

# Application: Explore Charter School

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

## Summary

ID: 0000000166  
Labels: SUNY Trustees

## Entry 1 School Info and Cover Page

Completed - Jul 13 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) before 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 CHARTER SCHOOL 800000048424

**a1. Popular School Name**

Explore 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 #17 - BROOKLYN

**e. Date of Approved Initial Charter**

Jun 1 2001

**f. Date School First Opened for Instruction**

Sep 1 2002

**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**

540

**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 |

## I. Charter Management Organization

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

Yes

### I1. Charter Management Organization Name

Explore Schools, Inc.

I2. Charter Management Organization Email Address

[information@explorenetwork.org](mailto: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?

|  |                    |
|--|--------------------|
|  | No, just one site. |
|--|--------------------|

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 | 655 Parkside Ave, Brooklyn NY 11226 | 718-703-4484 | NYC CSD 17   | K-8  | K-8  | 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 |                 | <a href="mailto:jstomas@explor.network.org">jstomas@explor.network.org</a>   |
| Operational Leader                        | Veronica Woolley | Managing Director of Operations     | 347-576-3087 |                 | <a href="mailto:vwoolley@explor.network.org">vwoolley@explor.network.org</a> |
| Compliance Contact                        | Veronica Woolley | Managing Director of Operations     | 347-576-3087 |                 | <a href="mailto:vwoolley@explor.network.org">vwoolley@explor.network.org</a> |
| Complaint Contact                         | Jeremy Thomas    | Senior Director of Special Projects | 917-710-2482 |                 | <a href="mailto:jstomas@explor.network.org">jstomas@explor.network.org</a>   |
| DASA Coordinator                          | Veronica Woolley | Managing Director of Operations     | 347-576-3087 |                 | <a href="mailto:vwoolley@explor.network.org">vwoolley@explor.network.org</a> |
| Phone Contact for After Hours Emergencies | Veronica Woolley | Managing Director of Operations     | 347-576-3087 |                 | <a href="mailto:vwoolley@explor.network.org">vwoolley@explor.network.org</a> |

**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.*

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

None

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR



**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

**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           | <a href="mailto:rwiley@explorenetwork.org">rwiley@explorenetwork.org</a> |

**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.

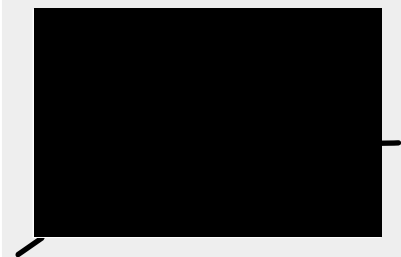
**Responses Selected:**

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 13 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., Report when financials have been submitted in November.)

## Form for Entry 2 Links to Critical Documents on School Website

School Name: Explore Charter School

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**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)  | <a href="https://exploreschools.org/governance/"><u>https://exploreschools.org/governance/</u></a> |
| 2. Board meeting notices, agendas and documents   | <a href="https://exploreschools.org/governance/"><u>https://exploreschools.org/governance/</u></a> |
| 3. New York State School Report Card  | <a href="https://exploreschools.org/governance/"><u>https://exploreschools.org/governance/</u></a> |
| 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                                | <a href="https://exploreschools.org/governance/"><u>https://exploreschools.org/governance/</u></a> |
| 6. Authorizer-approved FOIL Policy  | <a href="https://exploreschools.org/governance/"><u>https://exploreschools.org/governance/</u></a> |
| 7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)  | <a href="https://exploreschools.org/governance/"><u>https://exploreschools.org/governance/</u></a> |

Thank you.



## Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

## Instructions

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

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

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

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.

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#### 1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

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<br>Performance Goal | Measure Used to<br>Evaluate Progress<br>Toward Attainment of<br>Goal | Goal - Met, Not Met<br>or Unable to Assess | If not met, describe<br>efforts the school will<br>take to meet goal. If<br>unable to assess<br>goal, type N/A for<br>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 |  |  |  |  |
| Academic Goal 45 |  |  |  |  |
| Academic Goal 46 |  |  |  |  |
| Academic Goal 47 |  |  |  |  |
| Academic Goal 48 |  |  |  |  |
| Academic Goal 49 |  |  |  |  |
| Academic Goal 50 |  |  |  |  |
| Academic Goal 51 |  |  |  |  |
| Academic Goal 52 |  |  |  |  |
| Academic Goal 53 |  |  |  |  |
| Academic Goal 54 |  |  |  |  |
| Academic Goal 55 |  |  |  |  |
| Academic Goal 56 |  |  |  |  |
| Academic Goal 57 |  |  |  |  |
| 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”.**

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## 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.**

