



Brooklyn Dreams Charter School

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By: Brooklyn Dreams Charter School

Board of Trustees

259 Parkville

Brooklyn, NY 11230

718-859-8400

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Michele Scotto	Office: President Committees: N/A
Richard Conti	Office: Vice President Committees: Finance
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Orpheus Williams	Office: Trustee Committees: Education
Tamara Charles	Office: Trustee Committees: Education, Audit/Compliance

Omar Thomas has served as the principal since May 2016.

SCHOOL OVERVIEW

Since Brooklyn Dreams Charter School (Brooklyn Dreams) opened in fall 2010, we have not wavered from our original mission:

“To offer the families of Brooklyn a school with a culture that values integrity, academic excellence, and accountability, where all students are given the opportunity for success in high school, college, and beyond by offering an academically rigorous and challenging K-8 educational program.”

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In the 2019-20 school year, we served 628 students in grades K-8, of whom 89 percent qualified for free or reduced-price lunch.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- **Character Development.** We continue to believe that great schools develop both a student’s heart and mind. Our character program is designed to support parents' efforts to teach strong character at home by reinforcing and modeling traditional human virtues, such as compassion and respect. A different virtue is featured each month of the school year and is supported by the classroom curriculum. Daily assemblies are held to discuss the virtues and recognize students and staff who demonstrate these qualities in the school. Additionally, teachers model behavior that exemplifies each virtue and recognize and praise students when they do the same. The ultimate goal of focusing on character is to create a school environment that is both physically and emotionally safe. We know that if students are comfortable in their school, the potential for learning is far greater.
- **Academic Excellence.** We work intentionally to create a culture of academic excellence by providing students with a rigorous and challenging learning environment. We strive to provide each student with a program of study characterized by excellent instruction, as well as a strong, balanced curriculum aligned with New York State’s learning standards. It continues to be our desire to create a school where each student is challenged to achieve—regardless of the student’s skill level. By providing an academically rigorous program, including a robust summer learning program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond.
- **Accountability.** At Brooklyn Dreams, staff, students, and parents are accountable for both their actions and results.
 - *Staff* – Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, classroom level, and student level. Using data to drive instruction, we are able to hold teachers accountable for student learning results.
 - *Students* – We encourage our students to take an active role in their education and hold themselves to a higher standard. Students are taught to act responsibly and take accountability for both their positive and negative actions. Importantly, students know and understand their learning goals and are invested in the learning process.
 - *Parents* – We encourage parents and families to be involved in their child’s education because

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

we recognize that parental involvement is a key indicator of student success. We work purposely to involve parents in the school and in their child's education because it is crucial to maintaining the school culture we desire.

- **Staff responsibility: Systems for monitoring instruction.** Our school uses a school-wide and classroom framework to monitor instruction, create teachers' individual growth plans, and provide focus for the weekly observation and feedback meetings.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	69	79	77	78	79	74	79	54	57	-	-	-	-	648
2016-17	65	68	74	73	74	74	69	78	47	-	-	-	-	622
2017-18	78	65	72	76	80	77	74	63	70	-	-	-	-	655
2018-19	47	73	77	80	75	69	68	68	64	-	-	-	-	621
2019-20	57	57	70	80	77	82	81	62	62	-	-	-	-	628

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the COVID-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

Students will be proficient in English Language Arts.

1. Absolute Measure: Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.
2. Absolute Measure: Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.
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.
4. 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.
5. Growth Measure: 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.

BACKGROUND

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

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

meetings, offered daily office hours, and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Class Dojo or Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which houses resources to support remote learning as well as professional development on recording and posting a video, and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

Goal 1: Absolute Measure:

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

METHOD

Due to the COVID-19 school closure, the New York State Testing Program English language arts (ELA) assessment was not administered to students. In absence of the state test, Brooklyn Dreams' predicted proficiency rate based on a National Heritage Academies (NHA) model is reported to measure progress toward meeting the goal.

Each year, NHA creates a state test proficiency model to predict the probability of a student being proficient in ELA and/or math. The model uses the prior year state test results, if available, and fall NWEA results. At the student level, this model has an 86 percent accuracy rate in ELA and an 89 percent accuracy rate in math.

The table below summarizes total number of students included in the prediction, by grade level.

