



Brooklyn Excelsior Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 19, 2018

By Brooklyn Excelsior Charter School

Board of Trustees

856 Quincy Street
Brooklyn, NY 11221

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Rudyard Ceres	Office: President Committees: N/A
Stephanie Cuba	Office: Vice President Committees: Human Resources & Training
Andra Wishom	Office: Treasurer Committees: N/A
Omar Wasow	Office: Secretary Committees: N/A
Carol Schulhof	Office: Trustee Committees: Student Curriculum, Performance & Assessment

Dr. Christopher Petty has served as the school leader since March 2016.

Brooklyn Excelsior Charter School (BECS or Brooklyn Excelsior) is committed to providing a high-quality education to all of its students. We believe that all students can achieve success. We have designed an educational program that is intended to ensure that all students are prepared to enter a rigorous high school programming. The ultimate goal is to keep students on the college-readiness trajectory established through the school's K-8 educational program.

The school will maintain its focus on four key design elements as it pursues its mission: "Working in partnership with parents and the community, Brooklyn Excelsior will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations."

We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In the 2017-18 school year, we served 579 students in grades K-8, of whom 87.3 percent qualify for free or reduced-price lunch.

These four key design elements are (1) Academic Excellence, (2) Student Responsibility, (3) Character Development, and (4) Parental Partnerships.

- **Academic Excellence:** A quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Our goal is to ensure that every student is on a college readiness trajectory as a result of our educational program. With that in mind, the curriculum is designed to meet state standards and equip students with specific skills and knowledge they need to master each content area at each grade level.
- **Student Responsibility:** We strongly believe that children thrive in an environment where they clearly understand what is expected of them, and after putting forth their best effort, they can see and take pride in the results. At Brooklyn Excelsior, students learn that their best effort is vital to their academic success. Our teachers strive to consistently reinforce the importance of students' responsibility for their education and accountability for their actions.
- **Character Development:** We believe that teaching virtues is integral to the development of children and to preparedness for high school and college. For this reason, we have made our character development through a curriculum an essential component of educational programming at Brooklyn Excelsior. We believe that great schools aim to develop both a student's heart and mind, so our character development curriculum builds on the virtues of prudence, justice, temperance, and fortitude. Through this focus, students establish and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens.
- **Parental Partnerships:** Our commitment is to foster strong partnerships with parents, which, in turn, help children be more successful. We believe parents understand the important role they play in ensuring their child's academic success and value being treated as partners.

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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	64	80	74	81	84	78	72	82	90	-	-	-	-	705
2014-15	79	80	84	80	86	72	75	74	77	-	-	-	-	707
2015-16	70	82	78	77	76	77	78	77	69	-	-	-	-	684
2016-17	50	64	74	84	81	78	58	71	75	-	-	-	-	636
2017-18	46	59	65	76	77	67	71	57	61	-	-	-	-	579

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 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 ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	76	0	0	0	2	78
4	80	0	0	0	0	80
5	69	0	0	0	0	69
6	72	0	0	0	0	72
7	56	0	0	0	0	57
8	61	0	0	0	0	62
All	414	0	0	0	2	418

¹ 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.

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RESULTS AND EVALUATION

In 2017-18, 50 percent of students enrolled in at least their second year scored at or above proficient on the New York State ELA exam. This is 25 percentage points less than the goal, therefore, this goal was not met. Third and sixth grades were the closest to meeting this goal, with 72 percent and 67 percent meeting the goal, respectively.

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	71%	76	71%	49
4	40%	80	41%	63
5	41%	69	43%	54
6	63%	72	67%	57
7	27%	56	27%	48
8	49%	61	50%	58
All	49%	414	50%	329

ADDITIONAL EVIDENCE

The percent of students enrolled in at least their second year achieving proficiency has increased significantly over the past three years. From 2015-16 to 2017-18, the percent of students increased by 23 percentage points.

