

**BROOKLYN EAST COLLEGIATE**

**CHARTER SCHOOL**

**2017-18 ACCOUNTABILITY PLAN**

**PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Atiba Edwards, the Director of Operations at Brooklyn East Collegiate, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee Name:</b>	<b>Board Position:</b>
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**Rodolpho Loureiro served as the Principal of Brooklyn East from July 1, 2016 to June 30, 2018.**

## INTRODUCTION

### *MISSION and GRADES SERVED*

The mission of Brooklyn East Collegiate Charter School (BEC) is to prepare each student for college. Brooklyn East Collegiate Charter School opened on August 31, 2010. The school opened with 5<sup>th</sup> grade and currently serves grades 5-12. During the 2017-2018 school year, the school served 5<sup>th</sup> through 8<sup>th</sup> graders.

### *STUDENT POPULATION*

Brooklyn East Collegiate Charter School enrolled 313 students in grades 5, 6, 7 and 8 during the 2017-2018 school year.

NOTE: *This snapshot is as of BEDS Day, October 4, 2017.*

### **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						78	84	64	52					279
2014-15						68	81	71	62					282
2015-16						86	85	77	66					314
2016-17						75	84	86	81					326
2017-18						73	86	77	77					313

## STRATEGY

Brooklyn East Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.  
*Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.*
2. We have very high academic and behavioral expectations.  
*High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.*
3. We know that without great teachers, nothing else matters.  
*Teachers must have the time and professional tools and resources to do their jobs effectively.*

At Brooklyn East Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is "rocket science" or necessarily innovative. BEC teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

## DESIGN

Brooklyn East Collegiate Charter School's school design includes seven core components.

**Focus on Literacy.** Many of our students beginning in grade 5 are reading below grade level. If we do not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in as the move through middle school, high school and college. The ultimate academic success of BEC students, therefore, is tied to mastering this fundamental skill. In 2017-2018, BEC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction with Reading and Writing being combined into one class;
- Use of STAR testing reading programs for 30 minutes in addition to independent reading blocks throughout the week;
- 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 a reading book at all times to make better use of transition time in the hallways, and ensure that there is never a lost moment during the day where students are not able to read.

**Target Curriculum Focused on Basic Skills.** BEC does not use an off-the-shelf curriculum. Rather, BEC develops 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. BEC teachers 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, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. BEC teachers create a comprehensive curriculum for their subject, saved on the school's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. 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 Mathematics and English Language Arts exams, BEC administered three internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, ELA, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. BEC 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. In 2017-18, Brooklyn East Collegiate administered the Math (Integrated Algebra) and Living Environment regents for our grade 8 students.

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Brooklyn East Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2017-2018 school year, Brooklyn East Collegiate was open 186 instructional days. For most students, the regular school day began at 7:45 AM and ended at 4:00 PM.

During the week, we have 120 minute ELA classes, 90 minute math classes and 60 minute classes for History and Science. On Fridays, we run a schedule that has 70 minutes of Math, ELA, History and Science with one of the subjects off per week to facilitate meeting time and work time within departments. This is designed to allow for significant staff meeting and professional development time. Students at Brooklyn East Collegiate received weekly:

- 7 hours of Mathematics class
- 10 hours of ELA class
- 2 hours of computer based ELA and Math work
- 5 hours of History
- 5 hours of Science
- 3 30-minute blocks of Enrichment
- 1 30-minute block for Community Meetings

Brooklyn East 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 Brooklyn East Collegiate students, freshman year of college will be a natural extension of their educational experience at BEC.

Brooklyn East 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.

During the regular school day, from 3:20 to 4:00 PM, three days per week, BEC offers a variety of rotating electives, or Enrichment classes, including:

- African Dance
- Art
- Basketball
- Track
- Drama
- Capoeira
- Creative Writing
- Hip Hop Dance
- Knitting
- Media Design
- Soccer
- Spoken Word
- Step
- Taekwondo
- Theater

BEC's school culture is based on its five core values: Perseverance, Respect, Integrity, Discipline, and Enthusiasm. Brooklyn East Collegiate students are expected to consistently demonstrate these characteristics wherever they find themselves and are rewarded with Beast Bucks when they model these characteristics well. Students earning Beast Bucks receive the opportunity to represent the school on Beast Buck trips by trading their Beast Bucks at Beast Buck Auctions for tangible rewards. Every other month, by participating in these trips either with a group of peer and staff or one-on-one/two-on-one with staff members, winners develop the more abstract skills necessary for true college preparation (e.g., trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2017-2018 school year, Brooklyn East Collegiate students