Grade	Total Included in Prediction (All Students)	Total Included in Prediction (2+ Yr Students)	Total Enrolled
3	41	50	80
4	69	55	77
5	73	51	82
6	69	51	81
7	56	46	62
8	33	51	62
All	341	304	444

RESULTS AND EVALUATION

In 2019-20, for students enrolled in their second year, the percent of students achieving proficiency in ELA was expected to be 35 percent. Brooklyn Dreams' predicted proficiency rate was less than 75 percent, therefore, the school was not expected to meet this goal in 2019-20.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 Predicted Proficiency of All Students			
Subject	2018-19 Proficiency	2019-20 Predicted Proficiency	(+/-)
ELA	46%	35%	-11%

2019-20 Predicted Proficiency of 2+ Year Students			
Subject	2018-19 Proficiency	2019-20 Predicted Proficiency	(+/-)
ELA	50%	35%	-15%

ADDITIONAL EVIDENCE

During the last three years the state test was administered, the school made progress toward this goal, as the percent of students enrolled in at least their second year achieving proficiency has increased for the past three years. Over three years, the percent of students enrolled in at least their second year achieving proficiency has increased by 4 percentage points.

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	64%	63	62%	60	46%	52
4	46%	57	54%	61	41%	59
5	48%	59	30%	50	52%	50
6	26%	57	58%	52	58%	45
7	39%	64	31%	45	58%	50
8	55%	44	52%	58	46%	52
All	46%	344	49%	326	50%	256

Goal 2: Absolute Measure:

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

METHOD:

The NWEA alignment study can also be used to predict student performance levels on the 2019-20 Spring New York State ELA exam.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION:

In 2019-20, Brooklyn Dreams' was expected to achieve a PI of 88.1 in ELA. This is less than the state MIP, therefore, Brooklyn Dreams was not expected to meet this goal in 2019-20.

Year	Percent of Students at Each Performance Level on the NYS ELA Exam				NWEA Predicted PI	State MIP
	Level 1	Level 2	Level 3	Level 4		
2019-20	45.20%	24.80%	23.40%	6.60%	88.1	108.9

ADDITIONAL EVIDENCE:

Over the last four years the New York State Exam ELA assessment was administered, Brooklyn Dreams' PI has increased and the school has met the state MIP target. In 2018-19, the goal was exceeded by 25 points.

Year	Percent of Students at Each Performance Level on NYS ELA Exam				PI/PLI	State MIP/AMO
	Level 1	Level 2	Level 3	Level 4		
2015-16	24%	40%	29%	7%	112	104
2016-17	20%	36%	34%	10%	124	111
2017-18	20%	34%	34%	12%	132	101
2018-19	22%	32%	32%	13%	130	105

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

Due to the COVID-19 school closure, the New York State Testing Program English Brooklyn Dreams' predicted proficiency rate based on an NHA model and Northwest Evaluation Association's (NWEA) alignment study is reported to measure progress toward meeting the goal. Brooklyn Dreams' predicted 2019-20 proficiency rate can be compared to the local district's proficiency rate of all students in 2018-19 to determine if the school was on track to meet this goal.

RESULTS AND EVALUATION

In 2019-20, the percent of students enrolled at Brooklyn Dreams in at least their second year predicted to achieve proficiency was less than the local district's 2018-19 ELA proficiency rate. Therefore, Brooklyn Dreams was not on track to meet this goal in 2019-20. It is important to note Brooklyn Dreams serves a more disadvantaged population than the local district, with 83 percent of students qualifying for free-or-reduced price lunch compared to 73 percent of students at the local district.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students at or Above Proficiency	
BUCS Students enrolled in at least 2 nd Year (Internal Prediction)	District
35%	50%

ADDITIONAL EVIDENCE

Over the past three years the state test was administered, the percent of students enrolled in at least their second year and performing at proficiency on the New York State ELA has met the local district proficiency rate. Brooklyn Dreams also serves a more disadvantaged population than the local district, with 83 percent of students qualifying for free-or-reduced price lunch compared to 73 percent of students at the local district.

