



DREAM CHARTER SCHOOL

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Chief Education Officer, and Katie Doctor, Managing Director of Educational Strategy & Data prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Richard A. Berlin	Chair, Executive Committee
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Eve Colavito has served as the Chief of Schools at DREAM Charter School from 2009 through the 2017-18 school year.

DREAM opened in 2008 as a New York City Department of Education-authorized (NYCDOE) charter school and currently serves 708 students in PreK-10th grade. In 2012 the school's charter was renewed for a five-year term and in 2017 the school moved from authorization by NYCDOE to the SUNY Charter Schools Institute (SUNY CSI). In 2018-19 the school will add its first 10th grade class and in 2021 will reach full scale to serve over 1,000 students in PreK-12.

DREAM is proudly an inclusive community school and has developed a reputation for supporting the needs of all learners. Currently the school demographics mirror those of Community School District 4 (CSD 4); in the 2017-18 school year, 90.9% of DREAM students qualified for free and reduced price lunch, 26.7% were students with disabilities (SWD), and 11.8[1]% were English language learners (ELLs). DREAM runs its own school food program, and therefore data from SIRS may reflect an incorrect percentage for students qualifying for free and reduced price lunch.

DREAM Charter School's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

DREAM's key design elements are:

- An innovative curriculum that emphasizes critical thinking and questioning
- A co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general school population
- A robust data cycle that uses data to inform all aspects of teaching and learning
- A whole child approach to teaching and learning that deeply integrates health, wellness, music and the arts into the overall school program
- An extended day and an extended year model that maximizes learning hours
- An active family engagement program that fosters parent/guardian participation, leadership and advocacy
- A focus on teacher motivation, development, and retention
- A universal Pre-kindergarten program that ignites learning in children
- _____

[1] Includes current and former ELLs.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	50	49	48	48	49	50	47							341
2014-15	50	49	50	50	49	49	47	48						392
2015-16	51	51	52	49	50	50	50	48	47					448
2016-17	54	54	54	54	54	54	54	52	52					482
2017-18	54	54	54	52	53	54	53	55	52	94				611

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

DREAM enrolled its first grade 9 class in 2017-18, making it the 2017 cohort.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

DREAM Charter School will maintain high graduation rates each year.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

State Commissioner's Part 100.5 Diploma Requirements require students to earn at least 22 units of credit to earn a diploma. DREAM, like NYCDOE public schools, calculates credits towards graduation using a semester-based model, in which the State's requirement of 22 units of credit equates to 44 credits. Throughout this narrative, the NYCDOE semester-based credit model is used.

In accordance with Part 100 Regulations, students must earn 44 credits, distributed across specific subjects and aligned to specific NYSED learning standards, in order to graduate. To earn a local and Regents diploma DREAM students must earn 8 credits in English Language Arts, 6 credits in Math, 8 credits in Social Studies (4 in Global History, 2 in U.S. History, 1 in Government and 1 in Economics), 6 credits in Science (2 in Life Science, 2 in Physical Science, and 2 in Life Science or Physical Science), 2 credits in Languages Other Than English (LOTE), 2 credits in Visual Art or Performing Art, 4 credits in Physical Education, 1 credit in Health, and 7 Electives credits.

To accumulate a credit, students must be provided with the opportunity to receive 54 hours of instruction and must demonstrate mastery of the content and skills by earning a grade of 65% or higher. All credit-bearing courses address high school (i.e. commencement-level) learning standards and meet instructional time requirements. If a student fails a Regent exam required for graduation, they must attend Saturday Academy or summer school and retake the Regents exam the next time it is offered. If a student earns below a 65% in a course required for graduation, they must attend summer school if a summer school seat is available. Otherwise, they will likely have to repeat the course in the next year.

RESULTS AND EVALUATION

DREAM Charter School achieved this measure having 100 percent of the 2017 Total Cohort earning at least 10 credits to be promoted to the next grade.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2017	94	100%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

DREAM Charter High School did not have students in their second year in high school in 2017-18.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

DREAM Charter School did not enroll students in their fourth year of high school in 2017-18.