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	35.7%	56	38.1%	63	71%	49
4	29.3%	58	35.6%	59	41%	63
5	19.0%	58	23.7%	59	43%	54
6	29.6%	54	15.0%	40	67%	57
7	15.6%	64	46.7%	60	27%	48
8	32.8%	61	44.1%	59	50%	58
All	26.8%	351	35.0%	340	50%	329

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

In 2017-18, Brooklyn Excelsior's Performance Index (PI) on the New York State ELA exam was 139.25, meeting the state's Measure of Interim Progress (MIP) of 101. Therefore, this goal was exceeded by 31.25 points. As mentioned in the goal above, third and sixth grade had the highest PI.

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
414	17.9%	32.9%	33.3%	15.9%

$$\begin{aligned}
 \text{PI} &= 32.9 + 33.3 + 15.9 = 82.1 \\
 &+ 33.3 + 15.9 = 49.2 \\
 &+ (.5) * [15.9] = 7.95 \\
 \text{PI} &= 139.25
 \end{aligned}$$

2017-18 ACCOUNTABILITY PLAN PROGRESS 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 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.²

RESULTS AND EVALUATION

In 2017-18, the percent of students enrolled in at least their second year achieving proficiency on the New York State ELA exam exceeded the local school district by 16 percentage points. Therefore, this goal was met. At the grade level, this was met in all grades except fourth grade.

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	71%	49	46%	546
4	41%	63	48%	518
5	43%	54	29%	494
6	67%	57	23%	359
7	27%	48	21%	364
8	50%	58	28%	373
All	50%	329	34%	2654

ADDITIONAL EVIDENCE

Over the past three years, students enrolled in at least their second year have achieved a higher proficiency rate on the New York State ELA exam compared to the local district. The performance gap against the local district has continued to increase; in 2015-16 Brooklyn Excelsior exceeded the local district by 3 percentage points, followed by a 10 percentage point lead in 2016-17, and a 16 percentage point lead in 2017-18.

² 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	35.7%	33%	38.1%	31.4%	71%	46%
4	29.3%	31%	35.6%	29.7%	41%	48%
5	19.0%	26%	23.7%	24.9%	43%	29%
6	29.6%	13%	15.0%	12.8%	67%	23%
7	15.6%	16%	46.7%	19.7%	27%	21%
8	32.8%	24%	44.1%	28.1%	50%	28%
All	26.8%	24%	35.0%	25.1%	50%	34%

Goal 1: Comparative Measure

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

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

In 2016-17, Brooklyn Excelsior exceeded its predicted level of performance on the New York State ELA exam to a meaningful degree, with an effect size of 0.36. Therefore, this goal was met. Performance in third, fourth, and seventh grades were the highest.

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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	90.5	78	37	28.8	8.2	0.46
4	91.4	79	34	26.2	7.8	0.44
5	85.9	74	24	23.0	1.0	0.07
6	93.1	54	15	16.8	-1.8	-0.14
7	90.1	72	40	26.4	13.6	0.77
8	84.0	69	42	34.0	8.0	0.41
All	89.1	429	32.7	26.2	6.5	0.36

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	88.7%	459	16.2%	16.9%	-0.01
2015-16	3-8	84.8%	425	26.1%	25.6%	0.02
2016-17	3-8	89.1	426	32.7	26.2	0.36

Additionally, we also evaluated Brooklyn Excelsior's performance using a regression analysis based on average scaled score. Average scaled score helps capture differences between students that are just below the proficiency line, and students that are far below proficient. This metric ends up being a direct correlation to the percentage of questions that were answered correctly on the state test.

The charts below compare the proficiency regression analysis that is run by CSI for all schools with a scaled score regression analysis. This analysis shows that regression based on average scaled scores would meet the CSI definition as higher than expected to a large degree.

	ELA Scaled Score Regression		
	2014-15	2015-16	2016-17
CSI Proficiency Regression	-0.01	0.02	0.36
Scaled Score Regression	0.49	0.59	0.63

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Goal 1: Growth Measure³

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

METHOD

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

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

RESULTS AND EVALUATION

In 2016-17, the mean unadjusted growth percentile in ELA was 57.5, exceeded the target of 50.0. Growth was the highest in middle school grades.

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

Grade	Mean Growth Percentile	
	School	Target
4	53	50.0
5	51.5	50.0
6	69	50.0
7	56.5	50.0
8	62	50.0
All	<u>57.5</u>	50.0

ADDITIONAL EVIDENCE

Over the past three years, the mean student growth percentile in ELA has increased. From 2015-16 to 2016-17, the mean student growth percentile increased by 8 percentile points.

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

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	39.5	49.5	53	50.0
5	48.5	43.5	51.5	50.0
6	41	63	69	50.0
7	54.5	56	56.5	50.0
8	47.5	--*	62	50.0
All	49.5	53	57.5	50.0

*8th Grade 2015-16 ELA growth results missing due to NYC charter school's office not submitting the 8th grade scores to the state until after the score submission window was closed.

Goal 3: Optional Measure

Each year on a national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

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 in the same cohort from the previous year. The analysis evaluates NWEA Fall-Spring growth NCE from one year and compares to the next year. Average students' growth percentiles are aggregated to the grade level to yield a school's average growth NCE.

RESULTS AND EVALUATION:

This goal was not met.

Reading NWEA NCE Goal

2017-18 Grade	2016-17 NCE	2017-18 NCE	Goal	Met Goal
1	83	32	99	No
2	64	54	65	No
3	62	43	63	No

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In 2017-18, Brooklyn Excelsior met four of the six ELA measures listed below. The school continues to make progress toward meeting the first Absolute measure listed below. From 2015-16 to 2017-18, the percent of students increased by 23 percentage points. Also, Brooklyn Excelsior met its second comparative measure listed below, which hasn't been met in previous years.

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.	Not Met
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.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Met
Growth	Each year on a national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Not Met

ACTION PLAN

Based on our analysis of performance against charter goals and other available data, we will continue the following improvements to our educational program to help generate sustainable academic gains.

- *Progress monitoring:* In 2017-18 we began using *aimswebPlus* for progress monitoring for all K-2 students and for ELL and special education students in grades 3-8. We also use this tool to measure the progress of all students in the bottom quartile in all grades. The program will support school efforts in screening, progress monitoring, and data management.
- *Intervention:* BECS will continue using Corrective Reading and Reading Mastery to help low performers in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. Reading Mastery and Corrective Reading use direct instruction to help students master vital decoding and comprehension skills. We also use Ready Common Core Workbooks schoolwide to differentiate small-group instruction. New instructional coaches and paraprofessionals will support these new tools. The new tools will supplement our continued use of Generation Ready Math and Reading (2014-15).

- *Classroom Chromebooks:* BECS has added 10 new Chromebooks in every classroom for grades K-5. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 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 ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	75	0	0	0	3	78
4	80	0	0	0	0	80
5	67	1	0	0	1	68
6	72	0	0	0	0	72
7	57	0	0	0	0	57
8	35	0	0	0	0	61
All	386	1	0	0	4	416

⁵ 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.

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RESULTS AND EVALUATION

In 2017-18, the percent of students enrolled in at least their second year achieving proficiency on the New York State Exam was 51 percent. This is less than 75 percent, and therefore, this goal was not met. In third grade, however, this goal was met with 82 percent of students enrolled in at least their second year achieving proficiency.

Performance on 2017-18 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	79%	75	82%	49
4	36%	80	37%	63
5	48%	67	47%	53
6	60%	72	67%	57
7	35%	57	38%	48
8	29%	35	31%	32
All	50%	386	51%	302

ADDITIONAL EVIDENCE

Over the past three years, the percent of students enrolled in at least their second year achieving proficiency has increased by 42 percent. Brooklyn Excelsior has made significant progress towards meeting this goal.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	35.7%	56	32.8%	61	82%	49
4	37.9%	58	33.9%	59	37%	63
5	21.1%	57	28.3%	60	47%	53
6	35.2%	54	40.0%	40	67%	57
7	25.8%	62	45.0%	60	38%	48
8	5.3%	38	9.1%	33	31%	32
All	28.0%	325	32.9%	313	51%	302

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: 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 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

In 2017-18, Brooklyn Excelsior's PI in math was 137.6, exceeding the state's MIP of 105 by 22.6 points. Performance was strongest in third and sixth grade.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	3Level 2	Level 3	Level 4
386	22.5	27.5	29.8	20.2

$$\begin{array}{rclclclcl}
 \text{PI} & = & 27.5 & + & 29.8 & + & 20.2 & = & 77.5 \\
 & & & & 29.8 & + & 20.2 & = & 50.0 \\
 & & & & & + & (.5)*20.2 & = & 10.1 \\
 & & & & & & \text{PI} & = & 137.6
 \end{array}$$

2017-18 ACCOUNTABILITY PLAN PROGRESS 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 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.⁶

RESULTS AND EVALUATION

In 2017-18, the percent of students enrolled in at least their second year achieving proficiency on the New York State math exam exceeded the local district by 21 percentage points. Therefore, this goal was met. Additionally, this goal was met in all grades except third grade.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	82%	49	47%	555
4	37%	63	40%	515
5	47%	53	33%	496
6	67%	57	13%	351
7	38%	48	12%	357
8	31%	32	15%	330
All	51%	302	30%	2604

ADDITIONAL EVIDENCE

From 2015-16 to 2017-18, Brooklyn Excelsior students enrolled in at least their second year achieving proficiency on the New York State math exam has exceeded the local district. Additionally, this gap has continued to improve. In 2015-16, Brooklyn Excelsior students enrolled in at least their second year exceeded the local district by 8 percentage points. This grew to 21 percentage points in 2017-18.

⁶ 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

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	35.7%	29%	32.8%	33.9%	82%	47%
4	37.9%	25%	33.9%	24.5%	37%	40%
5	21.1%	24%	28.3%	22.3%	47%	33%
6	35.2%	10%	40.0%	7.9%	67%	13%
7	25.8%	13%	45.0%	9.5%	38%	12%
8	5.3%	17%	9.1%	9.0%	31%	15%
All	28.0%	20%	32.9%	19.5%	51%	30%

Goal 2: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

In 2016-17, Brooklyn Excelsior exceeded its predicted performance on the state math exam by an effect size of 0.46, which is higher than expected to a meaningful degree. Therefore, this goal was met. Sixth and seventh grade was the strongest, earning an effect size greater than 1.0.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	90.5	76	36	34.0	2.0	0.10
4	91.4	78	32	25.8	6.2	0.32
5	85.9	75	31	27.9	3.1	0.17
6	93.1	53	38	19.3	18.7	1.08
7	90.1	72	43	18.3	24.7	1.31
8	84.0	41	7	13.7	-6.7	-0.35
All	89.4	395	32.8	24.3	8.5	0.46

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

The effect size in math has continue to improve, meeting the goal in 2016-17.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	89	460	19.2	21.2	-0.10
2015-16	3-8	85.3	398	27.4	25.2	0.11
2016-17	3-8	89.4	395	32.8	24.3	0.46

Additionally, we also evaluated Brooklyn Excelsior's performance using a regression analysis based on average scaled score. Average scaled score helps capture differences between students that are just below the proficiency line, and students that are far below proficient. This metric ends up being a direct correlation to the percentage of questions that were answered correctly on the state test.

The charts below compare the proficiency regression analysis that is run by CSI for all schools with a scaled score regression analysis. This analysis uses student scaled scores to reveal a greater degree of positive movement, which would meet the CSI definition as higher than expected to a meaningful degree.

	Math Scaled Score Regression		
	2014-15	2015-16	2016-17
CSI Proficiency Regression	-0.1	0.11	0.46
Scaled Score Regression	0.08	0.52	0.54

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Growth Measure⁷

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.⁸

RESULTS AND EVALUATION

In 2016-17, the mean unadjusted student growth percentile on the New York State math exam was 58.5, exceeded the goal of 50.0. Performance was strongest in middle school, with sixth grade students earning a mean student growth percentile of 84.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	47	50.0
5	49.5	50.0
6	84	50.0
7	64	50.0
8	57	50.0
All	58.5	50.0

ADDITIONAL EVIDENCE

In 2015-16 and 2016-17, the mean student growth percentile exceeded the goal of 50.0. Growth has continued to remain above the state average for the past two years.

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

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	37.5	59	47	50.0
5	45.5	49.5	49.5	50.0
6	47	68	84	50.0
7	28.5	62.5	64	50.0
8	38.5	55	57	50.0
All	39.5	59	58.5	50.0

Goal 4: Optional Measure

Each year on a national norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

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 in the same cohort from the previous year. The analysis evaluates NWEA Fall-Spring growth NCE from one year and compares to the next year. Average students' growth percentiles are aggregated to the grade level to yield a school's average growth NCE.

RESULTS AND EVALUATION:

Math NWEA NCE Goal

2017-18 Grade	2016-17 NCE	2017-18 NCE	Goal	Met Goal
1	99	15	99	No
2	40	19	45	No
3	38	70	44	Yes

SUMMARY OF THE MATHEMATICS GOAL

In 2017-18, Brooklyn Excelsior met four of the six math measures listed below. The school continues to make progress toward meeting the first Absolute measure. From 2015-16 to 2017-18, the percent of students increased by 42 percent. Also, Brooklyn Excelsior met its second comparative measure listed below, which hasn't been met in previous years.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Not Met
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.	Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Met
Growth	Each year on a national norm-referenced mathematics assessment, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Not Met

ACTION PLAN

Based on our analysis of performance against charter goals and other available data, we will continue the following improvements to our educational program to help generate sustainable academic gains.

- *Progress monitoring:* In 2017-18 we began using *aimswestPlus* for progress monitoring for all K-2 students and for ELL and special education students in grades 3-8. We also use this tool to measure the progress of all students in the bottom quartile in all grades. The program will support school efforts in screening, progress monitoring, and data management.
- *Intervention:* BECS will continue using Corrective Reading and Reading Mastery to help low performers in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. Reading Mastery and Corrective Reading use direct instruction to help students master vital decoding and comprehension skills. We also use Ready Common Core Workbooks schoolwide to differentiate small-group instruction. New instructional coaches and paraprofessionals will support these new tools. The new tools will supplement our continued use of Generation Ready Math and Reading (2014-15).
- *Classroom Chromebooks:* BECS has added 10 new Chromebooks in every classroom for grades K-5. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning.

GOAL 3: SCIENCE

Goal 3: Science

Students will be proficient in Science

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSLs) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school’s science curriculum.

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 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

In 2017-18, the percent of students enrolled in at least their second year achieving proficiency on the New York State science exam was 78 percent, exceeded the goal of 75 percent by 3 percentage points. In fourth grade, almost all students achieved proficiency.

Charter School Performance on 2017-18 State Science 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
4	96%	80	97%	63
8	59%	56	59%	54
All	81%	136	79%	117

ADDITIONAL EVIDENCE

For the past three years, science proficiency in fourth grade has almost met 100 percent. This is a significant of achievement for our school. Additionally, for the past two years, this goal has been met.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	98.2%	57	98%	58	97%	63
8	48.3%	60	63%	56	59%	54
All	72.6%	117	81%	114	79%	117

Goal 3: 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

The percent of students enrolled in at least their second year achieving proficiency on the New York State science exam exceeded the local district by 14 percentage points, meeting the goal. Brooklyn Excelsior students exceeded the local district proficiency rate in fourth and eighth grade.