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	63.5%	46.6%	62%	52%	46%	56%
4	45.6%	47.1%	54%	55%	41%	53%
5	47.5%	40.7%	30%	40%	52%	41%
6	26.3%	34.1%	58%	49%	58%	50%
7	39.0%	46.9%	31%	45%	58%	43%
8	54.5%	51.2%	52%	55%	46%	55%
All	45.9%	44.5%	49%	49%	50%	50%

Goal 4: 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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the COVID-19 school closure, 2018-19 results will be reported, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2018-19, Brooklyn Dreams exceeded its predicted level of performance on the New York State ELA assessment to a meaningful degree, with an effect size of 0.35. Therefore, this goal was met. Additionally, this goal was met in grades five through eight.

Grade	Percent Economically Disadvantaged	Number Tested	Mean Scale Score		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	81.3%	74	594.0	596.1	-2.1	-0.25
4	85.3%	69	594.0	593.9	0.1	0.01
5	84.1%	61	598.0	594.6	3.4	0.42
6	89.6%	59	601.0	591.0	10.0	1.14
7	76.1%	64	601.0	596.3	4.7	0.54
8	79.7%	65	600.0	596.2	3.8	0.44
All	82.6%	392	597.8	594.8	3.0	0.35

School's Overall Comparative Performance:
<i>Higher than expected to a meaningful degree</i>

ADDITIONAL EVIDENCE

For the past four years the New York State math exam was administered, Brooklyn Dreams has met this goal, with an effect size greater than 0.3.

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	81.5%	403	36%	27%	0.52
2016-17	3-8	87.5%	402	44%	26%	1.03
2017-18	3-8	86.4%	419	46%	34%	0.67
2018-19	3-8	82.6%	392	597.8	594.8	0.35

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 5: Growth Measure¹

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 2018-19 and also have a state exam score from 2017-18 including students who were retained in the same grade. Students with the same 2017-18 score are ranked by their 2018-19 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50. Given the timing of the state’s release of Growth Model data, the 2018-19 analysis was not available in the prior year’s report and will be reported here. This report contains 2018-19 results, the most recent Growth Model data available.²

RESULTS AND EVALUATION

In 2018-19, Brooklyn Dreams’ mean unadjusted growth percentile in ELA was 51.3, exceeding the target of 50.0. Therefore, the goal was met.

Grade	Mean Growth Percentile	
	School	Target
4	39.0	50.0
5	44.4	50.0
6	62.2	50.0
7	54.7	50.0
8	59.2	50.0
All	51.3	50.0

¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

² Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

In 2015-16 and 2016-17, Brooklyn Dreams met the goal of achieving a mean unadjusted growth percentile in ELA at the 50th percentile. In 2017-18, Brooklyn Dreams fell short of this goal by 1.3 percentile points.

Grade	Mean Growth Percentile				Target
	2015-16	2016-17	2017-18	2018-19	
4	59.5	56	43.6	39.0	50.0
5	58	47	52.8	44.4	50.0
6	58.5	46	45.6	62.2	50.0
7	53.5	59	52.4	54.7	50.0
8	52.5	53	49.9	59.2	50.0
All	56.5	52.5	48.7	51.3	50.0

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

As noted throughout this document, state assessments were not administered, and alternate assessments were used to estimate progress towards goals. In 2018-19, Brooklyn Dreams met one of the five ELA measures listed below. The school fell short of its Growth goal in 2017-18 by 1.3 percentile points but met it again in 2018-19 by 1.3 percentile points.

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 Expected to Meet
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.	Not Expected to Meet
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.	Not Expected to Meet
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2018-19 results.)	Not Met in 2018-2019
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 2018-19 results.)	Met in 2018-2019

ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction. In addition, data is discussed during weekly staff meetings.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings. In addition, outside consultants have been hired to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswebPlus* to monitor students' progress. Reports from *aimswebPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the COVID-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

Students will be proficient in mathematics.

1. 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.
2. Absolute Measure: Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.
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 mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.
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.
5. Growth Measure: Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

BACKGROUND

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

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings, offered daily office hours, and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

shared by teachers via Class Dojo or Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

Goal 1: Absolute Measure:

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

METHOD

Due to the COVID-19 school closure, the New York State Testing Program English language arts (ELA) assessment was not administered to students. In absence of the state test, Brooklyn Dreams' predicted proficiency rate based on a National Heritage Academies (NHA) model is reported to measure progress toward meeting the goal.