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

DREAM Charter School did not enroll students in their fourth year of high school in 2017-18.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

DREAM Charter School did not enroll students in their fourth year of high school in 2017-18.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

DREAM Charter School achieved the one graduation indicator that applied to the high school in 2017-18. 100 percent of the 2017 Total Cohort earned at least 10 credits and were promoted to the next grade.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Applicable
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Not Applicable
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not Applicable
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

DREAM Charter School graduates will be prepared for academic institutions of higher education.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School had just grade 9 high school students in 2017-18.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state's recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School had just grade 9 high school students in 2017-18.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

DREAM Charter School had just grade 9 high school students in 2017-18.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state's finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

RESULTS AND EVALUATION

Not applicable in 2017-18.

SUMMARY OF THE COLLEGE PREPARATION GOAL

None of the College Preparatory metrics applied to DREAM Charter School during 2017-18 as it was the first year enrolling high school students.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Applicable
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Not Applicable
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not Applicable
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Applicable

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at the DREAM Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

The elementary school English Language Arts curriculum is broken into four blocks: Shared Text, Writer’s Workshop, Reader’s Workshop, and Interactive Read Aloud. Lower elementary students also receive FUNdations, a Wilson Reading System program to teach phonics and phonemic awareness.

The Shared Text curriculum is developed around six thematic units in each grade. Students read a canon of texts to create a foundational bank of shared literary experiences. Together, the six units expose students to a wide variety of fiction and nonfiction texts, while learning the skills demanded by the common core standards. Texts read within the thematic units will provide an interdisciplinary connection between content.

Middle school students engage in ten thematic units over the course of the school year. Each unit theme (Survival, Culture, Perspectives, Institutions, Balance, Identity, Greed, Ethics, Bridges, and Citizenship) serves as a consistent thread that is integrated into all academic subjects, as well as Homeroom, Advisory, and Community Gatherings.

The middle school English Language Arts curriculum is broken down into three blocks— Literature, Writer’s Workshop, and Guided Reading (which is taught during Focus). During Literature class, students and teachers engage in several novel studies. Each novel is purposefully selected to support the theme of the current integrated unit and, at times, to support the learning that is happening in Social Studies or Science. Students are exposed to a range of topics, genres, and authors through the Literature block and engage in in-depth discussion and analysis with their teachers and peers.

The purpose of our interconnected literacy program is to provide students a balanced and comprehensive understanding of literacy. Each block provides a separate, yet connected, way of approaching texts as readers and writers. Scholars learn how to think critically and analyze a wide variety of challenging texts, write in response to literature, and identify themselves as readers and writers as they choose to read and write on topics and in genres of their choice.

DREAM offers robust professional development designed to provide teachers with a variety of opportunities to develop their practice. Weekly PD sessions are held for all staff on Friday afternoons from 1:00pm to 4:00pm. PD is focused on school priorities, curriculum, student culture, staff culture and other relevant topics throughout the year. All DREAM classroom teachers receive professional development on how to administer the Fountas and Pinnell Benchmark Assessment and use the results to teach guided reading.

Teachers also use PD and other common planning times to conduct unit previews and reviews. The purpose of a unit preview is to intellectually prepare to teach the upcoming unit by internalizing desired outcomes, what evidence of student mastery will look like and sound like, and plan for student understanding. Unit previews allow for effective backwards planning, which increases the purposefulness and intentionality of instruction and allows teachers to make better instructional decisions every step of the way. At the end of each unit teachers analyze the unit

assessment results using our unit review protocol. This practice allows teachers to identify gaps in student learning and take targeted action to reteach and remediate as needed.