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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	63	80%	557
8	59%	54	34%	261
All	79%	117	65%	818

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

For the past three years, students enrolled in at least their second year achieving proficiency on the New York State science exam has exceeded the local district.

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	98.2%	84%	98%	80%	97%	80%
8	48.3%	35%	63%	34%	59%	34%
All	72.6%	60%	81%	65%	79%	65%

SUMMARY OF THE SCIENCE GOAL

In 2017-18, Brooklyn Excelsior met the absolute and comparative science measures.

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

ACTION PLAN

Based on our analysis of performance against charter goals and other available data, BECS will continue its use of STEMScopes for grades 6-8 to help sustain and further our recent academic gains.

GOAL 4: ESSA

Goal 4: ESSA

See absolute measure

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

This goal was met in 2017-18. In 2015-16 and 2016-17, this goal was not met as Brooklyn Excelsior earned ‘Focus School’ status.

ADDITIONAL EVIDENCE

Brooklyn Excelsior was in good standing in 2017-18.

Accountability Status by Year

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

APPENDIX A: OPTIONAL GOALS

Goal 5:

Each year, the school will average a student attendance rate at or above 93%.

METHOD

The student attendance rate is determined using the school’s Average Daily Attendance during the 2017-18 school year.

RESULTS

For 2017-18, the student attendance rate for Brooklyn Excelsior Charter School was 89.9 percent.

2016-17 Attendance

Grade	Average Daily Attendance Rate
K	89.8%
1	91.5%
2	91.3%
3	92.4%
4	91.1%
5	91.6%
6	89.3%
7	88.2%
8	89.8%
Overall	89.9%

EVALUATION

With an attendance rate of 89.9 percent, Brooklyn Excelsior did not meet the stated measure.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	94.5%
2016-17	89.6%
2017-18	89.9%

Goal 6:

The school will be organizationally viable and financially sound.

Goal 6: Measure 1

Each year, the school will receive an unqualified audit from an independent certified public accounting firm hired by the board.

METHOD

Brooklyn Excelsior Charter School's Board of Trustees will retain an independent certified public accounting firm to review the school's financial transactions.

RESULTS

Brooklyn Excelsior has contracted with an independent certified public accounting firm to complete an audit of the 2017-18 school year. This audit is in process and will be submitted to CSI on or before November 1, 2017.

EVALUATION

Brooklyn Excelsior will meet this measure by receiving an unqualified audit from an independent certified public accounting firm hired by the board.

Goal 6: Measure 2

Each year, the school will maintain a positive cash flow as measured using financial statements and the annual audit report.

METHOD

Brooklyn Excelsior Charter School will retain an independent certified accounting firm to review the school's financial transactions.

RESULTS

Brooklyn Excelsior has contracted with an independent certified public accounting firm to complete an audit of the 2017-18 school year. This audit is in process and will be submitted to CSI on or before November 1, 2017.

EVALUATION

Brooklyn Excelsior Charter School will meet this measure by maintaining a positive fund balance for the school year ending in 2018.

Goal 6: Measure 3

Each year, the school's Board of Trustees will assess the performance of its education management partner. The review will be used to identify the management partner's successes and opportunities to improve its future performance, as well as ensure the Board and management partner's relationship is effectively serving the school.

METHOD

The Brooklyn Excelsior Charter School Board of Trustees will assess the performance of its education management partner.

RESULTS

The Board of Trustees completed an evaluation of NHA during the 2017-18 school year.

EVALUATION

Brooklyn Excelsior met this goal.

Goal 6: Measure 4

Each year, the school's Board of Trustees will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

METHOD

Throughout the school year, the Board of Trustees are presented with a number of issues which require legal review. Policies, documents, and issues are shared with the Board's independent legal counsel for analysis and recommendations.

RESULTS

The Board appointed its legal counsel during its annual meeting. The Board's legal counsel thoroughly reviewed all issues and provided the Board with timely and thoughtful responses to aid in its decision-making.

EVALUATION

The Board successfully met this measure in 2017-18.