



Brooklyn Excelsior Charter School

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By: Brooklyn Excelsior Charter School

Board of Trustees

856 Quincy Street

Brooklyn, NY 11221

718-246-5681

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
Rudyard Ceres	Office: President Committees: N/A
Stephanie Cuba	Office: Vice President Committees: Human Resources & Training
Andra Wishom	Office: Treasurer Committees: N/A
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Etta Waddell	Office: Trustee Committees: N/A
Jennifer Wilkins	Office: Trustee Committees: N/A
Lucien Perry	Office: Trustee Committees: N/A

Sally Girouard has served as the principal since August 2019.

SCHOOL OVERVIEW

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

The school will maintain its focus on four key design elements as it pursues its mission: "Working in partnership with parents and the community, Brooklyn Excelsior will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations." We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In the 2019-20 school year, we served 655 students in grades K-8, of whom 85.8 percent qualify for free or reduced-price lunch.

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

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

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	70	82	78	77	76	77	78	77	69	-	-	-	-	684
2016-17	50	64	74	84	81	78	58	71	75	-	-	-	-	636
2017-18	52	74	74	87	83	75	74	60	64	-	-	-	-	644
2018-19	60	65	67	73	80	82	77	72	55	-	-	-	-	631
2019-20	66	60	70	81	65	87	85	73	68	-	-	-	-	655

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.

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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.

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

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 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 Excelsior's predicted proficiency rate based on an National Heritage Academies (NHA) model and Northwest Evaluation Association's (NWEA) alignment study is reported to measure progress toward meeting the goal.

Internal Predicted Proficiency:

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 accuracy rate in math.

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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	37	56	81
4	56	52	65
5	77	62	87
6	80	68	85
7	68	57	73
8	66	59	68
All	384	354	459

Northwest Evaluation Association Proficiency Alignment:

Each year, National Heritage Academies administers the Northwest Evaluation Association (NWEA) assessment in the Fall to students in grade levels 3-8. Using an alignment, we can use those results to predict proficiency on the state test in the Spring.

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

Grade	Total Included in Prediction (All Students)	Total Included in Prediction (2+ Yr Students)	Total Enrolled
3	78	58	81
4	64	52	65
5	85	65	87
6	85	71	85
7	71	64	73
8	69	60	68
All	452	370	459

RESULTS AND EVALUATION

Internal Predicted Proficiency:

In 2019-20, Brooklyn Excelsior's predicted proficiency rate is less than 75 percent, therefore, the school was not expected to meet this goal in 2019-20.

2018-19 Predicted Proficiency of All Students			
Subject	All Students	2+ Year Students	(+/-)
ELA	50%	51%	-4%

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Northwest Evaluation Association Proficiency Alignment:

Based on the NWEA proficiency alignment study, Brooklyn Excelsior’s proficiency rate of students enrolled in at least their second year was predicted to be less than 75 percent, therefore, the school was not expected to meet this goal. Students in third and fourth grade were expected to have the greatest performance in 2019-20.

2019-20 Predicted Proficiency of All Students		
Subject	All Students	2+ Year Students
3	60%	62%
4	61%	60%
5	29%	28%
6	39%	35%
7	38%	41%
8	46%	50%
All	45%	45%

ADDITIONAL EVIDENCE

In 2019-20, Brooklyn Excelsior was not expected to see an increase in the percent of students enrolled in at least their second year achieving proficiency, however, the percent of students enrolled in at least their second year achieving proficiency on the NYST ELA assessment has increased over the past three years where the test was administered. From 2016-17 to 2018-19, the percent of students increased by 22 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	38.1%	63	71%	49	71%	48
4	35.6%	59	41%	63	57%	60
5	23.7%	59	43%	54	47%	66
6	15.0%	40	67%	57	53%	53
7	46.7%	60	27%	48	61%	46
8	44.1%	59	50%	58	71%	48
All	35.0%	340	50%	329	57%	273

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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.

RESULTS AND EVALUATION:

In 2019-20, Brooklyn Excelsior’s PI on the New York State ELA exam was expected to be 133.85, as predicted by the NWEA alignment study. This is greater than the state MIP of 108.9, therefore, Brooklyn Excelsior was 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	17.70%	37.40%	31.60%	13.30%	133.9	108.9

ADDITIONAL EVIDENCE:

Over the last four years the NYST ELA assessment was administered, Brooklyn Excelsior’s PI has increased. In 2017-18 and 2018-19, Brooklyn Excelsior met this goal. In 2018-19, Brooklyn Excelsior’s Performance Index (PI) on the New York State ELA exam was 147.5, meeting the state’s Measure of Interim Progress (MIP) of 105. Therefore, this goal was exceeded by 42.5 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	29%	44%	20%	6%	97	104
2016-17	24%	43%	26%	7%	109	111
2017-18	18%	33%	33%	16%	139	101
2018-19	15%	31%	36%	18%	148	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 language arts (ELA) assessment was not administered to students. In absence of the state test, Brooklyn

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Excelsior’s 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 Excelsior’s 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 Excelsior in at least their second year predicted to achieve proficiency exceeded the local district’s 2018-19 ELA proficiency rate. Therefore, Brooklyn Excelsior was on track to meet this goal in 2019-20.