DREAM implements a robust interim assessment data cycle that empowers teachers to use the data collected through interim assessments to plan targeted re-teaching that develop the skills students need most. DREAM administers interim assessments four times a year - in October, December, February and June. Instructional leaders review the data to identify big picture trends, determine whether students are on-track to meet end of year goals, and select the priority standards teachers will focus on during Data Day. On Data Day, teachers analyze data and create an action plan for re-teaching priority standards. The backbone of DREAM's approach is "item analysis," which allows teachers to define precise student misunderstandings. Assessment questions are carefully written to assess specific sub-skills within standards, and include wrong answer choices that reveal information about why students are making specific mistakes. By unpacking a question at this depth, DREAM can truly understand and target student misconceptions within the standard. Teachers put these "re-teach" plans into action and administer a re-assessment to measure student learning. The re-assessment is carefully designed to mirror the format and rigor of the interim assessment. After collecting re-assessment data, teachers meet with their coach or grade team to define the impact of re-teach plans and identify causes for success or lack of success.

Goal 3: 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 3rd through 8th 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 ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52			2	1	55
4	53			5		58
5	53			1		54
6	53			1		54
7	55			2		57
8	52			2		54
All	318	0	0	13	1	332

RESULTS AND EVALUATION

DCS did not achieve this absolute measure in ELA, however 54 percent students in at least their second year at the school performed at proficiency. Notable high scores included 74 percent of grade 4 students and 72 percent of grade 6 students scored at levels 3 and 4.

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	56%	52	56%	50
4	72%	53	74%	46
5	42%	53	43%	47
6	72%	53	72%	50
7	35%	55	33%	48
8	48%	52	48%	50
All	54%	318	54%	291

⁴ 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

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	33%	39	64%	42	56%	50
4	61%	44	50%	42	74%	46
5	38%	48	50%	46	43%	47
6	22%	41	32%	44	72%	50
7	29%	34	42%	43	33%	48
8	47%	43	48%	40	48%	50
All	39%	249	48%	257	54%	291

Goal 3: 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

The 2018 ELA Performance Index calculates to 150. As of the submission of this report, the MIP numbers have not been released by NYSED.

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
318	13	33	36	18

$$\begin{aligned}
 \text{PI} &= 33 + 36 + 18 = 87 \\
 & \quad \quad \quad 36 + 18 = 54 \\
 & \quad \quad \quad + (.5)*18 = 9 \\
 & \quad \quad \quad \quad \quad 8 \\
 & \quad \quad \quad \quad \quad \text{PI} = 150
 \end{aligned}$$

Goal 3: 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.⁵

RESULTS AND EVALUATION

DREAM CS achieved this ELA measure. Students in at least their second year at the school outperformed the local district in all but one tested grade; 56% to 47% in grade 3, 74% to 39%, in grade 4, 43% to 34% in grade 5, 72% to 43% in grade 6, 48% to 40% in grade 8. Grade 7 students fell slightly short at 33% to their 36%. Overall, the difference was 54% to 40% across all grades tested.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	56%	50	47%	899
4	74%	46	39%	886
5	43%	47	34%	871
6	72%	50	43%	910
7	33%	48	36%	912
8	48%	50	40%	905
All	54%	291	40%	5383

ADDITIONAL EVIDENCE

As evidenced by the following table, DREAM CS consistently outperforms the local district #4 in ELA.

⁵ 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](#).

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	33%	38%	64%	36%	56%	47%
4	61%	34%	50%	35%	74%	39%
5	38%	30%	50%	30%	43%	34%
6	22%	27%	32%	27%	72%	43%
7	29%	30%	42%	31%	33%	36%
8	47%	32%	48%	39%	48%	40%
All	39%	32%	48%	30%	54%	40%

Goal 3: 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.

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

DREAM CS achieved this ELA measure in 2016-17, the most recent data available, with an Effect Size of 0.98, far greater than the minimum goal of 0.3. The school’s overall comparative performance was higher than expected to a large degree.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	87.9	53	62	29.9	32.1	1.80
4	85.5	54	48	28.8	19.2	1.05
5	85.5	54	48	23.1	24.9	1.66
6	80.4	53	28	21.9	6.1	0.41
7	78.4	50	42	31.4	10.6	0.57
8	69.1	51	45	39.7	5.3	0.30
All	81.2	315	45.6	29.0	16.5	0.98

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

The Effect Size in ELA has been greater than 0.3 for the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-7	88.2	246	21.5	16.7	0.36
2015-16	3-8	69.4	286	38.5	32.1	0.39
2016-17	3-8	81.2	315	45.6	29.0	0.98

Goal 3: Growth Measure⁶

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

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁷

RESULTS AND EVALUATION

DREAM CS achieved this growth measure by having an overall mean growth percentile greater than 50 averaging to 56.2. The greatest growth was demonstrated by fourth and fifth grades, with both having MGPs greater than 60.