- Had discussions with a Holocaust survivor and a representative from Park51 Mosque.
- Visited San Francisco, Statue of Liberty, Massachusetts and Washington D.C.
- Visited Frost Valley, Museum of Natural History, Museum of the Moving Image

**Provide Structure and Order.** Students need a safe and orderly environment to be productive. In 2017-2018, BEC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code and behavioral expectations;
- Paycheck system that defined clear expectations of and immediate responses to positive behaviors;
- Rubric system to provide immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

**Importance of Family Involvement.** BEC's educational program is structured so that families must be involved in their child's academic pursuits. In 2017-2018, BEC families:

- Picked up their child's report card in person at the school three times;
- Met with teachers and staff throughout the year 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, phone calls, and e-mails;

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language.

#### Background

Reading instruction at Brooklyn East Collegiate is based around shared, whole-class novels combined with targeted guided reading instruction. The curriculum develops reading comprehension skills and 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. Guided reading novels are selected that exactly match the students' current reading level. Small group instruction combined with targeted questioning and strategies to develop highly specific skills and competencies ensures teachers are addressing specific areas of weakness to enable each student's reading level to improve.

In writing classes at Brooklyn East 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. Explicit practice of the writing process and sharing in a public forum through the Writer's Circle ensures students are practicing the skills needed for literacy success in high school and college.

Brooklyn East 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
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Brooklyn East Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2016-2017 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in ELA, and to mirror the style and scope of the New York State English Language Arts exams.

Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a comprehension section with multiple choice and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar and punctuation skills.

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

For the 2016-2017 school year, we took the following initiatives:

- Continued an “Everyone teaches ELA” plan which incorporated ELA skills in to all subject.
- Instituted quarterly reading incentivized challenges across the school and
- Instituted rewards for students who were reading during transitions.

**Goal 1: Absolute Measure**

Each year, 75% of all tested students enrolled in at least their second year will perform at 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 assessment to students in 5<sup>th</sup> through 8<sup>th</sup> grade in April 2017. 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.

**2016-17 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	
5	64	1	0	1	66
6	87	0	0	1	88
7	77	1	0	0	78
8	74	0	0	1	76
All	302	2	0	3	308

*\*Note: Our total tested number and total enrolled number in this chart differs with our BEDS day number due to student attrition over the course of the year.*

**Results**

On the 2017-18 NYS ELA exam, 48% of students in their second year at Brooklyn East Collegiate/Uncommon Schools scored proficient. When looking at all students, 51% of all students enrolled at Brooklyn East Collegiate scored proficient on the 2017-18 NYS ELA exam. The table below illustrates that the percent of students’ scoring proficient is related to that the number of years a student has been at Brooklyn East Collegiate.

<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.

**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	Number Tested	Percent	Number Tested
5	41%	64	25%	12
6	56%	87	55%	71
7	51%	77	51%	69
8	55%	74	40%	67
All	51%	302	47%	218

**Evaluation**

The school did not meet this measure in English Language Arts for 2017-2018 as only 47% of students enrolled in at least their second year at Brooklyn East achieved proficiency. This represents a 7 percentage point increase over last year’s performance where 40% of students enrolled in their second year achieved proficiency.

Additionally, we are pleased to see that the percentage of all Brooklyn East Students who scored proficient was 51% which was higher than the 41% proficiency of students within our Community School District and the 45% proficiency rate for students in New York City. However, it is still the school’s goal to see that at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor and complementary instructional supports in our English Language Arts classes and overall school day to better prepare our students to meet and exceed this bar for the upcoming NYS ELA Exam.

**Additional Evidence**

Overall, we have seen improvements in this data set compared to prior years and we continue to feel energized by this challenge and goal. We know our classroom instruction needs to continue to grow more rigorous and put so much more of the thinking on our kids. As we continue to strengthen our classroom culture and curriculum, we look forward to our student growth in ELA.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2013-14		2014-2015		2015-2016		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	0%	7	0	5	0%	9	0%	5	25%	12
6	23%	70	19%	64	38%	65	33%	69	55%	71
7	30%	53	30%	66	36%	70	35%	72	51%	69

8	55%	51	44%	57	57%	60	54%	71	40%	67
All	33%	181	30%	192	41%	204	40%	217	47%	219

**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**

As demonstrated in the chart below, 15% of students achieved a Level 1 performance, 33% achieved a Level 2 performance, 33% achieved a Level 3 performance, and 19% achieved a Level 4 performance. Upon calculating the MIP, Brooklyn East Collegiate achieved a 147.

