

**Achievement First Brownsville  
Charter School**

**2017-18 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Pagan, Data and Policy Analyst, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Amy Arthur Samuels	Trustee/Member
Andy Hubbard	Trustee/Member
Angela Tucker	Parent Rep
Christopher Lynch	Trustee/Member
Deborah Shanley	Chair
Jon Atkeson	Treasurer
Judith Jenkins	Trustee/Member
Justin Cohen	Trustee/Member
L. Priscilla Hall	Trustee/Member
Lee Gelernt	Trustee/Member
Romy Coquillette	Trustee/Member
Amy Arthur Samuels	Trustee/Member
Andy Hubbard	Trustee/Member
Angela Tucker	Parent Rep
Christopher Lynch	Trustee/Member

**Zonya Hicks has served as the elementary school principal since 2018.**

**Keith Brooks has served as the middle school principal since 2012.**

**Sabrina Silver has served as the high school principal since 2016.**

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

The mission of Achievement First Brownsville Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college preparatory education and is frequently assessed to ensure that he or she is making yearly progress towards academic goals.

Achievement First Brownsville opened in Fall 2008 and served grades K-10 in 2017-18.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include

- Unwavering focus on breakthrough student achievement
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

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	91	87	92	88	64	90	91							603
2014-15	86	90	90	92	88	84	90	87						707
2015-16	92	94	94	86	90	95	80	88	93					812
2016-17	89	86	88	92	89	87	90	91	90	74				876
2018-18	86	88	96	89	89	90	95	83	86	85	71			958

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

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

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	N/A	N/A	N/A
2016-17	2012-13	2012	N/A	N/A	N/A
2017-18	2013-14	2013	N/A	N/A	N/A

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

All students are put on track to graduate within 4 years, and 6 years otherwise.

#### Goal 1: Leading Indicator

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

#### METHOD

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

Course	# of Credits - NY
Literature (9 – 12)	4
Writing (9 – 12)	4
Mathematics (to at least Pre-Calculus)	4
Science (to include Biology, Chemistry, Physics)	4
History (to include US and Global; Econ/Gov't in NY)	4
College Readiness Seminar	1
College Readiness - Health	.5
College Readiness - SAT Prep	1
Foreign Language	1
Electives (not including Art/PE/Composition/CRS)	4
Art/Music	1
P.E.	2
<b>Non–Course Requirements</b>	<b>NY</b>
Completion of approved summer program	3 credits
ELA Regents	Score of 75
Algebra Regents	Score of 75
One additional Math Regents	Score of 65
One additional Science Regents	Score of 65
US History Regents	Score of 65
Global History Regents	Score of 65
Required Community Service hours	Yes

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The majority of Achievement First Brownsville students met the requirements necessary to be promoted.

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

Cohort Designation	Number in Cohort	Percent promoted
2016	70	91%
2017	76	92%

### ADDITIONAL EVIDENCE

Achievement First Brownsville students have historically met the credit requirements for promotion.

#### Goal 1: Leading Indicator

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

### METHOD

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

### RESULTS AND EVALUATION

Only 80% of Achievement First Brownsville 2016 cohort students have taken at least three Regents exams. The majority of those students have passed at least three Regents exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014		
2015		
2016	70	67%

### ADDITIONAL EVIDENCE

#### Goal 1: Absolute Measures

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

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

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

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

## RESULTS AND EVALUATION

Achievement First Brownsville has not yet graduated any students.

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012		
2013		
2014		

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2011		
2012		
2013		

## ADDITIONAL EVIDENCE

### Goal 1: Comparative Measure

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

## METHOD

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

<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

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

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

Achievement First Brownsville has not yet graduated any students.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012				
2013				
2014				

## ADDITIONAL EVIDENCE

### Goal 1: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Achievement First Brownsville does not offer an alternative graduation pathway.



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
N/A			
Overall	N/A	N/A	N/A

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012		
2013		
2014		

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Achievement First Brownsville achieved the only goal which it was eligible to achieve.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	N/A
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

Achievement First Brownsville will continue working with students to ensure that they meet all requirements for graduation.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

All students participate in a curriculum designed to prepare them for rigorous college level coursework.

### Goal 2: Absolute Measure

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville does not have a 2014 cohort and thus is not eligible for this measure.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement (“AP”) exam with a score of 3 or higher	N/A	N/A	N/A
Overall	N/A <sup>3</sup>	N/A	N/A

## ADDITIONAL EVIDENCE

Achievement First Brownsville will graduate students for the first time in 2019-20.

### Goal 2: Absolute Measure

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

## METHOD

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

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

<sup>3</sup> This number should match the number of graduates reported under the high school graduation goal.

<sup>4</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: [www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

Achievement First Brownsville has not yet graduated any students and thus is not eligible for this measure.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012		N/A	
2016-17	2013		N/A	
2017-18	2014		N/A	

## ADDITIONAL EVIDENCE

Achievement First Brownsville will graduate students for the first time in 2019-20.

### Goal 2: Comparative Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Achievement First Brownsville did not have a 2014 cohort.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

### Goal 2: Absolute Measure

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

## METHOD

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Achievement First Brownsville has not graduated any students and this is not eligible for this measure.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012			
2013			
2014			

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Achievement First Brownsville has not yet graduated any students and thus was not eligible for any of these measures. Achievement First Brownsville will graduate students for the first time in 2019-20.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

### ACTION PLAN

Achievement First Brownsville will continue providing a curriculum that prepares students for rigorous college coursework.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

All students will be proficient readers and writers of the English language.

#### BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor in itself. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression.

The achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students are able to speak and write in a manner that is insightful, persuasive and critical.

#### Goal 3: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	88	0	0	1	0	89
4	90	0	0	0	0	90
5	91	0	0	0	0	91
6	95	0	0	1	0	96
7	84	0	0	0	0	84
8	85	0	0	1	0	86
All	533	0	0	3	0	536

### RESULTS AND EVALUATION

AF Brownsville students in at least their second year outperform the all student group by 1 to 5 percentage points, but overall did not achieve this goal.

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	50%	88	51%	70
4	64%	90	65%	81
5	41%	91	46%	78
6	62%	95	64%	81
7	42%	84	42%	74
8	67%	85	70%	76
All	54%	533	57%	460

### ADDITIONAL EVIDENCE

The AF Brownsville students in at least their second year improved performance by 10 percentage points in the last year.

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



# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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	58%	79	46%	89	51%	70
4	43%	80	48%	72	65%	81
5	33%	79	44%	77	46%	78
6	43%	68	39%	79	64%	81
7	32%	81	52%	77	42%	74
8	80%	75	55%	82	70%	76
All	48%	462	47%	476	57%	460

### Goal 3: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

AF Brownsville achieved this goal with a PI of 143.5, exceeding the MIP of 101 by 42.5 points.

#### 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
533	10%	36%	35%	19%

$$\begin{aligned}
 \text{PI} &= 36\% + 35\% + 19\% = 90\% \\
 &+ 25\% + 19\% = 44\% \\
 &+ (.5) * 19\% = 9.5\% \\
 \text{PI} &= 143.5
 \end{aligned}$$

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

AF Brownville students who have been enrolled for at least two years surpass all district students by 31 percentage points in proficiency on the ELA exam.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	51%	70	30%	735
4	65%	81	28%	722
5	46%	78	19%	694
6	64%	81	27%	813
7	42%	74	23%	818
8	70%	76	30%	831
All	57%	460	26%	4613

### ADDITIONAL EVIDENCE

Capstone grades (4<sup>th</sup> and 8<sup>th</sup>) exhibited the highest percentage point gaps over district peers, a critical measure in student success in their next level of schooling.

AF Brownville year-over-year growth outpaced the district.

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	58%	22%	46%	22%	51%	30%
4	43%	21%	48%	17%	65%	28%
5	33%	10%	44%	16%	46%	19%
6	43%	16%	39%	14%	64%	27%
7	32%	20%	52%	25%	42%	23%
8	80%	22%	55%	33%	70%	30%
All	48%	19%	47%	21%	57%	26%

#### Goal 3: Comparative Measure

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

#### METHOD

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

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

#### RESULTS AND EVALUATION

AF Brownsville has an overall effect size of 2.85, far exceeding the goal of .3

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	78%	92	48%	34%	<b>14%</b>	2.72
4	78%	88	58%	32%	<b>26%</b>	3.16
5	74%	86	43%	28%	<b>15%</b>	2.84
6	69%	90	38%	27%	<b>11%</b>	2.40
7	63%	91	49%	38%	<b>11%</b>	2.69
8	58%	87	54%	44%	<b>10%</b>	3.32
All	70%	534	48%	34%	<b>14%</b>	2.85

#### School's Overall Comparative Performance:

***Better than predicted***

### ADDITIONAL EVIDENCE

AF Brownsville has consistently exceeded predicted performance, earning high effect size values.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-7	84%	430	35%	18%	1.22
2015-16	3-8	82%	462	48%	27%	1.24
2016-17	3-8	70%	534	48%	34%	2.85

#### Goal 3: Growth Measure<sup>7</sup>

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

### METHOD

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

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### RESULTS AND EVALUATION

AF Brownville MGP exceeded the target by 5 percentage points overall, and met or exceeded at each grade level.

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

Grade	Mean Growth Percentile	
	School	Target
4	52	50.0
5	58	50.0
6	60	50.0
7	55	50.0
8	50	50.0
All	<b>55</b>	50.0

### ADDITIONAL EVIDENCE

Mean growth percentile increased from prior year, and has consistently exceeded goal.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	54	47	52	50.0
5	63	51	58	50.0
6	65	53	60	50.0
7		56	55	50.0
8			50	50.0
All	61	52	<b>55</b>	50.0

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

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

AF Brownville achieved 4 out of 5 goals.

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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Achieved

## ACTION PLAN

We continue to strongly support the rigorous Common Core aligned tests, and we have invested heavily in adapting the academic program to meet these college preparatory standards. In 2018-19 we will continue increasing the complexity of texts our scholars are reading, as well as the quality of instruction to support scholars both in building fundamental skills and developing higher order inquiry and analysis skills. Specifically, we will continue to on the following priorities in the 2018-19 school year:

1. Top quality oral and written responses – ensuring that teachers push and support scholars to produce work that is 100% correct and requires complex thinking.
2. Increased focus on text-dependent questions – supporting scholars to do close reading, annotate text, and use evidence in responses.
3. Additional time for vocabulary instruction – ensuring that instructional time is dedicated daily to building academic vocabulary.

The Achievement First network support team has created extensive guiding materials in each of these areas. In addition to curriculum, these materials include skill specific “Fundamentals of Instruction,” which provide a theoretical and practical background for best instructional practices, and intellectual preparation protocol. These resources will be used by coaches within the context of the regular coaching process to develop teacher skill in each of these areas.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville does not have students in any of these cohorts.

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

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012		
2013		
2014		

### ADDITIONAL EVIDENCE

<sup>9</sup> Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014						
2015						
2016					66	32%
2017						

### Goal 3: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

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

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012		
2013		
2014		

### ADDITIONAL EVIDENCE

Only the 2016 cohort has available data, and only for one year. In that limited dataset, the goal was attained with 85% of the cohort passing the exam with level 3.

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



# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014						
2015						
2016					66	85%
2017						

### Goal 3: Absolute Measure

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

### METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.<sup>12</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in the 2014 cohort.

#### English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
N/A	N/A	N/A	N/A	N/A

$$\begin{aligned}
 \text{PI} &= \text{N/A} + \text{N/A} + \text{N/A} = \text{N/A} \\
 &+ \text{N/A} + \text{N/A} = \text{N/A} \\
 &+ (.5)*\text{N/A} = \text{N/A} \\
 \text{PI} &= \text{N/A}
 \end{aligned}$$

<sup>12</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## ADDITIONAL EVIDENCE

### Goal 3: Comparative Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Achievement First Brownsville did not have students in any of these cohorts.

Percent Achieving Performance Level 4 or Higher on English Regents  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012				
2013				
2014				

## ADDITIONAL EVIDENCE

### Goal 3: Comparative Measure

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

## METHOD

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

Percent Achieving Performance Level 3 or Higher on English Regents  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012			N/A	N/A
2013			N/A	N/A
2014			N/A	N/A

### ADDITIONAL EVIDENCE

#### Goal 3: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

English Regents Performance Index (PI)<sup>13</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013				
2014				

### ADDITIONAL EVIDENCE

<sup>13</sup> For an explanation of the procedure to calculate the school’s PI, see page 28.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in this cohort.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>14</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012		
2013		
2014		

### ADDITIONAL EVIDENCE

### Goal 3: Growth Measure

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

### METHOD

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

<sup>14</sup> Based on the highest score for each student on the English Regents exam

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>15</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012		
2013		
2014		

## ADDITIONAL EVIDENCE

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<sup>15</sup> Based on the highest score for each student on the English Regents exam

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>16</sup>

AF Brownsville did not have students in any of the evaluated cohorts.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/a
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

<sup>16</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## GOAL 4: MATHEMATICS

### Goal 4: Mathematics

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

### BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First Brownsville, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

### Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
  - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
  - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
  - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
  - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

5. **Problem Solving:** the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall.
  - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

### Goal 4: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>17</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	88	0	0	1	0	89
4	90	0	0	0	0	90
5	91	0	0	0	0	91
6	94	0	0	2	0	96
7	84	0	0	0	0	84
8	85	0	0	1	0	86
All	532	0	0	4	0	536

### RESULTS AND EVALUATION

AF Brownsville grades 3 and 8 achieved the goal, but overall did not.

<sup>17</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2017-18 State 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	82%	88	83%	70
4	57%	90	58%	81
5	47%	91	50%	78
6	64%	94	68%	80
7	70%	84	73%	74
8	76%	85	78%	76
All	66%	532	68%	459

### ADDITIONAL EVIDENCE

AF Brownsville students enrolled for at least two years performed better than the all student group by 2 percentage points, and their performance over the last three years has improved 11 percentage points.

### 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	61%	82	66%	89	83%	70
4	55%	80	48%	75	58%	81
5	48%	79	51%	76	50%	78
6	62%	68	62%	79	68%	80
7	46%	81	66%	77	73%	74
8	75%	75	71%	80	78%	76
All	57%	465	61%	476	68%	459

#### Goal 4: Absolute Measure

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

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

AF Brownsville’s PI of 171 exceeds the MIP of 105 by 66 points.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
532	11%	24%	31%	34%

  

PI	=	24%	+	31%	+	34%	=	89%
				31%	+	34%	=	65%
					+	(.5)*34%	=	17%
						PI	=	171

#### Goal 4: Comparative Measure

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

### METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>18</sup>

### RESULTS AND EVALUATION

AF Brownsville students who have been enrolled for at least two years outperformed all district students by 47 percentage points overall.

<sup>18</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	83%	70	29%	740
4	58%	81	22%	734
5	50%	78	17%	694
6	68%	80	20%	812
7	73%	74	18%	818
8	78%	76	18%	707
All	68%	459	<b>21%</b>	4505

### ADDITIONAL EVIDENCE

Grades 3, 7, and 8 exceeded district math performance by more than 50 percentage points, and year-over-year growth outpaced district students.

### 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	61%	22%	66%	23%	83%	29%
4	55%	16%	48%	12%	58%	22%
5	48%	10%	51%	19%	50%	17%
6	62%	16%	62%	12%	68%	20%
7	46%	14%	66%	15%	73%	18%
8	75%	10%	71%	11%	78%	18%
All	57%	15%	61%	23%	68%	<b>21%</b>

#### Goal 4: Comparative Measure

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

#### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

AF Brownsville's overall effect size of 3.25 exceeds the goal of .3 and was 16% better than predicted.

#### 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	80%	92	66%	39%	27%	3.11
4	85%	89	54%	29%	25%	2.72
5	83%	85	51%	30%	21%	2.68
6	77%	90	60%	28%	32%	3.00
7	63%	91	67%	33%	34%	3.56
8	58%	88	72%	18%	54%	4.45
All	74%	535	62%	30%	32%	3.25

#### School's Overall Comparative Performance:

***Better than predicted***

### ADDITIONAL EVIDENCE

AF Brownsville's effect size has grown consistently over the last three years.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-7	84%	429	41%	26%	.81
2015-16	3-8	82%	465	57%	26%	1.61
2016-17	3-8	70%	534	48%	32%	3.25

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Growth Measure<sup>19</sup>

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

### METHOD

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

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>20</sup>

### RESULTS AND EVALUATION

AF Brownsville mean growth percentile of 65 exceeds goal by 15 percentage points.

#### 2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	42	50.0
5	53	50.0
6	75	50.0
7	74	50.0
8	83	50.0
All	<b>65</b>	50.0

### ADDITIONAL EVIDENCE

Four of five grades exceeded target in the current year, representing consistent annual improvement over the last three years.

<sup>19</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>20</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	39	39	42	50.0
5	37	49	53	50.0
6	48	77	75	50.0
7	46	74	74	50.0
8		83	83	50.0
All	43	64	<b>65</b>	50.0

## SUMMARY OF THE MATHEMATICS GOAL

AF Brownsville achieved four of the five goals.

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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Achieved

## ACTION PLAN

AF Brownsville will continue the core improvement strategies established over the last three years. We will continue upgrading the curricular resources available to teachers as described under the ELA section of this Progress Report. Additionally, AF Brownsville teachers participated in increased math-specific professional development during summer training and will continue to receive weekly coaching. Additionally, math interventions for struggling students in grades K-4 will be more systematic, and will be triggered by the NWEA Math for Primary Grades assessment to ensure that every struggling student receives tailored extra support, and interventions will be triggered at middle and high school levels by Achievement First interim assessment

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

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

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.<sup>21</sup> This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Achievement First Brownsville did not have students in any of these cohorts.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>22</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012		
2013		
2014		

### ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014						
2015						
2016			63	27%	66	5%
2017					76	7%

<sup>21</sup> Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

<sup>22</sup> Based on the highest score for each student on a mathematics Regents exam

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 4: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Achievement First Brownsville did not have students in any of these cohorts.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>23</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012		
2013		
2014		

## ADDITIONAL EVIDENCE

AF Brownville achieved the goal with the three cohort years' data that is available.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014						
2015						
2016			63	98%	66	85%
2017					76	80%

<sup>23</sup> Based on the highest score for each student on a mathematics Regents exam



## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Absolute Measure

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

### METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.<sup>24</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have students in any of these cohorts.

#### Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
N/A	N/A	N/A	N/A	N/A

$$\begin{aligned}
 \text{PI} &= \text{N/A} + \text{N/A} + \text{N/A} + (.5)*\text{N/A} \\
 &= \text{N/A} + \text{N/A} + \text{N/A} + \text{N/A} \\
 &= \text{N/A}
 \end{aligned}$$

### ADDITIONAL EVIDENCE

N/A

### Goal 4: Comparative Measure

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

<sup>24</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012				
2013				
2014				

### ADDITIONAL EVIDENCE

N/A

#### Goal 4: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012				
2013				
2014				

### ADDITIONAL EVIDENCE

N/A

#### Goal 4: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

### Mathematics Regents Performance Index (PI)<sup>25</sup> of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013				
2014				

### ADDITIONAL EVIDENCE

<sup>25</sup> For an explanation of the procedure to calculate the school’s PI, see page 46.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>26</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012		
2013		
2014		

### ADDITIONAL EVIDENCE

N/A

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

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<sup>26</sup> Based on the highest score for each student on the English Regents exam

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>27</sup>

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012		
2013		
2014		

### ADDITIONAL EVIDENCE

N/A

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<sup>27</sup> Based on the highest score for each student on the mathematics Regents exam

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>28</sup>

AF Brownville did not have students in any of the reported cohorts.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

### ACTION PLAN

N/A

<sup>28</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## GOAL 5: SCIENCE

### Goal 3: Science

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

### BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the program is based on integrated science scope & sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

### Goal 5: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> 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.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

AF Brownsville achieved this goal with 77% of the students in at least their second year achieving proficiency on the science exam.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95%	75	N/A	N/A
8	48%	46	N/A	N/A
All	77%	121	N/A	N/A

## ADDITIONAL EVIDENCE

AF Brownsville has achieved this goal in each of the past three year.

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	89%	70	N/A	N/A	95%	75
8	88%	66	79%	77	48%	46
All	88%	136	79%	77	77%	121

### Goal 5: Comparative Measure

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

## METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.



# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

District comparison data not available.

### 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 <sup>nd</sup> Year		All District Students <sup>29</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95%	75	N/A	N/A
8	48%	46	N/A	N/A
All	77%	121	N/A	N/A

## ADDITIONAL EVIDENCE

N/A

### 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	89%	N/A	N/A	N/A	95%	N/A
8	88%	N/A	79%	N/A	48%	N/A
All	88%	N/A	79%	N/A	77%	N/A

## SUMMARY OF THE SCIENCE GOAL

AF Brownsville achieved the one goal it was eligible for.

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.	Achieved
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.	N/A

<sup>29</sup> This table uses the prior year's results as 2017-18 district science scores are not yet available.

### ACTION PLAN

AF Brownsville will continue the development of the science program in partnership with Achievement First, which is working with BSCS, a national leader in the development and evaluation of K-12 science programs.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>30</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012		
2013		
2014		

### ADDITIONAL EVIDENCE

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014			43	93%	7	57%
2015					39	100%
2016						
2017						

### Goal 5: Comparative Measure

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

<sup>30</sup> Based on the highest score for each student on any science Regents exam

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

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

## RESULTS AND EVALUATION

Achievement First Brownsville did not have any students in these cohorts.

### Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013				
2014				

## ADDITIONAL EVIDENCE

N/A

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Students will develop the historical knowledge and skills necessary to be successful in college and to prepare them to be leaders in their communities.

### Goal 6: Absolute Measure

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

### METHOD

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

### RESULTS

Achievement First Brownsville did not have any students in these cohorts.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>31</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012		
2013		

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

None of the students at Achievement First Brownsville have taken the U.S. History Regents.

<sup>31</sup> Based on the highest score for each student on a science Regents exam

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014						
2015						
2016						

### Goal 6: Comparative Measure

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

### METHOD

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

### RESULTS

Achievement First Brownsville did not have any students in these cohorts.

## U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011				
2012				
2013				

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

#### Goal 6: Absolute Measure

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

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

### RESULTS

Achievement First Brownsville did not have any students in these cohorts.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>32</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012		
2013		

### EVALUATION

N/A

### ADDITIONAL EVIDENCE

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014						
2015						
2016						

#### Goal 6: Comparative Measure

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

### METHOD

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

<sup>32</sup> Based on the highest score for each student on a science Regents exam

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS

Achievement First Brownsville did not have any students in these cohorts.

### Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011				
2012				
2013				

## EVALUATION

N/A

## ADDITIONAL EVIDENCE



## GOAL 7: ESSA

### Goal 7: ESSA

The school will make Adequate Yearly Progress.

#### Goal 7: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Achievement First Brownsville is in good standing.

### ADDITIONAL EVIDENCE

Achievement First Brownsville has consistently been in good standing.

Accountability Status by Year

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