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

Grade	Mean Growth Percentile	
	School	Target
4	62.4	50.0
5	60.5	50.0
6	47.7	50.0
7	57.0	50.0
8	52.7	50.0
All	56.2	50.0

ADDITIONAL EVIDENCE

As evidenced by the table below, DREAM CS consistently meets this growth measure.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	46.7	61.7	62.4	50.0
5	54.1	44.5	60.5	50.0
6	52.3	49.1	47.7	50.0
7	67.2	52.2	57.0	50.0
8		50.8	52.7	50.0
All	55.3	52.6	56.2	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

With the exception of achieving 75 percent proficiency, DREAM Charter School has attained all the ELA metrics. DREAM CS continues to outperform the local district, performed better than expected to a large degree on the comparative analysis and demonstrated growth greater than the statewide median of 50.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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.	Data Unavailable
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

Overall, in 2018-19 DREAM is focusing on improving writing instruction by developing teacher expertise and vertically aligning the way we teach and evaluate student writing. DREAM uses the NYS Test June Instructional report to analyze how DREAM students performed on specific standards compared to NYC. The 2018 report showed that while DREAM is 3% above NYC on the ELA multiple choice questions (in terms of average percent correct) we score 2% above NYC on writing. This gap between multiple choice and writing performance was most notable for 7th grade where DREAM students scored 2% above NYC on ELA multiple choice and 6% below NYC on writing. The 2017 7th grade results reveal a similar trend with DREAM students scoring 2% above NYC in ELA multiple choice and 4% below NYC in writing. These results demonstrate a need to provide 7th and 8th grade with increased support in writing curriculum and instruction which will yield improvements in ELA results overall. Across PK through 10th grade instructional leaders will conduct a curriculum audit to ensure each grade is teaching towards grade level standards and eliminate redundancies to ensure that rigor builds across grades in a meaningful way. We will use Friday professional development sessions to invest all teachers in rigorous expectations and vertical alignment and build teacher skill in writing instruction.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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 the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam 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 the Regents Exam in English Language Arts (Common Core).⁸ 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

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Absolute Measure

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 the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam 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 Exam in English Language Arts (Common Core). 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

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

Accountability Level 4.⁹ To achieve this measure, all tested students in the Accountability Cohort must have a PI 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 Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In

⁹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Not Applicable

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁰

None of the high school English Language Arts accountability measures applied to DREAM Charter School in 2017-18.

¹⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

All Students at the DREAM Charter School will become proficient in Mathematics.

BACKGROUND

DREAM believes that scholars must develop a deep, conceptual understanding of math in order to be able to achieve the college or career of their choice. To achieve that depth of understanding, our Math curriculum is rooted in Cognitively Guided Instruction (CGI). CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. In the story problem (ES) and problem solving (MS) blocks, scholars are challenged to defend their strategies and reflect on their approach to solving the problem. Additionally, scholars will analyze the strategies of their peers and make generalizations and conjectures about mathematical concepts. Through analyzing, scholars learn more advanced strategies and gain a more complex understanding of mathematical concepts. In contrast to the traditional teaching method of direct modeling and practice, our approach allows scholars to develop meaningful and lasting mathematical understandings.