Percent of Students at or Above Proficiency		
BUCS Students enrolled in at least 2 nd Year		District
Internal Prediction	NWEA Prediction	
51%	45%	35%

ADDITIONAL EVIDENCE

Over the past three years the NYST ELA assessment was administered, students enrolled in at least their second year have achieved a higher proficiency rate compared to the local district. The performance gap against the local district has continued to increase; in 2016-17 Brooklyn Excelsior exceeded the local district by ten percentage points, followed by a 16 percentage point lead in 2017-18, and a 22 percentage point lead in 2018-19.

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	38.1%	31.4%	71%	46%	71%	46%
4	35.6%	29.7%	41%	48%	57%	43%
5	23.7%	24.9%	43%	29%	47%	31%
6	15.0%	12.8%	67%	23%	53%	24%
7	46.7%	19.7%	27%	21%	61%	24%
8	44.1%	28.1%	50%	28%	71%	32%
All	35.0%	25.1%	50%	34%	57%	35%

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 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 Excelsior exceeded its predicted level of performance on the NYST ELA assessment to a large degree, with an effect size of 1.25. Therefore, this goal was met. Additionally, the goal was met at every grade level.

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.4	61	609	594.5	14.5	1.67
4	87.5	71	602	593.5	8.5	1.02
5	95.1	78	602	592.3	9.7	1.16
6	92.2	69	603	590.4	12.6	1.44
7	88.9	69	603	593.9	9.1	1.06
8	83.6	50	605	595.6	9.4	1.15
All	90.0	398	603.8	593.2	10.6	1.25

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

ADDITIONAL EVIDENCE

Since 2016-17, Brooklyn Excelsior has exceeded its predicted level of performance on the New York State Exam to a meaningful degree.

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	84.8%	425	26.1%	25.6%	0.02
2016-17	3-8	89.1%	426	32.7%	26.2	0.36
2017-18	3-8	90.1%	398	49.3%	32.9	0.93
2018-19	3-8	90.0%	398	603.8	593.2	1.25

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, the mean unadjusted growth percentile in ELA was 54.1, exceeding the target of 50.0. Therefore, the goal was met. This goal was met at every grade level, except fourth grade.

Grade	Mean Growth Percentile	
	School	Target
4	37.8	50.0
5	54.3	50.0
6	59.4	50.0
7	55.3	50.0
8	67.6	50.0
All	54.1	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.

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ADDITIONAL EVIDENCE

Since 2015-16, Brooklyn Excelsior has met this goal by exceeding the target of 50.0.

Grade	Mean Growth Percentile				Target
	2015-16	2016-17	2017-18	2018-19	
4	49.5	53	48.5	37.8	50.0
5	43.5	51.5	57.5	54.3	50.0
6	63	69	71.7	59.4	50.0
7	56	56.5	48.0	55.3	50.0
8	--*	62	50.5	67.6	50.0
All	53	57.5	55.6	54.1	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 2019-20, Brooklyn Excelsior met or was on track to meet four of the five measures listed below. While the school was not expected to meet its first absolute measure, this percentage has increased over the past three years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not 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.	On Track 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.	On Track 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.)	Met in 2018-19
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 2018-19

ACTION PLAN

- We will bolster the Intervention Assistance Team to attain earlier awareness of student needs and adopt early plans for intervention. Afterschool intervention tutoring will also be implemented.

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- Social studies and science teachers will formulate reading questions to mirror those of ELA and reinforce ELA skills through the content areas.
- We will continue to closely monitor data from benchmark assessments and adapt our instruction to cater to the needs of our students.
- We will allocate additional resources to promote parent partnerships.
- We will continue using *aimswEBPlus* for progress monitoring for all K-2 students and for ELL students and special education students in grades 3-8. We also use this tool to measure the progress of all students in the bottom quartile in all grades. The program will support school efforts in screening, progress monitoring, and data management.
- BECS will continue using Corrective Reading and Reading Mastery to help low performers in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. Reading Mastery and Corrective Reading use direct instruction to help students master vital decoding and comprehension skills.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.

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.

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

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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 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 math assessment was not administered to students. In absence of the state test, Brooklyn Excelsior's 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.

Internal Predicted Proficiency:

Each year, National Heritage Academies (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	29	56	81
4	61	52	65
5	73	62	87
6	76	68	85
7	68	57	73
8	67	59	68
All	374	354	459

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Northwest Evaluation Association Proficiency Alignment:

Each year, National Heritage Academies administers the Northwest Evaluation Association (NWEA) assessment in the Fall to students in grade levels 3-8. Using an alignment study, we can use those results to predict proficiency on the state test in the Spring.

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	79	48	81
4	77	48	65
5	76	44	87
6	83	53	85
7	75	52	73
8	53	41	68
All	443	286	459

RESULTS AND EVALUATION

Internal Predicted Proficiency:

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 50 percent. This is less than 75 percent, therefore, this goal was not expected to be met in 2019-20.

2018-19 Predicted Proficiency		
Subject	All Students	2+ Year Students
Math	48%	50%

Northwest Evaluation Association Proficiency Alignment:

Based on the NWEA proficiency alignment, Brooklyn Excelsior's proficiency rate of students enrolled in at least their second year was predicted to be 41 percent. This was less than 75 percent, therefore, the school was not expected to meet this goal in 2019-20.

2019-20 Predicted Proficiency of All Students		
Subject	All Students	2+ Yr Students
3	59%	62%
4	52%	48%
5	29%	32%
6	34%	34%
7	35%	36%

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8	41%	47%
All	41%	42%

ADDITIONAL EVIDENCE

Over the past three years the NYST was administered, the percent of students enrolled in at least their second year achieving proficiency has increased by 21 percent. Brooklyn Excelsior has made significant progress towards meeting this goal.

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	32.8%	61	82%	49	63%	48
4	33.9%	59	37%	63	59%	58
5	28.3%	60	47%	53	50%	66
6	40.0%	40	67%	57	50%	54
7	45.0%	60	38%	48	42%	24
8	9.1%	33	31%	32	63%	48
All	32.9%	313	51%	302	54%	250

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 Excelsior's PI on the New York State math exam was expected to be 123.1, as predicted by the NWEA alignment study. This is greater than the state MIP of 111.3, therefore, Brooklyn Excelsior was 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	26.30%	32.50%	24.30%	16.80%	123.1	111.3

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ADDITIONAL EVIDENCE:

In 2017-18 and 2018-19, Brooklyn Excelsior’s PI in math exceeded the state’s MIP. In 2018-19, Brooklyn Excelsior’s PI in math was 147, exceeding the state’s MIP of 107 by 40 points.

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	37%	36%	17%	10%	90	101
2016-17	35%	32%	23%	10%	97	109
2017-18	23%	27%	30%	20%	138	103
2018-19	18%	28%	33%	21%	147	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 Excelsior’s 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 Excelsior’s 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 Excelsior in at least their second year predicted to achieve proficiency on the NYS math exam exceeded the local district’s 2018-19 math proficiency rate. Therefore, Brooklyn Excelsior was on track to meet this goal in 2019-20.

Percent of Students at or Above Proficiency		
BUCS Students enrolled in at least 2 nd Year		District
Internal Prediction	NWEA Prediction	
50%	42%	32%

ADDITIONAL EVIDENCE

From 2016-17 to 2018-19, Brooklyn Excelsior students enrolled in at least their second year achieving proficiency on the New York State math exam has exceeded the local district. Additionally, this gap has continued to improve. In 2016-17, Brooklyn Excelsior students enrolled in at least their second year exceeded the local district by 13 percentage points. This grew to 21 percentage points in 2017-18.

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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	32.8%	33.9%	82%	47%	63%	49%
4	33.9%	24.5%	37%	40%	59%	41%
5	28.3%	22.3%	47%	33%	50%	33%
6	40.0%	7.9%	67%	13%	50%	19%
7	45.0%	9.5%	38%	12%	42%	22%
8	9.1%	9.0%	31%	15%	63%	15%
All	32.9%	19.5%	51%	30%	54%	32%

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 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 Excelsior’s effect size was 1.04 in math, which is greater than the effect size goal of 0.3 or above, therefore, the goal was met. Additionally, this goal was met at each grade level.

Grade	Percent Economically Disadvantaged	Number Tested	Mean Scale Score		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.4%	61	604.0	594.5	9.5	1.00
4	87.5%	69	603.0	594.2	8.8	0.85
5	95.1%	78	600.0	592.5	7.5	0.75

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6	92.2%	70	604.0	592.7	11.3	1.20
7	88.9%	68	608.0	593.9	14.1	1.45
8	83.6%	28	607.0	595.4	11.6	0.97
All	90.4%	374	603.9	593.6	10.3	1.04

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

ADDITIONAL EVIDENCE

Since 2016-17, Brooklyn Excelsior has exceeded its predicted level of performance on the New York State Exam to a meaningful degree. Additionally, Brooklyn Excelsior's effect size has increased each year.

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	85.3%	398	27.4%	25.2%	0.11
2016-17	3-8	89.4%	395	32.8%	24.3%	0.46
2017-18	3-8	90.2%	374	50.0%	30.4%	0.99
2018-19	3-8	90.4%	374	603.9	593.6	1.04

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

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

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

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RESULTS AND EVALUATION

In 2018-19, the mean unadjusted student growth percentile on the NYS math exam was 55.2, exceeding the target of 50.0. Therefore, this goal was met. Additionally, the target was met at every grade level, except fourth grade.

Grade	Mean Growth Percentile	
	School	Target
4	30.2	50.0
5	58.9	50.0
6	63.9	50.0
7	60.3	50.0
8	72.1	50.0
All	55.2	50.0

ADDITIONAL EVIDENCE

In 2016-17 and 2017-18, Brooklyn Excelsior’s mean student growth percentile in math was at/above the target of 50.0.

Grade	Mean Growth Percentile				Target
	2015-16	2016-17	2017-18	2018-19	
4	59	47	59.7	30.2	50.0
5	49.5	49.5	50.6	58.9	50.0
6	68	84	68.6	63.9	50.0
7	62.5	64	63.3	60.3	50.0
8	55	57	55.5	72.1	50.0
All	59	58.5	59.9	55.2	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 Excelsior met or was on track to meet four of the five math measures listed below. The school continues to make progress toward meeting the first Absolute measure.

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.	On Track 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	On Track to Meet

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

- BECS has implemented the Illustrative Math curricular program for grade 6-8 and the Bridges math curricular program in K-2. These programs align to the common core standards and are used in tandem with the Ready Math Instructional workbooks. Math Stories are used across all grades and reinforce foundational math skills. These Math Stories pose real-world images and scenarios that deepen students’ conceptual and application-based understanding of mathematics.
- We will increase the support of our Ready Math program, increase the use of manipulatives, and supplement student learning by using the Bridges math curricular program.
- We will use digital versions of math programs to increase personalization of instruction and to augment and increase frequency of small group targeted skill lessons.
- We will continue to address areas of need, particularly in geometry, with the use of Illustrative Math and DreamBox programs.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.

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.

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Goal 3: Absolute Measure

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

METHOD

Due to COVID-19 closures, the New York State science exam was not administered. Throughout the year Brooklyn Excelsior 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, 16 percent of students enrolled in fourth grade were proficient on science standards as a whole. Forty-one 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	16%
8	41%

ADDITIONAL EVIDENCE

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

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	98%	58	97%	63	98%	58
8	63%	56	59%	54	62%	45
All	81%	114	79%	117	83%	103

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.

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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. Brooklyn Excelsior has met this goal the past three years the state test was administered.

RESULTS AND EVALUATION

Brooklyn Excelsior has met this goal the last three years the state test was administered. Performance toward this goal in 2019-20 is unable to be measured.

ADDITIONAL EVIDENCE

For the past three years the state test was administered, students enrolled in at least their second year achieving proficiency on the New York State science exam has exceeded the local district. Additionally, this goal was met at each grade level.

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	98%	80%	97%	84%	98%	75%
8	63%	34%	59%	30%	62%	27%
All	81%	65%	79%	63%	83%	53%

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

In 2019-20, Brooklyn Excelsior met the absolute and comparative science measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	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 developing and stabilizing our science teachers building-wide.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to meet 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.

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- 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 for hands-on learning.
- We have implemented a science lab to increase the frequency with which students are able to access hands-on materials and conduct scientific experiments that align to the Common Core Standards.

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, Brooklyn Excelsior was in Good Standing and, therefore, met their ESSA goal.

ADDITIONAL EVIDENCE

Since 2017-18, Brooklyn Excelsior 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 Excelsior Charter School was 94.3 percent.

2019-20 Attendance

Grade	Average Daily Attendance Rate
K	91.73%
1	93.03%
2	93.96%
3	93.38%
4	94.35%
5	93.36%
6	97.14%
7	95.93%
8	95.66%
Overall	94.38%

EVALUATION

With an attendance rate of 94.3 percent, Brooklyn Excelsior Charter School met the stated measure.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	89.6%
2017-18	89.9%
2018-19	92.1%
2019-20	94.3%

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

RESULTS

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

RESULTS

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

EVALUATION

Brooklyn Excelsior Charter School met this measure.

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 Excelsior Charter School will be in compliance with all applicable state and federal laws, rules, and regulations.

RESULTS

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

EVALUATION

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