**English Language Arts 2017-18 Performance Level Index (PLI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	15%	33%	33%	19%	302

$$\text{PLI} = 33 + 2*33 + 2.5*19 = 147$$

**Evaluation**

MIP for NY State has not yet been released at the time of this report.

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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**

For the 2017-18 school year, overall Brooklyn East Collegiate students in all grades who were in their second year outperform the Community School District (13) by 6 percentage points. Specifically, our students in grades 6 through 8 who were enrolled in at least their second year outperformed Community School District 13.

**2016-17 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	25%	12	43%	996
6	55%	71	39%	705
7	51%	69	41%	688
8	40%	67	39%	565
All	47%	219	41%	2951

**Evaluation**

Overall, Brooklyn East Collegiate met this measure as students in at least their second year outperformed Community School District 13 by 6 percentage points overall. Brooklyn East Collegiate’s Grade 6 students who were in their second year significantly outperformed the district by 16 percentage points. Brooklyn East Collegiate’s Grade 7 students outperformed the district by 10 percentage points and the grade 8 students outperformed the Community School District by 1 percentage points.

**Additional Evidence**

<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](#).

Brooklyn East Collegiate students continue to outperform their district counterparts in English Language Arts for the fourth consecutive year. We have seen increases in the percentage of students who are enrolled at Brooklyn East longer achieve higher proficiency as there have been increases at every grade level for students who are enrolled in at least their second year. We look forward to ensuring that all of our students are prepared for the new rigor these exams lay out and we feel positive about the growth we have seen in our upper grade students.

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

Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to All Local District Students								
Grade	2014-15		2015-16		2016-17		2017-18	
	Charter School	Local District						
5	0%	30%	0%	38%	0%	41%	25%	43%
6	19%	18%	38%	24%	33%	27%	55%	39%
7	30%	17%	36%	26%	35%	32%	51%	41%
8	44%	20%	57%	30%	54%	34%	40%	39%
All	30%	21%	41%	30%	40%	34%	47%	41%

**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 small degree) according to a regression analysis controlling for students eligible 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**

The table below show’s that Brooklyn East Collegiate’s ELA overall comparative measure is higher than expected. Based on the regression analysis that The Charter Schools Institute ran, the predicted percent of students performing at a level 3 or 4 was 27.9% for the 2016-2017 school year. Brooklyn East had 35.2% of students achieve a 3 or a 4, exceeding the predicted performance by 7.3 percentage points. Upon comparison to other demographically similar schools, this produced an effect size of 0.40.

**2016-17 English Language Arts Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	75.0	72	21	27.6	-6.6	-0.45
6	80.2	86	31	21.9	9.1	0.61
7	84.4	82	37	28.8	8.2	0.45
8	84.5	78	51	33.8	17.2	0.90
All	81.2	318	35.2	27.9	7.3	0.40
<b>School’s Overall Comparative Performance:</b>						
<b><i>Higher than expected to a meaningful degree</i></b>						

## Evaluation

Brooklyn East achieved the measure and exceeded the effect size by 7.3, which was higher than expected to a meaningful degree. The difference between the actual and predicted was positive in each grade with the highest difference being in grade 8, where the difference between actual and predicted was 17.2.

## Additional Evidence

For the past five years, Brooklyn East Collegiate has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school's ELA instruction has a strong effect on students as our overall score outperforms the income-based predicted value. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

## English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5-7	81	206	21.8	19.0	0.16
2013-14	5-8	83	278	29.0	18.6	0.73
2014-15	5-8	77	288	28.6	20.9	0.53
2015-16	5-8	77	304	37.3	26.6	0.64
2016-17	5-8	81	318	35.2	28.9	0.40

**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 state’s unadjusted median growth percentile.

**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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 statewide median, 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****2016-17 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
5	41.8	50.0
6	48.6	50.0
7	40.4	50.0
8	51.2	50.0
All	45.7	50.0

**Evaluation**

Brooklyn East Collegiate did not meet this goal as the school’s overall Mean Growth Percentile was 46% vs the Statewide Median of 50%. Grades 5 through 8 did not exceed the mean growth percentile of the statewide average. We will continue leveraging the increased coaching and focus on strengthening the reading culture to push forward rigor and focus on class performance.

