



# OCEAN HILL COLLEGIATE

## Ocean Hill Collegiate

### **2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## INTRODUCTION

Jennifer Mermelstein, Director of Operations prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann III	Chair
Tony Pasquariello	Vice Chair
St. Claire Gerald	Trustee
John Greenstein	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
John Kim	Trustee
Ekwutozia U. Nwabuzor	Secretary
Brett Peiser	Ex-Officio Trustee
Joseph F. Wayland	Treasurer
Chrystal Stokes Williams	Trustee

**Hannah Solomon has served as the Principal since 2010. Jennifer Mermelstein (Gartner, maiden name) has served as the Director of Operations since May 2016.**

## INTRODUCTION

The mission of Ocean Hill Collegiate Charter School (OHC) is to prepare each student for college. Ocean Hill Collegiate Charter School opened on August 31, 2010. The school opened with 5<sup>th</sup> grade and now serves 5<sup>th</sup> – 8<sup>th</sup> grade.

Ocean Hill Collegiate Charter School's school design includes seven core components.

**Focus on Literacy.** Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of OHC students, therefore, is tied to mastering this fundamental skill. In 2017-18, OHC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours and a half of daily literacy instruction;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry an independent reading book, checked out from our Library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

**Target Curriculum Focused on Basic Skills.** OHC does not use an off-the-shelf curriculum. Rather, OHC uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's share drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. OHC teachers will then save their lessons to our school's share drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

**Assess Early and Often to Drive the Instructional Program.** The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State Social Studies,

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Mathematics, and English Language Arts exams, OHC administered three internally-aligned Interim Assessments (4 in Math) and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. OHC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. OHC also utilized the information to target content- and skills-driven tutoring and small-group instruction.

Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our Brooklyn Schools.

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Ocean Hill Collegiate has an extended school day and school year. For most students, the regular school day began at 7:15 AM and ended at 4:00 PM

With hour-long periods four days a week and 45 minute periods on Fridays to allow for significant staff meeting and professional development time, all students at Ocean Hill Collegiate received the following weekly:

- 7 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of Independent Reading
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment (5<sup>th</sup>-7<sup>th</sup> grade)
- 3 periods of Music (8<sup>th</sup> grade only)
- 1 period Music (7<sup>th</sup> grade only)

Ocean Hill Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

**Emphasis on College.** For too many at-risk students, college only exists in the abstract. For Ocean Hill Collegiate students, freshman year of college will be a natural extension of their educational experience at OHC.

Ocean Hill Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

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During the regular school day, from 2:50 to 3:40 PM three days per week, OHC offers a variety of rotating electives, including:

- Hip Hop
- Art
- Running Club
- Drama
- African Dance
- Chess

OHC's school culture is based on its five core CREST values of "Curiosity," "Respect," "Empathy," "Scholarship," and "Teamwork." Ocean Hill Collegiate students are expected to consistently demonstrate these values wherever they find themselves and are rewarded with merits when they model these values well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service).

**Provide Structure and Order.** Students need a safe and orderly environment to be productive. In 2017-18, OHC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations of and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations of and immediate responses to negative or inappropriate behavior
- Rubric system that provided immediate feedback to classes at the end of each class each day.

**Insist on Family Involvement.** OHC's educational program is structured so that families must be involved in their child's academic pursuits. In 2017-18, OHC families:

- picked up their child's report card in person at the school three times;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were notified at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year

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- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12						72	63							135
2012-13						82	62	56						200
2013-14						79	74	50	53					256
2014-15						82	71	72	47					311
2015-16						81	81	71	66					299
2016-17						84	81	84	76					325
2017-18						82	85	86	79					332

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will be proficient readers and writers of the English language

#### BACKGROUND

Reading instruction at Ocean Hill Collegiate continues to be based around shared, whole-class novels. The curriculum develops reading comprehension skills, comprehension strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding.

