excel'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.

2022 23 ACCCOUNTABILITY PLAN PROGRESS REPORT

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 8th grade in spring 2023. Only students that did not sit for the June 2023 Living Environment Regents sat for the Intermediate Science test, which explains the low participation numbers. The table below summarizes the performance of students enrolled for at least two years. There was no Elementary Science Test administered in Spring 2023 due to the shifting of examination schedules at the state level. 5th grade data will be provided in Spring 2024.

Grade	Charter School Performance on 2022 23 State Science Exam By Students Enrolled in At Least Their Second Year		
	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	5	1	20.0%
All	5	1	20.0%

Excel did not meet this measure and fell short by 55 percentage points. This was the second year Excel administered the Living Environment exam to a majority of 8th graders, so only a few 8th grade students sat for the intermediate state science test.

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.

2022 23 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	5	1	20.0%	TBD	TBD	TBD
All	5	1	20.0%	TBD	TBD	TBD

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.

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	2018-19	NA	NA	NA
8	2021-22	Living Environment	53.3%	45
8	2022-23	Living Environment	70.0%	33

This was the second year Excel administered the Living Environment exam to a majority of 8th graders. Looking toward the 23-24 school year, we are looking for a greater percentage of students earning a mastery score of at least 80% and increasing the percent of students prepared to sit for the Living Environment Regents at the end of year.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Overall, of the two measures that could be evaluated given current data, Excel did not meet either measure, but came within 5 percentage points of reaching our measure on Living Environment Regents results. The outcome of the comparative measure regarding district scores will be determined once city and statewide data is released later this year.

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 met

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

SCIENCE ACTION PLAN

Science education has become a central focal point of Explore School's strategic planning. In a world that has become so complex, science knowledge and skills are a necessity for comprehending current events and making informed decisions. Science is at the center for our abilities to innovate, lead and create in a world that is evolving quickly.

We are striving to support our students to develop scientific knowledge, skills, and thinking. We will do this by:

- Increasing the time and frequency of science coursework across K–5 to allow for developing and deepening of scientific learning.
- Adopting a NGSS science standards aligned science curriculum in K–5 to support the three dimensions of science learning: disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts. Using NGSS science standards and the 5E method to teaching science as the shared framework for teaching and learning.
- Creating shared learning experiences for teachers to develop content and pedagogical practice with the three dimensions of science teaching and learning.
- Leveraging shared materials, resources, and assessments to support students having similarly rich, standards-aligned learning across all campuses.

For our 6–8 program, Excel is continuing to build a robust, high-quality science program that gives students a 21st century science experience. Excel Upper will continue to use Amplify Science, a high-quality curriculum that blends hands-on investigations with literacy rich tools to support students. Also rated highly by ED Reports, we expect that Amplify Science will help support Excel teachers in providing high-quality instruction in science. All 8th grade students at Excel will have the opportunity to take the Living Environment course, culminating with the Regents exam for qualifying students. Additionally, we are accelerating our science curriculum in 2023-2024 to ensure that all 7th graders are prepared to take the 8th grade state science test at the end of 7th grade ensuring that they can focus entirely on learning the Living Environment standards when they are in 8th grade the following year. In 2023-24, all science teachers will continue to participate in network-wide professional development sessions during our staff in-service days. Additionally, Living Environment teachers will participate in periodic collaborative planning meetings to prepare for each unit of instruction.

In our K-5 program, we introduced and implemented a shared science curriculum and vision that will yield:

- Students having access, time, and experiences with NGSS science standards-aligned teaching and learning.
  - o Increasing science in grades K – 2 to four times a week
  - o Increasing science in grades 3 – 5 to four times a week for a full year
- Explicit alignment of teaching and learning to NGSS science standards with a shared science curriculum implemented with common pedagogical practices that incorporate the three dimensions of science learning.
- Proficiency of grade-level science content and performance as demonstrated on (and not limited to) written assessments, practices, and presentations.

Across 3-8, our students are also engaging in the NYS Science Investigations to support preparation for the upcoming revised state assessments.

We will measure the success of our curricular implementation through the following measures:

- Growth on our observation checklist rubric ratings from far from approaching to approaching.
- 100% of students who sit for Living Environment Regents pass.
- 75% class average on unit assessments
- Culminating network-wide science fair projects.

The network will support Excel with leadership coaching, resource development, and assessment creation and analysis.

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 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
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

We have met this measure; Excel Charter School has been in good standing with ESSA for at least the last 3 school years where data is available.

Because the 22-23 Disclosure Form was not posted on SUNY's website until late June 2023 (which was after our last board meeting of the 22-23 school year) we were unable to get signatures of Financial Disclosure Forms during regularly scheduled meetings. Many individual board members are away for vacation at this time, so we will be unable to gather the disclosure forms until our first board meeting in September. I will revise this submission with these additions at that time. Please reach out to Rachel Wiley (rwiley@explorenetwork.org) and/or Jeremy Thomas (JsThomas@explorenetwork.org) in the meantime with any questions or concerns.