<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).

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

Grade	Mean Growth Percentile				
Grade	2013-14	2014-15	2015-16	2016-17	Statewide Average
5	62.0	54.0	74.9	41.8	50.0
6	56.0	49.0	61.0	48.6	50.0
7	61.5	60.5	54.4	40.4	50.0
8	48.5	51.5	63.0	51.2	50.0
All	57.0	53.8	60.2	45.7	50.0

**Summary of the English Language Arts Goal**

Brooklyn East Collegiate achieved two of the three relevant English Language Arts goals based on results of the 2015-16 state exams. We know that we still have a long way to go 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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	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 2013-14 school district 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 state’s unadjusted median growth percentile.	Did Not Achieve

**Action Plan**

To improve our performance against these goals next year, we plan on implementing several important steps:

- Celebrating ELA more across the school through use of Accelerated Reader quizzes, public acknowledgment and celebration for student reaching achievement.
- Having a veteran reading teacher take more ownership to build out the reading culture and assessments across the school
- Pushing ELA in all subjects so that everyone builds on ELA content.
- Utilizing more assessments for reading levels and then providing supports through parent communication and student reading book options.
- Implementing a 30-minute block four days a week where students are reading and accessing books to push their reading growth.
- Continuously refining our interim assessments and teacher lesson plans to reflect the rigor bar of the state exam.

- Adding bi-weekly Power Practice quizzes to give our teachers and Curriculum and Assessment Team more real-time data to allow them to respond to data in their materials and lessons.

## 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 90 minutes 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. In short, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

Brooklyn East 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

Brooklyn East Collegiate Charter School administered four internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2017-18 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. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. 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, BEC 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, BEC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes.

In 8th grade Math, the Regents examinations in Integrated Algebra is administered to our students in place of the New York State Math Exam. In preparation for this, students were taught the full Integrated Algebra curriculum that addressed all New York State standards. Preparing our students to take this high-school level examination early, while still in middle school, speaks both to the rigor of our math curriculum and the abilities of our students.

**Goal 2: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program Common Core mathematics assessment to students in 5<sup>th</sup> through 7<sup>th</sup> grade in April 2018. Students' raw score was converted to a grade-specific scaled score and a performance level. Our 8<sup>th</sup> graders took the Integrated Algebra I Regents exam.

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.

**2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>5</sup>			Total Enrolled*
		IEP	ELL	Absent	
5	65	0	0	0	66
6	87	0	0	1	88
7	75	0	0	0	76
8		0	0	0	0
All	227	0	0	1	230

*\*Note: Our total tested number and total enrolled number in this chart is lower than our BEDS day number as several students disenrolled before the state exams were administered.*

*\*\*Note: Our 8<sup>th</sup> grade students take the Integrated Algebra Regents in lieu of the NYS Math exam.*

**Results**

During the 2017-18 school year, 55% of students earned scores of 3 or 4 on the NYS math exam. Overall, 53% of students enrolled in their second year scored proficient, with higher percentages of students scoring proficient in each grade level. Students who have been enrolled at Brooklyn East Collegiate longer demonstrated stronger performance on the exam, particularly in grades 6 and 7 where 49% and 58% of students enrolled in their second year scored proficient respectively.

<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.

**Performance on 2016-17 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	48%	65	50%	12
6	53%	87	49%	71
7	53%	75	58%	69
All	55%	227	53%	152

**Evaluation**

During the 2017-18 school year, 55% of all Brooklyn East Collegiate students achieved proficiency. Of the students enrolled in at least their second year at Brooklyn East Collegiate, just 53% achieved proficiency. Brooklyn East Collegiate did not meet this measure NYS Common Core testing in Math.

**Additional Evidence**

The school did not meet or exceed this goal this year. We are confident that a deep level of Common Core alignment that will help to improve this performance going forward. Additionally, we will increase the number of coaches and Instructional Leads to support our school’s math performance.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2013-204		2014-2015		2015-2016		2016-2017		2017-2018	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	0%	7	0%	5	0%	9	0%	5	50%	12
6	27%	70	36%	64	43%	65	46%	69	49%	71
7	60%	53	26%	66	41%	70	40%	72	58%	69
All	48%	181	36%	135	40%	144	41%	146	53%	152

**Results**

In 2017-18, 80% of students achieved a final score at or above 65 in the school’s Integrated Algebra Regents exam.