### [Explore APPR 22-23-Final](#)

Filename: Explore\_APPR\_22-23-Final.pdf Size: 701.2 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<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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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<br>Contact Name | School Based Fiscal<br>Contact Email | School Based Fiscal<br>Contact Phone |
|--|-------------------------------------|--------------------------------------|--------------------------------------|
|  |                                     |                                      |                                      |

### 2. Audit Firm Contact Information

|  | School Audit Contact<br>Name | School Audit Contact<br>Email | School Audit Contact<br>Phone | Years Working With<br>This Audit Firm |
|--|------------------------------|-------------------------------|-------------------------------|---------------------------------------|
|  |                              |                               |                               |                                       |

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

|  | Firm Name | Contact<br>Person | Mailing<br>Address | Email | Phone | Years With<br>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 Explanation](#)

Filename: Financial\_Disclosure\_Form\_Explinat\_PVNOZDJ.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.

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**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            | [REDACTED]            | Treasurer             | Finance                          | Yes                             | 4                                | 7/1/2022                                | 06/30/2025                            | 10                                       |
| 2 | Angie Brice Thomas     | [REDACTED]            | Chair                 | Accountability, Board Membership | Yes                             | 3                                | 07/01/2021                              | 06/30/2024                            | 8  |
| 3 | Lindsay Danon          | [REDACTED]            | Trustee/Member        | Accountability                   | Yes                             | 2                                | 07/01/2022                              | 06/30/2025                            | 9  |
| 4 | Shawn Jenkins          | [REDACTED]            | Vice Chair            | Board Membership                 | Yes                             | 2                                | 07/01/2023                              | 06/30/2026                            | 8  |
| 5 | Tiffany Curtis         | [REDACTED]            | Trustee/Member        | NA                               | Yes                             | 1                                | 09/21/2021                              | 06/30/2024                            | 8  |
| 6 | Kevin Bryant           | [REDACTED]            | Trustee/Member        | Accountability                   | Yes                             | 1                                | 09/21/2021                              | 06/30/2024                            | 6  |
| 7 | Sherrard Zamore        | [REDACTED]            | Trustee/Member        | Finance                          | Yes                             | 1                                | 10/25/2022                              | 06/30/2025                            | 8  |
| 8 | Karen Annette Francois | [REDACTED]            | Trustee/Member        | NA                               | Yes                             | 1                                | 10/25/2022                              | 06/30/2025                            | 9  |

|   |            |            |                |    |     |   |            |            |           |
|---|------------|------------|----------------|----|-----|---|------------|------------|-----------|
| 9 | Lisa Lurie | [REDACTED] | 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 - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match 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**

**Required of ALL Charter Schools**

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.

**\*SUNY-authorized charter schools**

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**

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## Good Faith Efforts to Meet Recruitment Targets (Attract)

|                            | Describe Recruitment Efforts in 2022-2023   | Describe Recruitment Plans in 2023-2024   |
|----------------------------|---|---|
| Economically Disadvantaged | <p>Explore 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).</p> <p>We've employed the following strategies to recruit families considered economically disadvantaged:</p> <p>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.</p> <p>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</p> | <p>Explore 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:</p> <p>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.</p> <p>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.</p> <p>Will utilize family referral campaigns and partners with local organizations, with the goal being to</p> |

|                           |   |  |
|---------------------------|---|--|
|                           | <p>school.</p> <p>We completed flyering and canvassing in the local community.</p> <p>We completed a series of 4 mailings within the local community focused on the zip codes we serve.</p> <p>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.</p> <p>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.</p>   | <p>attract more families in the profile of the families it serves, who may have otherwise not heard about the school.</p> <p>We completed flyering and canvassing in the local community.</p> <p>We completed a series of 5 mailings within the local community focused on the zip codes we serve.</p>   |
| English Language Learners | <p>In an effort to attract and enroll more English Language Learners, Explore 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</p> | <p>Explore 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.</p> <p>We will also ensure that all marketing materials are created in other languages.</p> |

|                            |  |   |
|----------------------------|--|---|
|                            | <p>languages other than English.</p> <p>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.</p>   | <p>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.</p> <p>We will further seek to establish relationships with 3-5 centers who support families who indicate English as a second language.</p> |
| Students with Disabilities | <p>Explore 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.</p> | <p>Explore 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.</p> <p>We will also continue to employ the following strategies:</p> <p>We will ensure our marketing materials acknowledge the communities of students we serve, and support and services</p>                        |

coordinated within our schools.