The purpose of the elementary school Math Workshop block is to address all of the Common Core standards at a given grade level. The math units that comprise the Math Workshop block address domains not mastered in the Story Problem block, such as measurement, data and geometry. Through the use of TERC Investigations and Context for Learning Mathematics our scholars are exposed to a variety of mathematical concepts and strategies. During the math block at DREAM our scholars learn how to apply different problem solving strategies by listening and observing their peers. Our math instruction is Common Core aligned with an emphasis on exploratory learning. Teachers act as strategic facilitators of this process to surface and make connections among mathematical concepts. Middle school teachers use the Mathematics in Context (MiC) curriculum in which each unit is organized by domain including Number, Geometry, Algebra, and Statistics and Probability. The curriculum uses realistic, real-world contexts that engage and motivate students and uses various representations that will encourage retention and flexible thinking.

During Story Problem and Problem Solving, students are presented with a purposefully planned word problem. After a brief launch, students spend several minutes solving the problem, using multiple strategies of their choice. During this time, the teacher circulates in order to gather data and choose 2-3 scholars to share their work. During the share, students dictate their strategy to the teacher as s/he images the student's work for all to see. After the share, the teacher engages students in a discourse about the shared strategies, in which students share computational strategies to construct deeper understandings about Operations and Algebra.

An additional part of the math program at DREAM consists of math routines. These routines are short but important. They force students to think critically and flexibly and allow teachers to assess student thinking in a short period of time. Routines should be planned purposefully to meet the needs of the scholars in the class. Math routines develop strong scholar counting skills, number sense, fluency, and deepen the understanding of key mathematical concepts. These routines

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

include: Counting Around the Room, True/False Number Sentences, Number Strings, and more.

The Director of Math Curriculum and Instruction, Denise Barilar, joined DREAM in 2016-17 school year and plays a critical role in the vertical alignment and strengthening of our math program. Over the summer and throughout the year DREAM teachers receive training from Dr. Stephanie Smith a consultant who provides professional development on Cognitively Guided Instruction, a math instruction technique. Similar to the data cycle described for ELA, DREAM teachers analyze Math unit and interim assessment data to identify gaps in student learning and take targeted action to reteach and remediate as needed.

Goal 4: 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 3rd through 8th 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 ¹¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52			2	1	55
4	53			5		58
5	53			1		54
6	53			1		54
7	55			2		57
8	52			2		54
All	318	0	0	13	1	332

RESULTS AND EVALUATION

DREAM CS did not achieve this measure overall, however 76 percent of fourth grade students in at least their second year at the school performed at levels 3 and 4. Overall, 56 percent of grade 3-8 students in at least their second year tested at proficiency on the NYS mathematics exam.

Performance on 2017-18 State Mathematics Exam

¹¹ 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

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	71%	52	72%	50
4	75%	53	76%	46
5	49%	53	51%	47
6	62%	53	62%	50
7	33%	55	38%	48
8	38%	52	38%	50
All	55%	318	56%	291

ADDITIONAL EVIDENCE

The DREAM CS math proficiency rates have been greater than city and statewide averages the past three years.

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	54%	39	79%	42	72%	50
4	68%	44	68%	41	76%	46
5	54%	48	70%	46	51%	47
6	29%	41	54%	43	62%	50
7	41%	34	35%	43	38%	48
8	42%	43	41%	39	38%	50
All	49%	249	58%	254	56%	291

Goal 4: Absolute Measure

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The math Performance Index (PI) calculates to 146, however, the Measure of Interim Progress (MIP) had not been released by the state at the time of this report.

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					
318	18	27	32	22					
	PI	=	27	+	3	+	22	=	81
					2				
					3	+	22	=	54
					2	+	(.5)*2	=	<u>11</u>
							2		
							PI	=	146

Goal 4: 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.¹²

RESULTS AND EVALUATION

DREAM CS achieved this math measure. Students in at least their second year at the school outperformed the local district overall 56% to their 33% and in each tested grade as well.

¹² 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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	72%	50	45%	885
4	76%	46	34%	891
5	51%	47	36%	870
6	62%	50	31%	925
7	38%	48	30%	920
8	38%	50	18%	591
All	56%	291	33%	5082

ADDITIONAL EVIDENCE

As evidenced by the table below, DREAM CS has outperformed the local district for the past three years.

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	54%	37%	79%	39%	72%	45%
4	68%	33%	68%	33%	76%	34%
5	54%	32%	70%	35%	51%	36%
6	29%	25%	54%	28%	62%	31%
7	41%	22%	35%	24%	38%	30%
8	42%	16%	41%	15%	38%	18%
All	49%	28%	58%	33%	56%	33%

Goal 4: 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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

DREAM CS achieved this measure in 2016-17, the most recent data available, with an Effect Size of 1.50, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

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	87.9	53	74	35.1	38.9	1.87
4	85.5	53	68	28.8	39.2	1.99
5	85.5	54	69	28.1	40.9	2.21
6	80.4	53	49	26.4	22.6	1.15
7	78.4	50	34	24.4	9.6	0.47
8	69.1	50	38	16.2	21.8	1.22
All	81.3	313	55.7	26.6	29.1	1.50

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

The Effect Size in math has been far greater than 0.3 for the past three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-7	88.2%	244	43.9	23.6	1.12
2015-16	3-8	69.4%	286	48.3	32.5	0.84
2016-17	3-8	81.3	313	55.7	26.6	1.50

Goal 4: Growth Measure¹³

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.¹⁴

RESULTS AND EVALUATION

DREAM CS achieved this measure, having each grade demonstrate a mean growth percentile greater than 50, averaging to 63.6 overall. Grade 8 experienced the greatest growth with an MGP of 73.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	64.6	50.0
5	53.1	50.0
6	63.9	50.0
7	64.0	50.0
8	73.0	50.0
All	63.6	50.0

ADDITIONAL EVIDENCE

This growth metric has been attained the past three years.

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁴ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	39.2	55.8	64.6	50.0
5	45.2	43.1	53.1	50.0
6	63.4	61.5	63.9	50.0
7	58.8	68.0	64.0	50.0
8		58.9	73.0	50.0
All	<u>51.4</u>	<u>57.3</u>	<u>63.6</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

DREAM Charter School continues to work toward increasing proficiency rates in math. Our scholars continue to outperform the local district, scored higher than expected to large degree on the comparative analysis, and the mean growth percentile in 2016-17 exceeded the statewide median of 50.

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

ACTION PLAN

Based on 2017 Math NYS Test results we realized DREAM's Middle School Math performance was solid, but not where we'd like it to be. At that time, our Director of Math Curriculum and Instruction identified the need for improved vertical alignment of our middle school math program and has been working to improve the curriculum and further develop middle school teachers in constructivist math pedagogy. Throughout the 2017-18 school year we adjusted the 6th and 7th grade Math curriculum to utilize a more constructivist approach. Given these shifts, we anticipated

an implementation dip in 2018 NYS Test Results but expect to see longer term improvement. The 2017-18 6th grade cohort came from a 5th grade program that is well-aligned. That combined with strong teacher implementation of the problem-solving block led to stronger results in 6th grade Math. However, because the 2017-18 7th grade cohort did not have that consistent experience they had a gap in conceptual understanding that was difficult to fill. We believe that the programmatic improvements we need to make in middle school math will take time, but are necessary to increase Math student achievement in grades 6 through 8 over the long term. We know that a strong unit assessment and interim assessment data cycle will be critical to our success in that it will both enable continuous improvement and deepen teachers’ understanding of what the standards require students to know and be able to do.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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.¹⁵ 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

Not Applicable – DREAM Charter School had only ninth grade 2017 Total Cohort students this year. Of the 85 students in the 2017 Accountability Cohort, 12 percent scored at level 4 or greater on a math Regents exam.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014						
2015						
2016						
2017					94	12%

¹⁵ 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.

Goal 4: Absolute Measure

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

Not Applicable – DREAM Charter School had only ninth grade 2017 Total Cohort students in 2017-18. Of the 94 students in the 2017 Accountability Cohort, 65 percent scored at level 3 or higher on a math Regents.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014						
2015						
2016						
2017					94	65%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹⁶ To achieve this measure, all tested students in the Accountability Cohort must have a PI 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.

¹⁶ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Not applicable – DREAM Charter School did not have a fourth year cohort in 2017-18.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Not Applicable

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹⁷

None of the high school mathematics accountability measures were applicable to DREAM Charter School in 2017-18.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or 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.	Not Applicable
Absolute	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.	Not Applicable
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	Not Applicable
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Not Applicable
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Not Applicable
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Not Applicable
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or 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.	Not Applicable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable

¹⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 5: SCIENCE

Goal 3: Science

All students at DREAM Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

DREAM believes that scholars should learn science in a hands-on, interactive way. As scientists, DREAM scholars ask questions, make hypotheses, conduct experiments and draw conclusions based on their results. Elementary school science lessons come from an inquiry-based curriculum, which means the scholars discover the answers to their own questions and construct their own knowledge about the world around them. We do not use textbooks, but we do read nonfiction texts. Our middle school science curriculum is based off of the Common Core State Standards and NYS Science Core Curriculum and includes physical setting and living environment content, with an emphasis on inquiry and problem solving skills. Each middle school science unit focuses on two of our integrated themes and challenges students to apply science content to their personal lives. Students are encouraged to reflect on how their choices today impact both their health and environment tomorrow. Students learn to support their viewpoints with evidence and use inquiry as a driving force for exploring the natural world.

While our science curriculum has remained consistent over the last few years, unfortunately we have had high turnover in our science positions, which has resulted in variable quality of implementation.

Goal 5: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

DREAM CS fell short of achieving this absolute science measure. Overall, just 70 percent of students in at least their second year achieved proficiency in science. 91 percent of grade 4 students scored at proficiency and 50 percent did so in grade 8.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91%	53	91%	46
8	50%	52	50%	50
All	70%	105	70%	96

ADDITIONAL EVIDENCE

2017-18 NYS Science 8 scores dropped by 20 percentage points, causing the school to fall short on this absolute metric. Please refer to the action plan for updates to the program in 2018-19.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97.7%	43	93%	42	91%	46
8	80%	45	70%	40	50%	50
All	78%	88	82%	82	70%	96

Goal 5: Comparative Measure

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

METHOD

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. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

DREAM Charter School achieved this metric in science by outperforming the local district #4 70 percent to 66 percent overall.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ¹⁸	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91%	46		
8	50%	50		
All	70%	96	TBD	

ADDITIONAL EVIDENCE

DREAM Charter School consistently outperforms the local district in science.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	98%	86%	93%	83%	91%	
8	80%	44%	70%	46%	50%	
All	89%	67%	82%	66%	70%	

SUMMARY OF THE SCIENCE GOAL

DREAM CS continues to outperform the local district, however the dip in grade 8 science scores is cause for reflection and updates moving forward.

Type	Measure	Outcome
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 examination.	Did Not Achieve
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.	Achieved (Based on 2016-17 Outcome)

ACTION PLAN

To maintain and improve science performance, we will focus on lesson implementation in eighth grade science. DREAM's eighth grade science proficiency decreased from 70% in 2017 to 50% in 2016, in large part due to weaker instructional delivery and classroom management. However, because the 2017-18 eighth grade science teacher is returning for 2018-19, they have a much better

¹⁸ This table uses the prior year's results as 2017-18 district science scores are not yet available.

understanding of 8th grade science content and we will be able to continue to coach them on effective instructional techniques.

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. 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

Not Applicable as DREAM Charter School did not have a fourth-year high school cohort in 2017-18.

ADDITIONAL EVIDENCE

69 percent of the 2017 Accountability Cohort passed the Living Environment Regents with a score of 65 or better.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014						
2015						
2016						
2017					94	79%

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison.

Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Not Applicable

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

All students at DREAM Charter School will demonstrate proficiency in the social sciences.

Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Not Applicable as DREAM students have not taken a social studies Regents exam yet.

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Not Applicable

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Not Applicable

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Not Applicable

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing according to the state’s ESSA accountability system.

Goal 7: 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

DREAM Charter School continues to be in Good Standing.

ADDITIONAL EVIDENCE

DREAM Charter School has been in Good Standing since opening in 2009.

Accountability Status by Year

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