Each year, NHA creates a state test proficiency model to predict the probability of a student being proficient in ELA and/or math. The model uses the prior year state test results, if available, and fall NWEA results. At the student level, this model has an 86 percent accuracy rate in ELA and an 89 percent accuracy rate in math.

The table below summarizes total number of students included in the prediction, by grade level.

Grade	Total Included in Prediction (All Students)	Total Included in Prediction (2+ Yr Students)	Total Enrolled
3	44	50	80
4	68	55	77
5	71	51	82
6	70	51	81
7	56	46	62
8	55	51	62
All	364	304	444

RESULTS AND EVALUATION

In 2019-20, the percent of students enrolled in at least their second year achieving proficiency on the NYST math exam was predicted to be 34 percent. This is less than 75 percent, therefore, this goal was not expected to be met in 2019-20.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 Predicted Proficiency of All Students			
Subject	2018-19 Proficiency	2019-20 Predicted Proficiency	(+/-)
Math	40%	32%	-8%

2019-20 Predicted Proficiency of 2+ Year Students			
Subject	2018-19 Proficiency	2019-20 Predicted Proficiency	(+/-)
Math	45%	34%	-11%

ADDITIONAL EVIDENCE

Over the past three years, the percent of students enrolled in at least their second year achieving proficiency has decreased by 2.7 percentage points.

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	69.8%	63	62%	60	54%	52
4	50.0%	52	44%	61	38%	58
5	54.4%	57	20%	49	53%	51
6	50.0%	56	58%	52	51%	45
7	30.1%	63	38%	45	21%	29
8	27.3%	44	54%	59	54%	52
All	47.7%	335	47%	326	45%	235

Goal 2: Absolute Measure:

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

METHOD:

The NWEA alignment study can also be used to predict student performance levels on the 2019-20 Spring New York State math exam.

RESULTS AND EVALUATION:

In 2019-20, Brooklyn Dreams’ PI on the New York State math exam was expected to be 77.75, as predicted by the NWEA alignment study. This is less than the state MIP of 111.3, therefore, Brooklyn Dreams was not expected to meet this goal.

Year	Percent of Students at Each Performance Level on the NYS ELA Exam				NWEA Predicted PI	State MIP
	Level 1	Level 2	Level 3	Level 4		
	50.10%	22.30%	16.60%	8.90%	77.75	111.3

ADDITIONAL EVIDENCE:

The last four years the New York State test was administered, Brooklyn Dreams’ PI in math exceeded the state’s MIP.

Year	Percent of Students at Each Performance Level on NYS Math Exam				PI/PLI	State MIP/AMO
	Level 1	Level 2	Level 3	Level 4		
2015-16	24%	39%	22%	15%	113	101
2016-17	24%	31%	24%	20%	120	109
2017-18	31%	26%	24%	19%	121	103
2018-19	36%	24%	21%	19%	114	107

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 mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

Due to the COVID-19 school closure, the New York State Testing math assessment was not administered to students. In absence of the state test, Brooklyn Dreams’ internal predicted proficiency and NWEA predicted proficiency rate of students enrolled in at least their second year is reported to measure progress toward meeting the goal. Brooklyn Dreams’ predicted 2019-20 proficiency rate can be compared to the local district’s proficiency rate of all students in 2018-19 to determine if the school was on track to meet this goal.

RESULTS AND EVALUATION

The percent of students enrolled at Brooklyn Dreams in at least their second year predicted to achieve proficiency on the New York State math exam did not exceed the local district’s 2018-19 math proficiency rate. Therefore, Brooklyn Dreams was not on track to meet this goal in 2019-20. It is important to note Brooklyn Dreams serves a more economically disadvantaged population compared to the local district.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students at or Above Proficiency	
BUCS Students enrolled in at least 2 nd Year (Internal Prediction)	District
34%	49%

ADDITIONAL EVIDENCE

From 2016-17 to 2017-18, students enrolled in at least their second year have outperformed the local district. This is an even greater accomplishment given the demographic differences between Brooklyn Dreams and the local district. In 2018-19, Brooklyn Dreams fell short of meeting this goal by four percentage points.