Another major component of our Reading instruction is our Independent Reading program. In an effort to improve the rate at which our students grow in their literacy skills, in 2017-18, Ocean Hill Collegiate continued to use our Independent Reading block in our daily schedule. Students received STAR testing 3 times over the course of the year to be sure their progress was monitored and that all students were reading a level appropriate book at all times. In this model, students have an opportunity to read books specifically for their reading level while still reserving a full 60 minutes for their Reading class.

In writing classes at Ocean Hill Collegiate, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

Ocean Hill Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Ocean Hill Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2017-18 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. They were also revised to include our understanding of the Common Core Curriculum and to reflect the increased rigor.

After the tests were administered, OHC teachers graded each exam and OHC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, OHC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. OHC also utilized the information to target content- and skills-driven re-teaching lessons during the next quarter.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

## METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5<sup>th</sup> through 8<sup>th</sup> grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	78				1	79
6	77		2		3	82
7	85				3	88
8	77		1		3	81
All	317	0	3	0	10	330

## RESULTS AND EVALUATION

On the 2017-18 NYS ELA exam, 56% of students in their second year at Ocean Hill Collegiate scored proficient or advanced. When looking at all students, including those that have been at Ocean Hill Collegiate for fewer than 2 years, only 52% of students scored proficient or advanced.

In the 6<sup>th</sup> year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school’s goal to see that at least 75% of students reach proficiency or advanced on the Common Core exam. This year our 6<sup>th</sup> grade students, enrolled in at least their second year came the closest of any cohort to meet this goal, with a 60% proficiency. We are looking forward to continuing to close the gap between the goal and our actual proficiency rate, implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	46%	78	47%	17
6	57%	77	60%	63
7	48%	85	53%	76
8	57%	77	57%	70
All	52%	317	56%	226

### ADDITIONAL EVIDENCE

Though we have seen scores drop with the advent of the Common Core English Language Arts exam, we continue to feel energized by the rigor that the new exams present for our students as we work to prepare them for college. While this fell well below our goal of 75% proficient, we have seen that students in grades 5-8 who are enrolled longer at Ocean Hill Collegiate are more likely to score proficient or advanced on the NYS ELA exams. The 2017-2018 6<sup>th</sup> graders in at least their second year at Ocean Hill Collegiate scored 60% proficient, whereas the previous year this cohort scored only 40% proficient on this exam. We can continue to see this growth when we look at our current 7<sup>th</sup> graders who scored 52% proficient this year compared to scoring only 37% proficiency last year. This trend extends to our 8<sup>th</sup> graders with a 57% proficiency this year, following a 55% proficiency the previous year. We look forward to seeing these numbers continue to increase in the coming years as we continue revising curriculum and work to ensure all students are prepared for the rigor of the new exams. We feel positive about the momentum we have seen over the past few years in terms of student growth in English Language Arts. We feel justified in this positive outlook in the data point that our proficiency of students enrolled in at least two years jumped 11% from last year's exam.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0%	3	40%	10	47%	17
6	43%	69	37%	57	60%	63
7	45%	64	55%	67	52%	76
8	37%	65	49%	72	57%	70
All	41%	201	46%	206	57%	226

### Goal 1: Absolute Measure

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.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

Ocean Hill Collegiate scored a Performance Index of 143.5 for the 2017-18 school year. MIP for NY State has not yet been released at the time of this report so we do not know if this is a score sufficient to meet the MIP goal. We plan to continue working to improve our curriculum and instruction so that our PI will increasingly exceed the MIP. We are continuing to emphasize specific tutoring support for our students in performance level 2 to support and push them to a proficient performance level 3. This year we are also putting a focus on modifying our Small Group Instruction Materials with a focus on skills practice for our students who are scoring level 1 to help push them into the level 2 range.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
317	18	30	33	19

$$\begin{aligned}
 \text{PI} &= 30 + 33 + 19 = 82 \\
 &= 33 + 19 = 52 \\
 &+ (.5) * [19] = 9.5 \\
 \text{PI} &= 143.5
 \end{aligned}$$

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

### RESULTS AND EVALUATION

Ocean Collegiate outperformed Community School District 23 on the 6<sup>th</sup> administration of the Common Core English Language Arts exam by **31 percentage points**, more than double the percent of proficient students. The school outperformed District 23 in all grades by a margin of at least 25 percentage points.

## 2017-18 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	47%	17	19%	694
6	60%	63	27%	813
7	52%	76	23%	818

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

8	57%	70	30%	831
All	57%	226	26%	4613

### ADDITIONAL EVIDENCE

Overall, Ocean Hill Collegiate outperformed District 23 by more than twice the percentage of proficient students. While there is still a lot of work to be done to improve OHC's overall performance, we are encouraged by this data in that it indicates we are being successful in educating our scholars in comparison to similar scholars in the neighborhood.

Across the span of the last 3 years, Ocean Hill Collegiate students in at least their second year are consistently outperforming the local district across grades 6-8. Our grade 5 has succeeded in this metric the last two years as our 5<sup>th</sup> grade students in their second year are now made up of both students retained from previous years and students who have been with Uncommon at another elementary school in years prior. Both Ocean Hill Collegiate and our local district have seen continual improvement in our scores across the span of the years. We have also seen the gap between Ocean Hill Collegiate proficiency scores and those of the local district continue to widen from year to year. This is concerning for our local schools, but continues to reinforce that we are providing a superior education for our students compared to what they would be receiving in their local schools.

### English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5	0%	10%	40%	16%	47%	19%
6	43%	16%	37%	14%	60%	27%
7	45%	21%	55%	25%	52%	23%
8	37%	22%	49%	33%	57%	30%
All	41%	18%	46%	22%	57%	26%

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

## RESULTS AND EVALUATION

The table below shows that the school’s overall comparative performance **is higher than expected to a meaningful degree**. Students at Ocean Hill Collegiate in grades all grades performed better than predicted based on their free lunch status on the 2016-17 ELA exam.

As a school, Ocean Hill Collegiate met the goal of an effect size of .3 in all grades, with comparative performance metric averaging an effect size of .96 among all grades.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	<b>83.1</b>	<b>82</b>	<b>34</b>	<b>24.1</b>	<b>9.9</b>	<b>.66</b>
6	<b>82.7</b>	<b>80</b>	<b>41</b>	<b>21</b>	<b>20.0</b>	<b>1.34</b>
7	<b>71.4</b>	<b>82</b>	<b>54</b>	<b>34.4</b>	<b>19.6</b>	<b>1.09</b>
8	<b>85.5</b>	<b>75</b>	<b>47</b>	<b>33.4</b>	<b>13.6</b>	<b>0.76</b>
All	<b>80.6</b>	<b>319</b>	<b>44.0</b>	<b>28.1</b>	<b>15.8</b>	<b>0.96</b>

**School’s Overall Comparative Performance:**

***Higher than expected to a large degree***

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## ADDITIONAL EVIDENCE

Over the past 3 years, our affect size has increased each year. This last year, with a 10% increase in our percentage of Economically Disadvantaged students we still increased our actual proficiency by over 5% in spite of a predicted drop of 1%.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-9	79.4	279	26.5	19.4	.52
2015-16	5-8	70.5	313	38.6	29.3	.57
2016-17	5-8	<b>80.6</b>	<b>319</b>	<b>44.0</b>	<b>28.1</b>	<b>0.96</b>

### Goal 1: Growth Measure<sup>3</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>4</sup>

## RESULTS AND EVALUATION

Ocean Hill Collegiate earned an overall mean growth percentile (MGP) of 54.3 in English Language Arts. In addition to the mean surpassing the Target 50.0, our 5-7<sup>th</sup> grades surpassed the Target. Our 8<sup>th</sup> grade as an individual cohort fell short of the measure with 43.8.

### 2016-17 English Language Arts Mean Growth Percentile by Grade Level

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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Grade	Mean Growth Percentile	
	School	Target
4		50.0
5	55.5	50.0
6	57.8	50.0
7	59.7	50.0
8	43.8	50.0
All	<b>54.4</b>	50.0

### ADDITIONAL EVIDENCE

Our mean growth percentile has remained consistently over the 50.0 target each year surpassing the statewide median. Each year we have had one cohort who falls short of the MGP target so we have work to do in our consistency from year to year and across the school.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5	52.9	80.0	55.5	50.0
6	61.4	1.0	57.8	50.0
7	49.1	55.8	59.7	50.0
8	54.4	46.9	43.8	50.0
All	<b>54.5</b>	<b>51.4</b>	<b>54.4</b>	50.0

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Ocean Hill Collegiate achieved three of the five relevant English Language Arts goals based on results of the 2016-17 and 2017-18 state exams. One is undetermined at the time of this report. We are proud that overall our students continue to outperform the district in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go and much work to do in terms of absolute performance and that the new rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate 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.	MIP for NY State has not yet been released at the time of this report.
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Achieved

### ACTION PLAN

The school is energized by the challenge that the more rigorous Common Core standards present.

Beginning last year, Uncommon Brooklyn Middle School ELA Department Coordinators worked with principals, the Assistant Superintendents, and the Director of Staff Development to begin modifying the Uncommon Brooklyn Middle School scope and sequence documents for ELA and Math (and the accompanying Interim Assessments), incorporating many of the Common Core Learning Standards. In 2012-2013, the Department Coordinators completed the modifications to the Uncommon Brooklyn Middle School ELA and Math scope and sequence documents and Interim Assessments, ensuring that each Common Core Learning Standard is taught and assessed and now have outsourced the creation of the Interim Assessments to an external company that will ensure the tests have no teacher bias, are appropriately rigorous, and well aligned to the Common Core. Having these assessments at the start of the 2018-19 school year gives us confidence that our teachers will be able to backwards plan effectively for ELA instruction this year.



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Furthermore, as a network, we continue to strive for our students to get individualized feedback, to help refine their skills in ELA & Math. We implemented a small group instruction (SGI) into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating hour-long blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collected this data and worked with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice. In the moments leading up to the each subjects' respective test, for the preceding two weeks, small group instruction was exclusively focused on that subject's content.

On a school level, Ocean Hill Collegiate will:

- Continue with our Independent Reading model to give students a chance to foster their love of reading. OHC will continue the hour-long Reading class, ensuring additional accountability and time preserved for Reading. Our students will continue to have 2 hours daily of ELA instruction, with 30 additional minutes of independent reading in independent reading with texts based on a student's reading level.
- Continue to have our veteran teachers with significant classroom experience serve as instructional leaders and coach other teachers to ensure that our curriculum is rigorous and is reflective of the Common Core standards.
- Continue to target students who scored a 1 or 2 on State ELA Exams through end of day tutoring to help remediate students' basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. In preparation for next year's state exams, these students will be prioritized for additional pre-State Exam tutoring.
- Every teacher will provide modified packets with at least 2 annotated strategies or scaffolds per page for all students who are identified in the Level 1/Level 2 range to ensure a focus on their skills development throughout the year, not just during Spring SGI
- Continue to provide individualized feedback for students participating in small group instruction from January to May. Using this real-time data in SGI, we will be able to further refine student's ELA and Math skills.
- Prioritize co-planning meetings with our ELA teachers within grade and across grades so that there are 60 minutes of co-planning time each week.
- Prioritize our SPED/ELA teacher meetings for a 60 minute co-planning meeting each week to ensure that our SPED students are best served each week and determine if the focus should be on grade level materials or on skills remediation for each lesson

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take two hours of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

Ocean Hill Collegiate Charter School uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Ocean Hill Collegiate Charter School administered 5 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2016-17 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, OHC teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, OHC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. OHC also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to May.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5<sup>th</sup> through 8<sup>th</sup> grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	78				1	79
6	79				3	82
7	84	1			1	86
8	0					80
All	241	1	0	0	5	327

### RESULTS AND EVALUATION

On the 2017-18 NYS Math exam, 67% of students in their second year at Ocean Hill Collegiate scored advanced or proficient. When looking at all students, including those that have been at Ocean Hill Collegiate for less than 2 years, only 55% of students scored advanced or proficient.

While we keep making progress, In the 6<sup>th</sup> year of the administration of the NYS Common Core exam in Mathematics, the school did not meet its measure of at least 75% of students reaching proficiency on the Common Core exam. We are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar.

Performance on 2017-18 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	40%	78	59%	17
6	58%	79	66%	64
7	67%	84	71%	75
8	NA	0	NA	0
All	55%	241	67%	156

### ADDITIONAL EVIDENCE

Though we have not met the measure, similar to our ELA results, we feel energized by the rigor that the new exams present for our students as we work to prepare them for college. We have seen that students who are enrolled longer at Ocean Hill Collegiate are more likely to score proficient on the NYS Math exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in Math. Our 7<sup>th</sup> grade, the students assessed who are with us the longest continue to be closest to meeting our goal of 75% proficient and the year over year encourages us that while it may take time, we are closing the gaps to our goal.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0%	3	30%	10	59%	17
6	58%	69	60%	52	66%	64
7	69%	64	75%	67	71%	75
8	NA	0	N/A	0	N/A	0
All	62%	136	66%	129	67%	156

### Goal 2: Absolute Measure

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

Ocean Hill Collegiate scored a Performance Index of 151.5 for the 2017-18 school year. MIP for NY State has not yet been released at the time of this report so we do not know if this is a score sufficient to meet the MIP goal. We plan to continue working to improve our curriculum and instruction so that our PI will increasingly exceed the MIP. We are continuing to emphasize specific tutoring support for our students in performance level 2 to support and push them to a proficient performance level 3. This year we are also putting a focus on modifying our Small Group Instruction Materials with a focus on skills practice for our students who are scoring level 1 to help push them into the level 2 range.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19	25	27	29

$$\begin{array}{rclclclcl}
 \text{PI} & = & 25 & + & 27 & + & 29 & = & 81 \\
 & & & & 27 & + & 29 & = & 56 \\
 & & & & & + & (.5)*[29] & = & 14.5 \\
 & & & & & & \text{PI} & = & 151.5
 \end{array}$$

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

## RESULTS AND EVALUATION

The percentage of Ocean Hill Collegiate students scoring proficient or advanced on the NYS Mathematics exam exceeded the percentage of students in Community School District 23 scoring proficient or advanced on the exam in the same grades by 49 percentage points overall.

Once again, Ocean Hill Collegiate met its comparative measure with its percentage of students scoring proficient or advanced (67%) far exceeding the percentage of students in CSD 23 scoring proficient or advanced (18%) across grades 5-7. In all grades that OHC administered the exam, students scoring proficient or advanced was triple (or higher) that of District 23 as a whole.

2017-18 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	59%	17	17%	694
6	66%	64	20%	812
7	71%	75	18%	818
8	N/A	0		
All	67%	156	<b>18%</b>	2324

## ADDITIONAL EVIDENCE

Despite changes to the NYS Math exam, Ocean Hill Collegiate students continue to outperform the district average for math and has done so for the past three years.

Ocean Hill Collegiate’s performance exceeded the district’s performance by 49 percentage points. While our overall growth this year was slower than the previous year, we are still in an upward trend towards our proficiency goal. With that said, Ocean Hill Collegiate is still not satisfied with our performance. We will continue to work to have all students reach proficiency as quickly as possible.

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Our Proficiency rates in Math have tripled that of our district schools for the past 3 years. We have a longer instructional day than our district schools, with 1.5 hours of math every day, compared to the standard 60 minutes.

### Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5	0%	10%	30%	10%	59%	17%
6	58%	16%	60%	16%	66%	20%
7	69%	16%	75%	21%	71%	18%
8	NA		N/A		NA	
All	62%	<b>14%</b>	66%	<b>15%</b>	67%	<b>18%</b>

#### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

#### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Ocean Hill Collegiate met and exceeded this measure of .3 Effect size both with our over average and within each grade level. As evidenced in the chart, more than twice the Ocean Hill Scholars achieved a proficient score than what was predicted.

Our interventions in Math will continue this year with the additional implementation of more focused tutoring groups in the months leading up the Math State test in an effort to continue increasing the number of 5<sup>th</sup> graders earning proficient scores.

*2016-17 Mathematics Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	<b>83.1</b>	<b>83</b>	<b>45</b>	<b>29.3</b>	<b>15.7</b>	<b>.85</b>
6	<b>82.7</b>	<b>80</b>	<b>55</b>	<b>25.1</b>	<b>29.9</b>	<b>1.52</b>
7	<b>71.4</b>	<b>81</b>	<b>70</b>	<b>28.2</b>	<b>41.8</b>	<b>2.23</b>
8						
All	<b>79.1</b>	<b>244</b>	<b>56.6</b>	<b>27.6</b>	<b>29.0</b>	<b>1.53</b>

**School's Overall Comparative Performance:**

**Higher than expected to large degree**

### ADDITIONAL EVIDENCE

Across the years Ocean Hill Collegiate continues to demonstrate “a higher than expected to a large degree” performance. This year our percentage of Economically disadvantaged students increased almost 8%, the prediction for our proficiency rate dropped almost 3%, yet our actual proficiency rate jumped over 6%. This is encouraging that we are meeting students where they are and holding high expectations and belief in our students no matter their income.

*Mathematics Comparative Performance by School Year*

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-7	77.5	231	45.9	26.8	1.01
2015-16	5-7	71.3	241	50.2	30.3	1.02
2016-17	5-7	79.1	244	56.6	27.6	1.53



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Growth Measure<sup>7</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

The school's overall mean growth percentile exceeded the state medial of 50<sup>th</sup> percentile across all tested grade spans with an average of 71.2. Each individual gradespan also exceeded the target of 50.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5	60.4	50.0
6	73.1	50.0
7	77.7	50.0
8		50.0
All	<b><u>71.2</u></b>	50.0

### ADDITIONAL EVIDENCE

Our Mean Growth Percentile continues to be above the Statewide Median of 50.0 across all grades tested. We have been steadily increasing our MGP, and this year we have seen tremendous growth in this area, which tells us that we are pushing our teachers in the right way in how we respond to our student's data throughout the year. As we continue to prepare our students for the rigor of the

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

tests they will encounter as they progress from one grade to the next, we will remain vigilant in our evaluation of our student's data and assess their needs accordingly.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5	53.6	58.2	60.4	50.0
6	71.6	71.3	73.1	50.0
7	<b>59.6</b>	78.8	<b>77.7</b>	50.0
8	N/A	N/A	N/A	50.0
All	53.6	58.2	<b>71.2</b>	50.0

### SUMMARY OF THE MATHEMATICS GOAL

While Ocean Hill Collegiate students have consistently demonstrated strong performance in math over the past 2 years, the Common Core standards presented a new level of rigor that many of our students were able to meet. Despite this more rigorous exam, the school met three of its five accountability plan goals, with the MIP for New York State unavailable at the time of the report. Student performance in math at Ocean Hill Collegiate continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year of at least 75% of students scoring proficient or advanced proficient on the Common Core math exam; 67% of students in at least their second year at OHC scored proficient or advanced.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate 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.	MIP for NY State has not yet been released at the time of this report
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted	Achieved

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

	growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	
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### ACTION PLAN

The absolute performance across all grades in mathematics on the 2017-18 Common Core mathematics exam has demonstrated that we need to put more careful thought into what we are doing to increase the rigor of the school's math program. The school, along with other Uncommon Schools across Brooklyn, will continue to outsource its Interim Assessments. We have worked extremely closely with the company that will be producing the assessment questions and are confident that this choice will add a needed level of rigor to our program. The school will also continue to work with other Uncommon Schools to streamline instructional materials across schools and make sure that teachers are not reinventing the wheel, but instead are using the best instructional materials available for each objective they teach so that their time can be spent on the highest leverage instructional activities like assessing students, tutoring, and differentiating instruction.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we will continue to implement a small group instruction into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating hour-long blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Associate Managing Directors to implement data-driven worksheets based on where our students needed the most practice. In the moments leading up to the each subjects' respective test, for the preceding two weeks, small group instruction was exclusively focused on that subject's content.

This year we will also rearrange our schedule to shift the priority to the following teacher meeting/co-planning times:

- Co-planning meetings with our math teachers within grade and across grades so that there are 60 minutes of co-planning time each week.
- Our SPED/Math teacher meetings for a 60 minute co-planning meeting each week to ensure that our SPED students are best served each week and determine if the focus should be on grade level materials or on skills remediation for each lesson. We hope that this will help push more of our students in the level 1 proficiency into a level 2 or 3

### HIGH SCHOOL MATHEMATICS

#### Goal 4: Absolute Measure

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.<sup>9</sup> This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

### RESULTS AND EVALUATION

The chart below represents the percentage of Ocean Hill Collegiate's 8<sup>th</sup> grade cohort who passed the Algebra 1 (Common Core) regents with a score of 80 or Level 4 on Common Core Exam. From our 2017-2018 8<sup>th</sup> grade cohort, 43% scored 80 or higher on the Algebra 1 (common core) regents exam. Our rate of students meeting an Level 4 benchmark has continued to increase over the years we have been offering Regents Algebra 1 to our 8<sup>th</sup> graders. This year's proficiency for Level 4 was identical to 2016-2017.

While our students have not met the goal of 65% of students scoring 80 or above on their tests, we believe that we are still providing a strong foundation for our students to be part of this 65% when they are assessed in High School. We are confident that they are developing a strong foundation preparing them for College.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort<sup>10</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or on Algebra 1 Regents Exam
2015	47	4%
2016	71	28%
2017	76	43%
2018	79	43%

### Goal 4: Absolute Measure

<sup>9</sup> Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

<sup>10</sup> Based on the highest score for each student on a mathematics Regents exam

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### RESULTS AND EVALUATION

The chart below represents the percentage of Ocean Hill Collegiate's 8<sup>th</sup> grade cohort who passed the Algebra 1 (Common Core) regents with a score of 65 or Level 3 on Common Core Exam. From our 2017-2018 8<sup>th</sup> grade cohort, 75% scored 65 or higher on the Algebra 1 (common core) regents exam. Our rate of students meeting a Level 3 benchmark has remained over the 80% goal, with the exception of last year. Over the past few years we have seen a continual drop in the percentage of students passing with a 65% and we are working this year to remediate the trend

While our students did not meet the goal of 80% of students scoring 65 or above on their tests this year, we believe that we are still providing a strong foundation for our students to be part of this Level 3 benchmark when they are assessed in High School. We are confident that they are developing a strong foundation preparing them for College.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort<sup>11</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 on Algebra 1 Regents Exam
2016	71	92%
2017	76	83%
2018	79	75%

<sup>11</sup> Based on the highest score for each student on a mathematics Regents exam

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment Regent to its 8<sup>th</sup> Grade students. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

### RESULTS AND EVALUATION

The chart below shows the percentage of students who passed Living Environments Regents with a score of 65 or higher. Our 8<sup>th</sup> grade students did not take the New York State Science exam. Instead, we opted to take the New York State Living Environment Regents. Of the 79 8<sup>th</sup> grade students that took the exam, 76% passed. While this passing rate exceeds our goal of 75%, it is a drop from last year. This year we will be re-examining both the decision to have students who enroll past Jan 1 sit for the exam as well as the scheduling for days of Regents Labs to be sure there is a focus on the instruction during these times.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>12</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2015	47	83%
2016	71	82%
2017	75	82%
2018	78	76%

<sup>12</sup> Based on the highest score for each student on any science Regents exam

## GOAL 4: ESSA

### Goal 4: ESSA

The school will make Adequate Yearly Progress

#### Goal 4: Absolute Measure

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.

### METHOD

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.

### RESULTS AND EVALUATION

The State Education Department has determined that Ocean Hill Collegiate is In Good Standing for the 2017-2018 school year. The State Education Department made this determination based on our 2017-2018 assessment data.

### ADDITIONAL EVIDENCE

Ocean Hill Collegiate has remained in good standing for the past school years. From 2015- 2017 we were in good standing under the State’s “NCLB” accountability system

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing

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