Grade	2014-15	2015-16	2016-17	2017-18
8	67%	87%	80%	80%

**Goal 2: 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 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 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**

Of the 240 students tested in the 2017-18 school year, 21% of the students scored a Level 1 on the State Math Exam, 24% scored Level 2, 31% scored a Level 3, and 24% scored Level 4. The Mathematics Performance index is a 146.

**Mathematics 2016-17 Performance Level Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	21%	24%	31%	24%	226

$$PI = 24 + 2*31 + 2.5*24 = 146$$

**Evaluation**

MIP for NY State has not yet been released at the time of this report.

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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**

For students who completed at least two years at Brooklyn East, 53% achieved proficiency. In District 13 the comparable figure is 35%. Brooklyn East as a school outperformed District 13 by 6 percentage points.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	50%	12	42%	993
6	49%	71	27%	702
7	58%	69	33%	696
All	53%	152	35%	2391

**Evaluation**

Overall, Brooklyn East Collegiate did meet this measure as students in at least their 2<sup>nd</sup> year outperformed Community School District 13 by 18 percentage points. Brooklyn East Collegiate's 6 grade students in their second year significantly outperformed the Community School district by 22 percentage points. The seventh grade students outperformed the Community School District by 25 percentage points. Our 8<sup>th</sup> grade students took the Algebra I Regents in lieu of the NYS Math Exam.

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

**Additional Evidence**

Brooklyn East Collegiate significantly outperformed the district across all grades. We look forward to ensuring that all of our students are prepared for the increased rigor these exams layout and we feel positive about the student growth we have seen in our upper grade students and look forward to continuing to increase the number of students who achieve proficiency.

**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									
	2013-14		2014-15		2015-16		2016-17		2017-18	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	0%	31%	0%	36%	0%	36%	0%	35%	50%	42%
6	27%	20%	36%	16%	43%	23%	46%	26%	49%	27%
7	60%	12%	39%	16%	41%	16%	40%	18%	58%	33%
All	28%	18%	26%	20%	40%	29%	41%	26%	53%	35%

**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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>7</sup>

**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

**Results**

During the 2016-17 school year, 80% of the students at Brooklyn East Collegiate were eligible for free lunch. Based on this demographic and in comparison to schools with similar demographics, Brooklyn East’s predicted performance was 39% of students achieving a 3 or a 4 on the State Mathematics exam. Brooklyn East’s actual performance was 27% of students tested achieved a 3 or a 4 on the exam.

**2016-17 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
			5	75.0		
6	80.5	86	42	26.4	15.6	0.80
7	84.4	81	42	21.2	20.8	1.02
All	80.2	238	39.0	26.8	12.2	0.61
<b>School’s Overall Comparative Performance:</b>						
<b>Higher than expected to a meaningful degree</b>						

**Evaluation**

An effect size that exceeds 0.3 is considered to be statistically significant. Brooklyn East's effect size was 0.61 which reflects a performance higher than expected to a large degree in comparison to similar schools.

**Additional Evidence**

In the past five years, Brooklyn East Collegiate has exceeded its predicted performance on the NYS Mathematic exam by a large degree. This demonstrates that the school's Math instruction has consistently had a strong effect on students as our overall score outperforms the income-based predicted value.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2012-13	5-7	81%	206	45.6	19.1	1.51
2013-14	5-7	83%	279	45.7	22.4	1.21
2014-15	5-7	78%	231	38.0	26.6	0.62
2015-16	5-7	77%	243	36.1	27.7	0.42
2016-17	5-7	80%	238	39.0	26.8	0.61

**Goal 2: Growth Measure**

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 state’s unadjusted median growth percentile.<sup>8</sup>

**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>9</sup>

**Results****2016-17 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
5	69.9	50.0
6	70.3	50.0
7	62.3	50.0
8	NA	50.0
All	67.2	50.0

**Evaluation**

Brooklyn East Collegiate has met this goal as the school’s overall Mean Growth Percentile was 67% vs the Statewide Median of 50%. Grade 5 through 7 exceeded the mean growth percentile of the statewide average. We look forward to continued rigor and focus on class performance to push this mean growth percentile higher.