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 | <p>Explore 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.</p> <p>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.</p> <p>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.</p> <p>Mid school year in December – January, we reach out to families to find out their intention for the upcoming school year through an</p> | <p>Explore 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.</p> <p>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.</p> <p>We will identify goals and actions to continue to improve retention efforts with all students and families.</p> |

|                           |  |  |
|---------------------------|--|--|
|                           | <p>intention to return forms</p> <p>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.</p> <p>For families that have withdrawn, the network team hosts focus groups to seek candid feedback in order to make improvements.</p>  |  |
| English Language Learners | <p>Explore 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.</p> <p>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.</p> | <p>Explore 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.</p> |

|                            |  |   |
|----------------------------|--|---|
|                            | <p>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.</p>   |   |
| Students with Disabilities | <p>Explore 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.</p> <p>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.</p> | <p>Explore 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.</p> <p>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.</p> <p>We will identify goals and actions to continue to improve retention efforts with all students and families.</p> |

|  |   |  |
|--|---|--|
|  | <p>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.</p> |  |
|--|---|--|

## **Entry 10 – Teacher and Administrator Attrition**

Completed - Jul 13 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<sup>[1]</sup> 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](#).

<sup>[1]</sup> 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/employee-fingerprint-oct19.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.

## **B. Emergency Conditional Clearances**

### **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](#).

---

### **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

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.

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 UNCERTIFIED 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 UNCATEGORIZED, UNCERTIFIED 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 CERTIFIED 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 13 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.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<br><b>NOTE: MUST BE DONE FIRST</b> | <b>Select</b> your school's authorizer from the <b>drop-down list first</b> , before completing the roster. |
| School Name and Institution ID                | <b>Select</b> your school's name from the <b>drop-down list</b> .   |
| 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 <b>7 digit TEACH ID</b> for the Faculty/Staff person.   |
| Role in School                                | <b>Select</b> the best choice of role of the Faculty/Staff person from the <b>drop-down list</b> .          |

|                                      |  |
|--------------------------------------|--|
| CPR/AED Certification Status         | <b>Select</b> the appropriate choice from the <b>drop-down list</b> .                    |
| 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   | <b>Select</b> the appropriate choice from the <b>drop-down list</b> .                    |
| Subject Taught                       | <b>Select</b> the appropriate choice from the <b>drop-down list</b> .                    |
| Notes                                | Optional   |

## Optional Additional Documents to Upload (BOR)

Incomplete

# 2023-2024 Explore Schools Calendar

|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |
|-----------------|----|----|----|----|----|----|------------------|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|-----------------|----|----|----|----|----|----|----|----|
| <b>August</b>   |    |    |    |    |    |    | <b>September</b> |    |    |    |    |    |    | <b>October</b>  |    |    |    |    |    |    | <b>November</b> |    |    |    |    |    |    |    |    |
| Su              | Mo | Tu | We | Th | Fr | Sa | Su               | Mo | Tu | We | Th | Fr | Sa | Su              | Mo | Tu | We | Th | Fr | Sa | Su              | Mo | Tu | We | Th | Fr | Sa |    |    |
|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |
| 6               | 7  | 8  | 9  | 10 | 11 | 12 | 3                | 4  | 5  | 6  | 7  | 8  | 9  | 1               | 2  | 3  | 4  | 5  | 6  | 7  | 5               |    |    | 1  | 2  | 3  | 4  |    |    |
| 13              | 14 | 15 | 16 | 17 | 18 | 19 | 10               | 11 | 12 | 13 | 14 | 15 | 16 | 4               | 8  | 9  | 10 | 11 | 12 | 13 | 14              | 3  | 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 20              | 21 | 22 | 23 | 24 | 25 | 26 | 17               | 18 | 19 | 20 | 21 | 22 | 23 | 5               | 15 | 16 | 17 | 18 | 19 | 20 | 21              | 5  | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 27              | 28 | 29 | 30 |    |    |    | 1                | 24 | 25 | 26 | 27 | 28 | 29 | 30              | 5  | 22 | 23 | 24 | 25 | 26 | 27              | 5  | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |
|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |
| <b>December</b> |    |    |    |    |    |    | <b>January</b>   |    |    |    |    |    |    | <b>February</b> |    |    |    |    |    |    | <b>March</b>    |    |    |    |    |    |    |    |    |
| Su              | Mo | Tu | We | Th | Fr | Sa | Su               | Mo | Tu | We | Th | Fr | Sa | Su              | Mo | Tu | We | Th | Fr | Sa | Su              | Mo | Tu | We | Th | Fr | Sa |    |    |
|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |
|                 |    |    |    |    | 1  | 2  |                  |    |    |    |    |    |    |                 |    |    |    |    | 1  | 2  | 3               |    |    |    |    |    | 1  | 2  |    |
| 3               | 4  | 5  | 6  | 7  | 8  | 9  | 1                | 2  | 3  | 4  | 5  | 6  | 7  | 4               | 5  | 6  | 7  | 8  | 9  | 10 | 5               | 3  | 4  | 5  | 6  | 7  | 8  | 9  |    |
| 10              | 11 | 12 | 13 | 14 | 15 | 16 | 8                | 9  | 10 | 11 | 12 | 13 | 14 | 4               | 11 | 12 | 13 | 14 | 15 | 16 | 4               | 10 | 11 | 12 | 13 | 14 | 15 | 16 |    |
| 17              | 18 | 19 | 20 | 21 | 22 | 23 | 15               | 16 | 17 | 18 | 19 | 20 | 21 | 4               | 18 | 19 | 20 | 21 | 22 | 23 | 5               | 17 | 18 | 19 | 20 | 21 | 22 | 23 |    |
| 24              | 25 | 26 | 27 | 28 | 29 | 30 | 21               | 22 | 23 | 24 | 25 | 26 | 27 | 5               | 25 | 26 | 27 | 28 | 29 |    | 3               | 24 | 25 | 26 | 27 | 28 | 29 | 30 |    |
| 31              |    |    |    |    |    |    | 28               | 29 | 30 | 31 |    |    |    |                 |    |    |    |    |    |    |                 | 31 |    |    |    |    |    |    |    |
|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |
| <b>April</b>    |    |    |    |    |    |    | <b>May</b>       |    |    |    |    |    |    | <b>June</b>     |    |    |    |    |    |    | <b>July</b>     |    |    |    |    |    |    |    |    |
| Su              | Mo | Tu | We | Th | Fr | Sa | Su               | Mo | Tu | We | Th | Fr | Sa | Su              | Mo | Tu | We | Th | Fr | Sa | Su              | Mo | Tu | We | Th | Fr | Sa |    |    |
|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |
|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |
| 7               | 8  | 9  | 10 | 11 | 12 | 13 | 5                | 6  | 7  | 8  | 9  | 10 | 11 | 3               | 2  | 3  | 4  | 5  | 6  | 7  | 8               | 5  | 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14              | 15 | 16 | 17 | 18 | 19 | 20 | 12               | 13 | 14 | 15 | 16 | 17 | 18 | 4               | 9  | 10 | 11 | 12 | 13 | 14 | 15              | 5  | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21              | 22 | 23 | 24 | 25 | 26 | 27 | 19               | 20 | 21 | 22 | 23 | 24 | 25 | 5               | 16 | 17 | 18 | 19 | 20 | 21 | 22              | 4  | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28              | 29 | 30 |    |    |    |    | 26               | 27 | 28 | 29 | 30 | 31 |    | 4               | 23 | 24 | 25 | 26 | 27 | 28 | 29              | 2  | 28 | 29 | 30 | 31 |    |    |    |
|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |
|                 |    |    |    |    |    |    |                  |    |    |    |    |    |    |                 |    |    |    |    |    |    |                 |    |    |    |    |    |    |    |    |

## Holidays (in RED text)

|                        |              |               |                        |               |                  |
|------------------------|--------------|---------------|------------------------|---------------|------------------|
| <b>Sep 4</b>           | Labor Day    | <b>Jan 1</b>  | New Year's             | <b>May 27</b> | Memorial Day     |
| <b>Nov 23 &amp; 24</b> | Thanksgiving | <b>Jan 15</b> | Martin Luther King Day | <b>Jun 19</b> | Juneteenth       |
| <b>Dec 25</b>          | Christmas    | <b>Feb 19</b> | Presidents' Day        | <b>Jul 4</b>  | 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 Charter School**

## **2022-23 ACCOUNTABILITY PLAN**

### **PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By: Explore Schools Inc.

655 Parkside Ave

Brooklyn NY 1226



## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

| 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                                     |                                       |

Casey Kean and Karen Hicks have served as Principals of lower and upper schools since 2022 and 2021, respectively.

### SCHOOL OVERVIEW

Explore Charter School is a K–8 public charter school in Flatbush, Brooklyn. Explore opened in 2002 and graduated its first class of 8<sup>th</sup> graders in 2008 to some of the top college-preparatory high schools in New York City. While Explore's mission continues to focus on providing 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, Explore served 487 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, Explore 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 8<sup>th</sup> grade to prepare students to

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

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     | 56 | 66 | 57 | 62 | 61 | 69 | 64 | 65 | 62 | <b>562</b> |
| 2021-22     | 52 | 49 | 58 | 56 | 60 | 53 | 63 | 60 | 62 | <b>513</b> |
| 2022-23     | 40 | 53 | 55 | 58 | 51 | 53 | 57 | 60 | 57 | 487        |

### GOAL 1: ENGLISH LANGUAGE ARTS

#### BACKGROUND

For the 2022-23 school year, Explore 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

Explore's early literacy curriculum focuses on developing phonological awareness, building content knowledge and vocabulary, and developing comprehension skills. Explore 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

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

comprehensive, explicit, and systematic phonics program designed to build decoding, fluency, and writing/spelling skills.

In addition to the CKLA Program, Explore'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, Explore 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, Explore 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 text 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 addition to their core literacy programming, each week, Explore'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



## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Explore's leaders and teachers in these areas.

For our youngest students, Explore 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). Explore 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.

Explore 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, Explore 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.

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

| Grade      | Total Tested | Not Tested |          |          |             |                   |              | Total Enrolled |
|------------|--------------|------------|----------|----------|-------------|-------------------|--------------|----------------|
|            |              | Absent     | Refusal  | ELL/IEP  | Admin error | Medically excused | Other reason |                |
| 3          | 56           |            | 4        |          |             |                   |              | 60             |
| 4          | 52           |            | 1        | 1        |             |                   |              | 54             |
| 5          | 57           |            | 1        | 1        |             |                   |              | 59             |
| 6          | 59           |            |          |          |             |                   |              | 59             |
| 7          | 65           |            |          |          |             |                   |              | 65             |
| 8          | 59           |            | 1        |          |             |                   |              | 60             |
| <b>All</b> | <b>348</b>   |            | <b>7</b> | <b>2</b> |             |                   |              | <b>357</b>     |

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2022 23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

| Grade      | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|------------|---------------|-------------------|--------------------|--|-------------------|--------------------|
|            | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3          | 56            | 29                | 51.8%              | 48                                     | 26                | 54.2%              |
| 4          | 52            | 36                | 69.2%              | 47                                     | 33                | 70.2%              |
| 5          | 57            | 27                | 47.4%              | 48                                     | 24                | 50.0%              |
| 6          | 59            | 32                | 54.2%              | 46                                     | 29                | 63.0%              |
| 7          | 65            | 35                | 53.8%              | 56                                     | 31                | 55.4%              |
| 8          | 59            | 37                | 62.7%              | 51                                     | 33                | 64.7%              |
| <b>All</b> | <b>348</b>    | <b>196</b>        | <b>56.3%</b>       | <b>296</b>                             | <b>176</b>        | <b>59.5%</b>       |

#### 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 school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

<sup>1</sup> 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.

<sup>2</sup> 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](#).

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2022 23 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade      | Percent of Students at or Above Proficiency                 |                  |                        |                  |
|------------|---|------------------|------------------------|------------------|
|            | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students* |                  |
|            | Percent<br>Proficient                                       | Number<br>Tested | Percent<br>Proficient  | Number<br>Tested |
| 3          | 54.2%   | 48               | 44.8%                  | 844              |
| 4          | 70.2%   | 47               | 53.0%                  | 858              |
| 5          | 50.0%   | 48               | 46.8%                  | 1009             |
| 6          | 63.0%   | 46               | 43.1%                  | 1054             |
| 7          | 55.4%   | 56               | 45.1%                  | 1073             |
| 8          | 64.7%   | 51               | 54.1%                  | 1080             |
| <b>All</b> | <b>59.5%</b>  | <b>296</b>       | <b>47.8%</b>           | <b>5918</b>      |

\*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.<sup>3</sup>

<sup>3</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2021 22 English Language Arts Comparative Performance by Grade Level

| Grade      | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 <sup>4</sup> |             | Effect Size |
|------------|------------------------------------|--|-------------|-------------|
|            |                                    | Actual   | Predicted   |             |
| 3          | 84.7%                              | 68.4   | 34.7        | 1.72        |
| 4          | 85.9%                              | 52.5   | 29.1        | 1.33        |
| 5          | 87.5%                              | 58.2   | 25.2        | 1.98        |
| 6          | 76.9%                              | 68.8   | 49.8        | 1.12        |
| 7          | 79.0%                              | 62.1   | 40.2        | 1.18        |
| 8          | 79.4%                              | 69.5   | 43.1        | 1.41        |
| <b>All</b> | <b>82.1%</b>                       | <b>63.4</b>                                    | <b>37.3</b> | <b>1.45</b> |

#### 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 3<sup>rd</sup> – 8<sup>th</sup> 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 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%. | All students | 100%   | 355    | 118%    | Yes  |

<sup>4</sup> 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.

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

|   |   |      |     |      |     |
|---|---|------|-----|------|-----|
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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% | 108 | 149% | Yes |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>5</sup> | 118% | 49  | 118% | Yes |

### 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          | 28.3%                               | 59            | 28.6%                                  | 49            |
| 4          | 32.7%                               | 52            | 34.8%                                  | 47            |
| 5          | 21.1%                               | 57            | 20.8%                                  | 48            |
| 6          | 23.7%                               | 59            | 22.2%                                  | 45            |
| 7          | 18.5%                               | 65            | 17.9%                                  | 56            |
| 8          | 23.3%                               | 60            | 21.1%                                  | 52            |
| <b>All</b> | <b>27.2%</b>                        | <b>352</b>    | <b>28%</b>                             | <b>297</b>    |

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Growth on 2022 23 i Ready ELA Assessment By All Students

| Grades     | Median Percent of Annual Typical Growth | Number Tested |
|------------|---|---------------|
| 3          | 148%                                    | 59            |
| 4          | 121%                                    | 54            |
| 5          | 44%                                     | 59            |
| 6          | 100%                                    | 59            |
| 7          | 129%                                    | 65            |
| 8          | 100%                                    | 59            |
| <b>All</b> | <b>118%</b>                             | <b>355</b>    |

### ADDITIONAL CONTEXT AND EVIDENCE

For iReady there are three additional measures. Explore Charter School met all three measures. With regards to all students, Explore set a goal for median percent progress toward annual growth of 100% or greater. Explore exceeded this goal with 118% median progress toward annual growth. For students who started the year 2 or more grade levels behind, this was even higher at 149%. Regarding students with disabilities, their annual growth matched the growth of General Education students, both at 118%.

#### 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.

# 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

### Performance on mCLASS EOY

#### By All Students

| Grades     | All Students |               |
|------------|--------------|---------------|
|            | Met Measure  | Number Tested |
| KG         | 77.8%        | 45            |
| 1          | 82.5%        | 57            |
| 2          | 64.8%        | 54            |
| <b>All</b> | <b>75.0%</b> | <b>156</b>    |

Explore did not meet this measure overall, but came within 3 percentage points in 1<sup>st</sup> grade, which had the largest number of students tested. Overall, Explore's school average came within 10 percentage points of meeting this measure.

### Goal 1: Additional Growth Measure

When comparing internal dress rehearsal data (multiple choice questions only) we saw schoolwide 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, 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          | 13.3%                 | 60            | 13.0%                 | 54            | 28.1%                 | 57            |
| 4          | 8.6%                  | 58            | 20.7%                 | 58            | 36.5%                 | 52            |
| 5          | 22.8%                 | 57            | 41.1%                 | 56            | 42.9%                 | 56            |
| 6          | 8.9%                  | 56            | 6.5%                  | 63            | 19.0%                 | 58            |
| 7          | 10.5%                 | 57            | 10.2%                 | 59            | 15.9%                 | 63            |
| 8          | 30.9%                 | 55            | 18.0%                 | 35            | 45.6%                 | 57            |
| <b>All</b> | <b>15.7%</b>          | <b>343</b>    | <b>18.0%</b>          | <b>350</b>    | <b>30.9%</b>          | <b>343</b>    |

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Explore met this measure overall, exceeding overall proficiency 12.9 percent over 21-22 levels, and 15.2 over 18-19. There was positive growth in all grade levels, and double-digit growth in 4 grades. The largest jump was in 8<sup>th</sup> grade, where Explore saw a 27.6 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, Explore met six of them while falling short in only two.

| 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. | Met          |
| 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 3 <sup>rd</sup> through 8 <sup>th</sup> 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 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.   | Met          |
| 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          |



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### 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

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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, 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.

## GOAL 2: MATHEMATICS

### BACKGROUND

Explore'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. Explore implements research-based curricular resources that best support this vision for mathematical instruction. In grades K–8, Explore uses Navigator math, also known as Achievement First's math curriculum. We also offer an Algebra 1 elective to 8<sup>th</sup> graders who are prepared to take on high school level standards. ESI's Program Team continued to provide support directly to Explore's leaders and teachers with a focus on strengthening instruction and data-driven practices.

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, Explore 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, Explore 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, Explore made significant changes to our pacing calendars, assessment strategies, and our approach to preparing for the tests. Explore

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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 Explore 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, Explore made the following changes in the 2022-23 school year:

- Explore 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.
- Explore used its interim assessments in alignment with the updated Next Generation Standards to benchmark student progress across all grades. Explore 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 Explore on student progress and allow for more accurate data driven instruction.
- Explore 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, Explore 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, Explore 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.

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

| Grade      | Total Tested | Not Tested |          |         |             |                   |              |              | Total Enrolled |
|------------|--------------|------------|----------|---------|-------------|-------------------|--------------|--------------|----------------|
|            |              | Absent     | Refusal  | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents |                |
| 3          | 55           |            | 4        |         |             |                   |              |              | 55             |
| 4          | 53           |            | 1        |         |             |                   |              |              | 54             |
| 5          | 58           |            | 1        |         |             |                   |              |              | 59             |
| 6          | 58           |            |          |         |             |                   |              |              | 58             |
| 7          | 65           |            |          |         |             |                   |              |              | 65             |
| 8          | 59           |            | 1        |         |             |                   |              |              | 60             |
| <b>All</b> | <b>348</b>   |            | <b>7</b> |         |             |                   |              |              | <b>355</b>     |

### 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          | 55            | 37                | 67.3%              | 48                                     | 32                | 66.7%              |
| 4          | 53            | 32                | 60.4%              | 47                                     | 27                | 57.4%              |
| 5          | 58            | 36                | 62.1%              | 48                                     | 31                | 64.6%              |
| 6          | 58            | 45                | 77.6%              | 45                                     | 37                | 82.2%              |
| 7          | 65            | 41                | 63.1%              | 56                                     | 39                | 69.6%              |
| 8          | 59            | 48                | 81.4%              | 51                                     | 44                | 86.3%              |
| <b>All</b> | <b>348</b>    | <b>239</b>        | <b>68.7%</b>       | <b>295</b>                             | <b>210</b>        | <b>71.2%</b>       |

#### 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.

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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

| Grade      | Percent of Students at or Above Proficiency                 |                  |                        |                  |
|------------|---|------------------|------------------------|------------------|
|            | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students* |                  |
|            | Percent<br>Proficient                                       | Number<br>Tested | Percent<br>Proficient  | Number<br>Tested |
| 3          | 66.7%   | 48               | 52.1%                  | 861              |
| 4          | 57.4%   | 47               | 50.9%                  | 869              |
| 5          | 64.6%   | 48               | 40.5%                  | 1021             |
| 6          | 82.2%   | 45               | 38.3%                  | 1071             |
| 7          | 69.6%   | 56               | 40.6%                  | 938              |
| 8          | 86.3%   | 51               | 42.2%                  | 1004             |
| <b>All</b> | <b>71.2%</b>  | <b>295</b>       | <b>43.7%</b>           | <b>5764</b>      |

\*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.

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### 2021 22 Mathematics Comparative Performance by Grade Level

| Grade      | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 |             | Effect Size |
|------------|------------------------------------|-----------------------------------|-------------|-------------|
|            |                                    | Actual                            | Predicted   |             |
| 3          | 84.7%                              | 57.9                              | 34.9        | 1.06        |
| 4          | 85.9%                              | 50.0                              | 27.2        | 1.12        |
| 5          | 87.5%                              | 47.3                              | 21.9        | 1.37        |
| 6          | 76.9%                              | 23.8                              | 28.8        | -0.26       |
| 7          | 79.0%                              | 36.2                              | 23.9        | 0.64        |
| 8          | 79.4%                              | 30.0                              | 18.0        | 0.62        |
| <b>All</b> | <b>82.1%</b>                       | <b>40.5</b>                       | <b>25.8</b> | <b>0.74</b> |

### 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 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Curriculum based

### 2022 23 Math Interim (IA) EOY Results

| Measure  | Subgroup     | Target | Tested | Results | Met? |
|--|--------------|--------|--------|---------|------|
| Measure 1: 75% of students will increase 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. | All students | 75%    | 476    | 63.9%   | No   |

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### 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         | 88.8%        | 45            | 100%                                   | 2             |
| 1          | 89.4%        | 51            | 90.3%                                  | 42            |
| 2          | 61.8%        | 55            | 63.6%                                  | 44            |
| 3          | 55.2%        | 58            | 57.1%                                  | 49            |
| 4          | 30.8%        | 52            | 32.6%                                  | 46            |
| 5          | 57.6%        | 59            | 61.2%                                  | 49            |
| 6          | 77.6%        | 58            | 80.3%                                  | 46            |
| 7          | 68.2%        | 63            | 72.3%                                  | 54            |
| 8          | 31%          | 29            | 30.4%                                  | 23            |
| <b>All</b> | <b>63.9%</b> | <b>476</b>    | <b>63.2%</b>                           | <b>355</b>    |

### ADDITIONAL CONTEXT AND EVIDENCE

Explore 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 11.1 percentage points for all students, and by 11.8 percentage points for 2<sup>nd</sup> year students. There were bright spots, with students in 3 grade levels exceeding this measure, including Kindergarten and 1<sup>st</sup> grade, who both exceeded the measure by more than 10 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.

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### 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          | 35.0%                 | 60            | 44.4%                 | 54            | 58.3%                 | 60            |
| 4          | 36.2%                 | 58            | 51.7%                 | 58            | 44.4%                 | 54            |
| 5          | 47.4%                 | 57            | 48.2%                 | 56            | 66.1%                 | 59            |
| 6          | 59.7%                 | 57            | 19.0%                 | 63            | 61.0%                 | 59            |
| 7          | 59.7%                 | 57            | 54.2%                 | 59            | 51.6%                 | 64            |
| 8          | 60.0%                 | 55            | 20.0%                 | 35            | 67.8%                 | 59            |
| <b>All</b> | <b>49.4%</b>          | <b>344</b>    | <b>40.6%</b>          | <b>325</b>    | <b>51.9%</b>          | <b>399</b>    |

Explore met this measure overall, exceeding overall proficiency by 11.3 percentage points when compared to 21-22 and by 2.5 percentage points when compared to 18-19. Explore saw double digit positive growth in 4 out of 6 grade levels when compared to 21-22 and was particularly strong in 6<sup>th</sup> grade and 8<sup>th</sup> grade, which each saw an over 40 percent increase year over year. There is room for improvement in 4<sup>th</sup> and 7<sup>th</sup> grade, which saw slight decreases in proficiency compared to 21-22, but neither fell by more than 8 percentage points.

### METHOD

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

### RESULTS AND EVALUATION

Performance on a Regents Math Exam  
Of 8<sup>th</sup> Grade All Students by Year

| Grade | Year    | Regents Exam | Percent Passing with a 65 | Number Tested |
|-------|---------|--------------|---------------------------|---------------|
| 8     | 2017-18 | Algebra      | 100%                      | 11            |
| 8     | 2018-19 | Algebra      | 100%                      | 19            |
| 8     | 2021-22 | Algebra      | 91.3%                     | 23            |
| 8     | 2022-23 | Algebra      | 89.9%                     | 26            |



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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, which has been increasing each year the Regents have been offered by the state.

### SUMMARY OF THE MATHEMATICS GOAL

Overall, of the six measures that could be evaluated given current data, Explore met four of them while falling short in two 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 Met  |
| 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. | Met          |
| Growth      | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.  | N/A          |
| Growth      | 75% of students will increase their 21-22 EOY Math IA % correct by at least 30 points over their 21-22 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.   | Met          |
| Absolute    | Each year, 75 percent of all tested 8 <sup>th</sup> 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, Explore elevated the level of rigor in math instruction for its students. Below, we outline the additional steps Explore is taking by grade band to continue to improve the quality of math instruction :

- **Grades K–4:** In 2022-23, Explore 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

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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.

- Explore'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 3-8<sup>th</sup> 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. Explore 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, Explore'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.

### 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

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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, Explore Schools employed full-time K-2, 3-5, and 6-8 science teachers. Explore's chosen science curricula is designed to promote inquiry, problem solving skills, and exposure to 21<sup>st</sup> century learning and skills. All three science curricula support rigorous, aligned instruction to NYS Next Generation Science standards.

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### 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 8<sup>th</sup> 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. 5<sup>th</sup> grade data will be provided in Spring 2024.

Charter School Performance on 2022 23 State Science Exam  
By Students Enrolled in At Least Their Second Year

| Grade      | Students in At Least Their 2 <sup>nd</sup> Year |                   |                    |
|------------|---|-------------------|--------------------|
|            | Number Tested                                   | Number Proficient | Percent Proficient |
| 8          | 16  | 0                 | 0%                 |
| <b>All</b> | <b>16</b>                                       | <b>0</b>          | <b>0%</b>          |

Explore did not meet this measure and fell short by 75 percentage points. This was the second year Explore administered the Living Environment exam to a majority of 8<sup>th</sup> graders, so only a few 8<sup>th</sup> 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 2 <sup>nd</sup> Year |                   |                    | All District Students |                   |                    |
|------------|--|-------------------|--------------------|-----------------------|-------------------|--------------------|
| Grade      | Number Tested  | Number Proficient | Percent Proficient | Number Tested         | Number Proficient | Percent Proficient |
| 8          | 16   | 0                 | 0%                 | TBD                   | TBD               | TBD                |
| <b>All</b> | <b>16</b>  | <b>0</b>          | <b>0%</b>          | <b>TBD</b>            | <b>TBD</b>        | <b>TBD</b>         |

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT



Performance on a Regents Science Exam  
Of 8<sup>th</sup> 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 | 68.2%                     | 42            |
| 8     | 2022-23 | Living Environment | 74.5%                     | 37            |

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Overall, of the two measures that could be evaluated given current data, Explore did not meet either measure, but came within 0.5 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 Meet |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | 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.

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

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, Explore is continuing to build a robust, high-quality science program that gives students a 21<sup>st</sup> century science experience. Explore 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 Explore teachers in providing high-quality instruction in science. All 8<sup>th</sup> grade students at Explore 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 7<sup>th</sup> graders are prepared to take the 8<sup>th</sup> grade state science test at the end of 7<sup>th</sup> grade ensuring that they can focus entirely on learning the Living Environment standards when they are in 8<sup>th</sup> 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.
  - Increasing science in grades K – 2 to four times a week
  - 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.

## 2022 23 ACCOUNTABILITY PLAN PROGRESS REPORT

- 75% class average on unit assessments
- Culminating network-wide science fair projects.

The network will support Explore 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; Explore 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](mailto:rwiley@explorenetwork.org)) and/or Jeremy Thomas ([JsThomas@explorenetwork.org](mailto:JsThomas@explorenetwork.org)) in the meantime with any questions or concerns.