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	69.8%	51.8%	62%	56%	54%	58%
4	50.0%	47.9%	44%	52%	38%	54%
5	54.4%	47.5%	20%	46%	53%	50%
6	50.0%	37.2%	58%	39%	51%	43%
7	30.1%	37.2%	38%	41%	21%	40%
8	27.3%	32.1%	54%	38%	54%	41%
All	47.7%	43.3%	47%	46%	45%	49%

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 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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the COVID-19 school closure, 2018-19 results will be reported, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2018-19, Brooklyn Dreams' effect size was 0.23 in math, which is less than the effect size goal of 0.3 or above, therefore, the goal was not met. The goal was met in fifth and sixth grade.

Grade	Percent Economically Disadvantaged	Number Tested	Mean Scale Score		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	81.3%	74	596.9	596.1	-0.1	-0.02
4	85.3%	68	594.0	594.6	-0.6	-0.06
5	84.1%	62	599.0	594.9	4.1	0.39
6	89.6%	58	603.0	593.4	9.6	1.02
7	76.1%	64	599.0	596.8	2.2	0.21
8	79.7%	43	594.0	595.9	-1.9	-0.17
All	82.7%	369	597.5	595.3	2.2	0.23

School's Overall Comparative Performance:

Slightly higher than expected

ADDITIONAL EVIDENCE

From 2015-16 to 2017-18, Brooklyn Dreams met this goal with an effect size greater than 0.3.

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	81.5%	403	37.4	26.9	0.52
2016-17	3-8	87.5%	393	44.4	32.2	0.99
2017-18	3-8	86.4%	420	42.6	31.2	0.54
2018-19	3-8	82.7%	369	597.5	595.3	0.23

Goal 5: Growth Measure³

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in math 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 2018-19 and also have a state exam score from 2017-18 including students who were retained in the same grade. Students with the same 2017-18 score are ranked by their 2018-19 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50. Given the timing of the state’s release of Growth Model data, the 2018-19 analysis was not available in the prior year’s report and will be reported here. This report contains 2018-19 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

In 2018-19, Brooklyn Dreams’ mean unadjusted student growth percentile on the New York State math exam was 52.1, exceeding the target of 50.0. Therefore, this goal was met.

Grade	Mean Growth Percentile	
	School	Target
4	33.6	50.0
5	56.6	50.0
6	74.8	50.0
7	42.0	50.0
8	64.8	50.0
All	52.1	50.0

ADDITIONAL EVIDENCE

In 2015-16, Brooklyn Dreams’ mean student growth percentile was near the state average of 50.0. In 2016-17, Brooklyn Dreams’ mean student growth percentile exceeded the state average by 4.5 percentile points. In 2017-18, Brooklyn Dreams experienced a decrease in their mean student growth percentile, falling short of the state average by 2.7 percentile points.

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

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Mean Growth Percentile				
	2015-16	2016-17	2017-18	2018-19	Target
4	50	49	28.4	33.6	50.0
5	47.5	48	29.8	56.6	50.0
6	54	59.5	54.6	74.8	50.0
7	38	55	53.1	42.0	50.0
8	55	65	73.3	64.8	50.0
All	49	54.5	47.3	52.1	50.0

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Due to COVID-19, state assessments were not administered, and alternate assessments were used to estimate progress towards goals. In 2019-20, Brooklyn Dreams met or was expected to meet one of the five math measures listed below. The school met its growth goal after falling short of the state average by 2.7 percentile points in the 2017-18 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Expected to Meet
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.	Not Expected to Meet
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.	Not Expected to Meet
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2018-19 results.)	Not Met in 2018-2019
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 2018-19 results.)	Met in 2018-2019

ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction. In addition, data is discussed during weekly staff meetings.

- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings. In addition, outside consultants have been hired to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswEBPlus* to help monitor students' progress. Reports from *aimswEBPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the COVID-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

Students will be proficient in Science.

1. Absolute Measure: Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.
2. 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.

BACKGROUND

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

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings, offered daily office hours, and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers via Class Dojo or Google classroom that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

Goal 1: Absolute Measure:

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

METHOD

Due to COVID-19 closures, the New York State science exam was not administered. Throughout the year Brooklyn Dreams assessed students on science standards using assignments, unit tests, and assessments. A scaled score of 3.0 is considered to be proficient.

RESULTS AND EVALUATION

In 2019-20, 68 percent of students enrolled in fourth grade were proficient on science standards as a whole. Forty-four percent of students enrolled in eighth grade were proficient on science standards as a whole. This is less than 75 percent, therefore, this goal was not expected to be met in 2019-20.

The Percent of Student at/above 3.0 Average on Science Standards	
Grade	Percent of Students
4	68%
8	44%

ADDITIONAL EVIDENCE

The percent of students enrolled in at least their second year achieving proficiency in science has increased from 2017-18 to 2018-19 by four percentage points.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	84.6%	52	72%	57	82%	68
8	50.0%	42	33%	54	3%	26
All	69.1%	94	53%	111	57%	84

Goal 3: Comparative Measure

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

METHOD

Due to COVID-19 closures, the New York State Exam was not administered. Internal assessments during closures were only administered in math and reading, therefore, data is not available to measure progress toward this goal in 2019-20.

RESULTS AND EVALUATION

Brooklyn Dreams has not met this goal over the past three years the state test was administered. Performance toward this goal in 2019-20 is unable to be measured.

ADDITIONAL EVIDENCE

Brooklyn Dreams has not met this goal over the past three years the state test was administered.

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	84.6%	87%	72%	91%	81%	87%
8	50.0%	60%	33%	57%	3.8%	57%
All	69.1%	76%	53%	77%	57%	74%

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Brooklyn Dreams did not meet either science goal listed below. Brooklyn Dreams strives to increase the percentage of students proficient in science each year.

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.	Not Expected to Meet
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.	Unable to be Measured

ACTION PLAN

- We are working to develop and stabilize our science teachers building-wide.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to increase science proficiency.
- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8.
- We are providing additional opportunities for students such as a science fair, math fair, computer and coding classes, and a recycling program. In addition, we are currently planning for the implementation of an outdoor classroom to provide more hands-on learning.
- An eighth grade Science Regents class has been created.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- We have begun partnerships with the School of Engineering Center for K12 STEM Education and the STEAM Initiatives program of NYC to enhance our science instruction.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

In 2019-20, Buffalo United was in Good Standing and, therefore, met their ESSA goal.

ADDITIONAL EVIDENCE

Since 2017-18, Buffalo United has been in Good Standing.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

APPENDIX A: OPTIONAL GOALS

Goal 5:

The school will be organizationally viable and financially sound.

Goal 5: Measure 1

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

METHOD

The student attendance rate is determined using the school’s Average Daily Attendance during the 2019-20 school year.

RESULTS

In 2019-20, the student attendance rate for Brooklyn Dreams Charter School was 93.07 percent.

2018-19 Attendance

Grade	Average Daily Attendance Rate
K	90.33%
1	92.41%
2	91.04%
3	92.82%
4	94.95%
5	90.02%
6	94.79%
7	97.00%
8	94.19%
Overall	93.07%

EVALUATION

With an attendance rate of 93.07 percent, Brooklyn Dreams Charter School met the stated measure.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	93.3%
2017-18	92.1%
2018-19	93.2%
2019-20	93.0%

Goal 5: Measure 2

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

METHOD

Brooklyn Dreams Charter School will retain an independent certified accounting firm to review the school's financial transactions during the 2019-20 school year.

RESULTS

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2019-20 school year. This audit is in process and will be submitted to CSI on or before the deadline.

EVALUATION

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2019-20 school year. This audit is in process and will be submitted to CSI on or before the deadline.

Goal 5: Measure 3

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

METHOD

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

RESULTS

The Board of Trustees completed an evaluation of NHA during the 2019-20 school year.

EVALUATION

Brooklyn Dreams Charter School met this measure by assessing the performance of its education management partner.

Goal 5: Measure 4

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

METHOD

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

RESULTS

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

EVALUATION

The Board successfully met this measure in 2019-20.

Goal 5: Measure 5

Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

METHOD

In consultation with its legal counsel, Brooklyn Dreams Charter School will be in compliance with all applicable state and federal laws, rules, and regulations.

RESULTS

In consultation with its legal counsel, Brooklyn Dreams Charter School was in full compliance with all applicable state and federal laws, rules, and regulations.

EVALUATION

Brooklyn Dreams met this goal by being compliant with all applicable state and federal laws, rules, and regulations.