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<sup>8</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation

<sup>9</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile				
	2013-14	2014-15	2015-16	2016-17	Statewide Average
5	63.0	63.5	52.3	52.3	50.0
6	48.0	52.0	63.5	63.5	50.0
7	67.0	65.0	62.6	62.6	50.0
8	46.5	N/A	N/A	N/A	50.0
All	56.1	60.1	59.3	59.3	50.0

**Summary of the of the Mathematics Goal**

The school achieved four of the measures associated with the Mathematics goal as evidenced in the chart below.

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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	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 2013-14 school district 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 state’s unadjusted median growth percentile.	Achieved

**Action Plan**

The performance on the 2017-18 NYS Mathematics exam shows that we have been effective in our rigor  
 Brooklyn East Collegiate Charter School 2017-18 Accountability Plan Progress Report

and instruction to build upon our results from last year but there still is work to be done. We will continue to be more thoughtful on how we will continue to increase the school's performance throughout the school year with an emphasis on meeting and exceeding Common Core Standards. We will spend more time on classroom and instructional development. We have added one instructional lead to assist with coaching of math teachers. We are shifting to a model where there is one math teacher per grade for all cohorts of that grade. This is different than prior years where we would have one teacher who teaches two blocks and another teacher who teaches a split block (5<sup>th</sup> and 6<sup>th</sup> grade, 7<sup>th</sup> and 8<sup>th</sup> grade). This shift will help drive continuity and consistency across the grades. Additionally, we will ensure that there is an adequate coaching load across Principal, DCI, strong veteran teachers of the school to ensure the time and effort are put into the development of our teachers and their classes.

Brooklyn East Collegiate, along with other Uncommon Schools across Brooklyn, outsources the creation of 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.

Finally, the school will be working 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.

## SCIENCE

### Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

#### Background

The Science curriculum at BEC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curricula are designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

In eighth grade Science, the Regents examinations in The Living Environment were administered for the fourth year in a row. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

#### **Method**

Brooklyn East Collegiate administered the Living Environment Regents for the fourth year to 8<sup>th</sup> graders this school year. 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**

In 2016-17, 67% of students achieved a final score at or above 65 in the school's Living Environment Regents. This is the first year where we did not meet the goal.

Grade	2014-15	2015-16	2016-17	2017-18
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8	91%	97%	88%	67%
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### **Evaluation**

Brooklyn East Collegiate did not meet its goal as 67% of all students passed the Living Science Regents exam and achieved proficiency as measured by a grade of 65 or higher on the Regents exam.

### **Summary of the Science Goal**

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 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 or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

### **Summary of the Science Goal**

Our 8<sup>th</sup> graders took the NYS Regents exam for the fourth school year and 67% of them passed the exam. The primary driver was a veteran science teacher who has a rich background in and passion for science. Overall, we are refocusing our work in this grade to improve the results on the upcoming exams.

### **Action Plan**

To maintain our rate of progress along this goal, we intend to do the following things:

- Hire a teacher with more content knowledge.
- Leverage a strong veteran teacher to coach and provide in-class feedback and support.
- Continue to use 5<sup>th</sup>-8<sup>th</sup> science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade.
- Continue implementing the 8<sup>th</sup> grade Living Environment curriculum.
- Continue to build out and grow the school's science lab and cross grade science collaboration.
- Continue to push and align coursework and lessons to the Common Core Regents to prepare our 8<sup>th</sup> grade students to take their first Regents exam.
- Create opportunities for collaboration between science and reading teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during professional development in August and throughout the year.
- Encourage teachers to share best practices at quarterly Collegiate Science Department meetings on topics such as the instruction of scientific method, questioning in the science classroom and the reinforcement of college-readiness standards into science class.

- Guarantee that students continue to participate in as many hands-on science lessons and activities during science classes.
- Sharing resources across Uncommon with schools who have already taken NYS Regents exams to help prepare our scholars to take the Regents.

## NCLB

### Goal 4: NCLB

The School will make Adequately Yearly Progress.

### Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

### Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results

The school was in Good Standing for the 2017-18 school year.

### Evaluation

Brooklyn East Collegiate has met this measure for the past six years.

### Additional Evidence

For the past six years, Brooklyn East was in Good Standing. We do not have any further historical data.

### NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing