



DREAM Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Eve Colavito, Chief Education Officer

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Chief Education Officer, and Katie Doctor, Managing Director of Educational Strategy & Data prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
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Eve Colavito served as the Chief of Schools at DREAM Charter School from 2009 through the 2018-19 school year and now serves as Chief Education Officer at DREAM. The principals at DREAM Charter School are Renee Canales (ES), Elizabeth Dodge (MS) and Jared Francis (HS).

SCHOOL OVERVIEW

DREAM opened in 2008 as a New York City Department of Education-authorized (NYCDOE) charter school and currently serves 795 students in PreK-12th grade. In 2012 the school's charter was renewed for a five-year term and in 2017 the school moved from authorization by NYCDOE to the SUNY Charter Schools Institute (SUNY CSI). In 2020-21 the school added its first 12th grade class, reaching full scale to serve over 1,000 students in PreK-12 and graduated its first class from high school.

DREAM is proudly an inclusive community school and has developed a reputation for supporting the needs of all learners. Currently the school demographics mirror those of Community School District 4 (CSD 4); in the 2020-21 school year, 89% of DREAM students qualified for free and reduced price lunch, 30% were students with disabilities (SWD), and 4% were English language learners (ELLs) with an additional 3% that were former ELL students¹. DREAM runs its own school food program, and therefore data from SIRS may reflect an incorrect percentage for students qualifying for free and reduced price lunch.

DREAM Charter School's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

DREAM's key design elements are:

- An innovative curriculum that emphasizes critical thinking and questioning
- A co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general school population
- A robust data cycle that uses data to inform all aspects of teaching and learning
- A whole child approach to teaching and learning that deeply integrates social emotional learning, health, wellness, music and the arts into the overall school program
- An extended day and an extended year model that maximizes learning hours
- An active family engagement program that fosters parent/guardian participation, leadership and advocacy
- A focus on teacher motivation, development, and retention
- A universal Pre-kindergarten program that ignites learning in children

Modifications to Program During Remote Learning

The DREAM Charter School Distance Learning Model consisted of three main components: Content Delivery, Mobile Devices/Internet Access, and Additional Supports, with the goal of providing effective instruction during the COVID-19 extended school closure so that all DREAM scholars had access to high-quality learning opportunities during distance learning. Content Delivery explains which resources scholars used for core instruction and which materials were used as supplemental resources to enhance core instruction. Mobile Devices outlines the measures DREAM Charter School took to ensure that any scholar who needed a mobile device to access the instructional

¹ BEDS Day SIRS Data

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

resources was provided with one for the duration of the schools' closure. Lastly, additional supports were provided to each DREAM family to ensure the well-being of each scholar and their immediate family. All three components of the Learning Model were intended to reduce any disruption of learning for our scholars by providing alternative print and online assignments during the period of school closure this past Spring.

Content Delivery	Mobile Devices/Internet Access	Additional Supports
<p>Grade-specific instructional expectations, responsibilities and time parameters were outlined.</p> <p>Specific resources were listed.</p> <p>Students with specialized supports receive more frequent remote support.</p>	<p>All families surveyed by teachers to determine if they have a need for a mobile device at home to access instructional activities and internet access.</p> <p>Schools loaned Chromebooks to those students or parents who indicated they need a mobile device for use at home.</p> <p>Schools used their current inventory of Chromebooks (HS) and purchased additional Chromebooks as needed (ES/MS).</p>	<p>Guided touchpoints to invite scholar voice, establish space for processing, and maintain or strengthen pre-existing relationships.</p> <p>Clearly articulated communication pathways were developed to connect scholars and parents with the support they require.</p> <p>Proactive measures were identified and reported to identify at-risk scenarios and deploy help as soon as possible.</p> <p>High impact resources were identified and shared via weekly Family Communications and DREAM's Family Support website.</p>

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
2016-17	54	54	54	54	54	54	54	52	52					482
2017-18	54	54	54	52	53	54	53	55	52	94				611
2018-19	54	53	55	53	54	54	54	54	54	97	98			682 ²
2019-20	52	54	54	54	54	54	54	54	54	119	104	98		805
2020-21	56	56	56	56	54	55	56	56	56	100	101	96	96	896

² There is one ungraded elementary student counted in the total.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2020-21	2017-18	2017	96	0	96

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	96	0	96

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	--	--	NA

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

State Commissioner’s Part 100.5 Diploma Requirements require students to earn at least 22 units of credit to earn a diploma. DREAM, like NYCDOE public schools, calculates credits towards graduation using a semester-based model, in which the State’s requirement of 22 units of credit equates to 44 credits. Throughout this narrative, the NYCDOE semester-based credit model is used.

In accordance with Part 100 Regulations, students must earn 44 credits, distributed across specific subjects and aligned to specific NYSED learning standards, in order to graduate. To earn a local and Regents diploma DREAM students must earn 8 credits in English Language Arts, 6 credits in Math, 8 credits in Social Students (4 in Global History, 2 in U.S. History, 1 in Government and 1 in Economics), 6 credits in Science (2 in Life Science, 2 in Physical Science, and 2 in Life Science or Physical Science), 2 credits in Languages Other Than English (LOTE), 2 credits in Visual Art or Performing Art, 4 credits in Physical Education, 1 credit in Health, and 7 Electives credits.

To accumulate a credit, students must be provided with the opportunity to receive 54 hours of instruction and must demonstrate mastery of the content and skills by earning a grade of 65% or higher. All credit-bearing courses address high school (i.e., commencement-level) learning standards and meet instructional time requirements. If a student fails a Regent exam required for graduation, they must attend Saturday Academy or summer school and retake the Regents exam the next time it is offered. If a student earns below a 65% in a course required for graduation, they must attend summer school if a summer school seat is available. Otherwise, they will likely have to repeat the course in the next year.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

DREAM Charter School will maintain high graduation rates each year.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

DREAM achieved this measure. 100 percent of the 2019 cohort and 96 percent of the 2020 cohort earned at least 8 credits and were promoted to the next grade.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	103	100%
2020	99	96%

ADDITIONAL EVIDENCE

DREAM students generally keep up with work to earn full credit in their courses to advance to the next grade.

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75

percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

DREAM achieved this measure with 100 percent of the 2019 cohort earning credit for at least three NYS Regents exams after two years in high school. Please note that this cohort of students was granted exemption from the Regents requirement in both 2020 and 2021.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	96	79%
2018	2019-20	96	99%
2019	2020-21	96	100%

ADDITIONAL EVIDENCE

As evidenced in the table above, DREAM second year students have achieved this measure for the past three years.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.³

The school’s graduation requirements appear in this document above the graduation goal.

³ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

DREAM achieved this graduation metric, having 99 percent of their first class graduate after four years in high school!

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2017	2020-21	96	99%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2020-21	NA	--

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

DREAM achieved this measure. When comparing four year graduation rates with the local district #4, DREAM’s 99 percent is 14 points higher than the most recent graduation rate in 2020 of 85%.

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

Cohort Designation	School Year	Charter School		School District – NYC #4	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20			853	85%
2017	2020-21	97	99%		

Goal 1: Absolute Measure

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

None of the 2017 cohort students needed to take advantage of the 4+1 pathway to graduate

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

2020-21 marked the first year of DREAM - East Harlem operating at full capacity grades K-12. Having 99 percent of our 2017 graduation cohort achieve their goal after four years in high school is even more impressive because they did so during a pandemic.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

ACTION PLAN

DREAM – East Harlem high school programming continues to offer sufficient credit recovery opportunities. There are school-wide initiatives designed to support all students, in particular those most at-risk of not graduating on time. During remote instruction, attendance was an issue. Throughout the summer and in the beginning on the 2020-21 year, DREAM leaders developed a plan to reset expectations with students and families and put systems in place that would improve remote attendance. One pivotal component was reinvesting in our advisory program to ensure all students and families have a point of contact with an adult with whom they have a strong relationship. High school students start every day with a 20-30 minute advisory session. This consistent touch point builds a consistent routine that helps students start the day strong. In addition to community and relationship-building, advisors use that time to help students plan their daily schedule and course work as part of a rapid cycle of goal setting and reflection. These efforts have yielded substantial results.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

DREAM Charter School graduates will be prepared for academic institutions of higher education.

DREAM's 11th and 12th grade academic program is geared towards preparing students for success in college. In the 2019-20 school year, DREAM 11th graders had the opportunity to take AP Seminar and AP US History. Typically, DREAM students take the PSAT 8/9 in 9th grade, the PSAT 10 in 10th grade, and the SAT in both the spring of 11th grade and fall of 12th grade. DREAM's 11th grade Math course prioritizes content aligned to SAT Math and all students will participate in levelled SAT Prep on Saturdays during 11th and 12th grade. Some test administrations were cancelled due to COVID.

In an effort to deliver information on the college admissions and selection process, DREAM CS offers a variety of ways for our families to engage in the vast number of choices there are during this time in a student's life. We offer a college studio course in grades 9-12 that meets 2-3 times per week, so every student has the opportunity to participate. In addition, students and families can take advantage of many college visits, attend guest speaker presentations or opt for a family workshop.

Goal 2: Absolute Measure

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

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

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

RESULTS AND EVALUATION

This accountability measure was not met in 2020-21. 36 percent of all students who attempted an indicator achieved college readiness scores on an AP exam or the SAT. 52% of the students who took at least one AP exam scored a level 3 or higher.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP English Literature and Composition	55	2	8%
AP Environmental Science	15	4	27%
AP Seminar	48	10	21%
AP United States History	40	5	13%
AP Research	48	27	56%
AP Biology	12	1	8%
SAT Reading 480 & Math 530	89	16	18%
College Level Course – Barnard College and Stanford Univ.	2	2	100%
Overall	89	32	36%

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to

provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

As of this report, the first graduating class of 2021 just would have begun their first semester in college. We will report on how many matriculated in total in the 2021-22 report.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Although the one college prep accountability metric was not achieved, DREAM is proud that 99 percent of our first grade 12 student cohort did graduate in four years and were accepted into college. This achievement was accomplished during a pandemic, and we intend to increase the numbers who demonstrate college preparedness on paper moving forward as we build partnerships with college in high school programs. We are exploring options.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Pending 1 year

ACTION PLAN

DREAM students in grades 10-12 take a College & Career Studio course two to three times a week where they learn about and prepare for key milestones in the college and career exploration and preparation process. In addition, each high school student has monthly 1:1 check-ins with a youth development specialist or college counselor. Like the Studio course, these check-ins are milestone based. For the 2017 cohort, a big focus of spring and fall 2020 was building balanced college lists with the right mix of likely, target, and reach schools to avoid under-matching during the application phase. DREAM will continue ensuring all students can apply and be accepted into college and/or explore direct to career paths.

Alumni Programming

DREAM school and program alumni have the power of a team behind them - and robust support systems to make their dreams real.

As our DREAM Charter High School students choose colleges and trades, chart career paths, and build relationships, we’re standing alongside them.

But support from DREAM doesn't end when our scholars graduate high school, as 100% of our senior class did last June. All DREAM program and school alumni graduate into our Legends program. Established in 2014, the Legends program's vision is for youth to pursue and complete a best-fit post-secondary path that equips them to fulfill their vision of success and achieve a career that facilitates stability and agency.

Our Legends program offers alumni the following supports to ensure completion of their post-secondary path and launch them into their career fields:

Transition to College: 4-Week Summer Bridge program designed to prepare rising freshmen for the college transition.

Career Exposure: Access to career workshops, conferences, networking opportunities, career mentors, and internships.

Caseload Management: Each Legend is matched with their own Program Coordinator who provides consistent one-on-one check-ins.

Community Involvement: On-campus visits, care packages, and alumni reunion events.

Leadership: Near-peer mentorship opportunities, community service initiatives, and Legends Leadership Council.

And our capacity for support is only increasing: Our Legends alumni numbers are projected to grow from 260 currently to nearly 1,000 by 2030.

Upward Pathways

Upward Pathways is a new DREAM initiative that identifies and supports the approximately 15% of DREAM Charter High School graduates who are expected to pursue career paths without a Bachelor's degree. That means training and certification, mentorship, case management, job placement, and much more. It's just one example of the ways we're continuing to set our Legends up for success, no matter what that looks like for them.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at the DREAM Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

The elementary school English Language Arts curriculum is broken into four blocks: Shared Text, Writer’s Workshop, Reader’s Workshop, and Interactive Read Aloud. Lower elementary students also receive FUNdations, a Wilson Reading System program to teach phonics and phonemic awareness.

The Shared Text curriculum is developed around six thematic units in each grade. Students read a canon of texts to create a foundational bank of shared literary experiences. Together, the six units expose students to a wide variety of fiction and nonfiction texts, while learning the skills demanded by the common core standards. Texts read within the thematic units will provide an interdisciplinary connection between content.

Middle school students engage in ten thematic units over the course of the school year. Each unit theme (Survival, Culture, Perspectives, Institutions, Balance, Identity, Greed, Ethics, Bridges, and Citizenship) serves as a consistent thread that is integrated into all academic subjects, as well as Homeroom, Advisory, and Community Gatherings.

The middle school English Language Arts curriculum is broken down into three blocks—Literature, Writer’s Workshop, and Guided Reading (which is taught during Focus). During Literature class, students and teachers engage in several novel studies. Each novel is purposefully selected to support the theme of the current integrated unit and, at times, to support the learning that is happening in Social Studies or Science. Students are exposed to a range of topics, genres, and authors through the Literature block and engage in in-depth discussion and analysis with their teachers and peers.

The purpose of our interconnected literacy program is to provide students a balanced and comprehensive understanding of literacy. Each block provides a separate, yet connected, way of approaching texts as readers and writers. Scholars learn how to think critically and analyze a wide variety of challenging texts, write in response to literature, and identify themselves as readers and writers as they choose to read and write on topics and in genres of their choice.

DREAM offers robust professional development designed to provide teachers with a variety of opportunities to develop their practice. Weekly PD sessions are held for all staff on Friday afternoons from 1:00pm to 4:00pm. PD is focused on school priorities, curriculum, student culture, staff culture and other relevant topics throughout the year. All DREAM classroom teachers receive professional development on how to administer the Fountas and Pinnell Benchmark Assessment and use the results to teach guided reading.

Teachers also use PD and other common planning times to conduct unit previews and reviews. The purpose of a unit preview is to intellectually prepare to teach the upcoming unit by internalizing

desired outcomes, what evidence of student mastery will look like and sound like, and plan for student understanding. Unit previews allow for effective backwards planning, which increases the purposefulness and intentionality of instruction and allows teachers to make better instructional decisions every step of the way. At the end of each unit teachers analyze the unit assessment results using our unit review protocol. This practice allows teachers to identify gaps in student learning and take targeted action to reteach and remediate as needed.

DREAM implements a robust interim assessment data cycle that empowers teachers to use the data collected through interim assessments to plan targeted re-teaching that develop the skills students need most. DREAM administers interim assessments four times a year - in October, December, February and June. Instructional leaders review the data to identify big picture trends, determine whether students are on-track to meet end of year goals, and select the priority standards teachers will focus on during Data Day. On Data Day, teachers analyze data and create an action plan for re-teaching priority standards. The backbone of DREAM's approach is "item analysis," which allows teachers to define precise student misunderstandings. Assessment questions are carefully written to assess specific sub-skills within standards and include wrong answer choices that reveal information about why students are making specific mistakes. By unpacking a question at this depth, DREAM can truly understand and target student misconceptions within the standard. Teachers put these "re-teach" plans into action and administer a re-assessment to measure student learning. The re-assessment is carefully designed to mirror the format and rigor of the interim assessment. After collecting re-assessment data, teachers meet with their coach or grade team to define the impact of re-teach plans and identify causes for success or lack of success.

METHOD

Fountas & Pinnell diagnostic reading assessments were administered in October and December to grades K-8 and virtually in June to grades K-3. DREAM CS administered the Winter 2020 NWEA MAP in December.

METHOD

DREAM students were assessed in ELA with the following tools in 2020-21:

- Internal interim assessments 4x
- Fountas & Pinnell 4x
- New York State ELA

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internal Interim Assessment in ELA and F&P.

RESULTS AND EVALUATION

Overall, 46% of DREAM East Harlem 3-8 scholars performed at or above proficiency level on the Spring 2021 ELA Interim Assessment.

Percent Proficient by Grade

Grade 3	35%
Grade 4	64%
Grade 5	43%
Grade 6	45%
Grade 7	45%
Grade 8	46%
Overall	46%

In addition, 39% of DREAM East Harlem 3-8 scholars scored at or above their Fountas & Pinnell EOY reading benchmark.

**Percent Scoring at or above their F & P
EOY Reading Benchmark**

Grade 3	42%
Grade 4	25%
Grade 5	30%
Grade 6	7%
Grade 7	59%
Grade 8	69%

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

After over a year of learning during a pandemic, our students did demonstrate some progress in ELA. Based on Spring Interim testing, 46 percent scored at grade level proficiency. In addition, 36 percent overall grades 3-8 scored at their end of year targets on the Fountas & Pinnell. Moving forward and back into the classroom full time, we anticipate some learning loss and will address it based on baseline assessment indicators.

ACTION PLAN

Going forward, we continue to keep many of the Daily ELA routines and practices the students are familiar with for reading, writing and communicating.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English

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Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

DREAM did not achieve this high school ELA Regents metric. The 2017 cohort fell just short of the 65% goal having 61% earn a performance level of 4.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	12	51	61%

ADDITIONAL EVIDENCE

The upcoming cohorts are making progress toward this goal, but might not retake the ELA Regents if the

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	97	60%	96 *84 Tested	61%
2018	96	55%	96 *65 Tested	49%
2019	104	Exempt	103 *61 Tested	33%
2020			99 *11 Tested	18%

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the

⁴ Based on the highest score for each student on the English Regents exam

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Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

DREAM students achieved this high school ELA measure with 100% of the 2017 cohort passing the NYS English Language Arts Regents after four years in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	12	84	100%

ADDITIONAL EVIDENCE

All students tested and represented in the below table have achieved this measure in ELA, earning at least a performance level 3 on the NYS ELA Regents exam.

Percent Achieving at Least Level 3 by Cohort and Year on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	99%	96 *84 Tested	100%
2018	96	98%	96 *65 Tested	87%
2019	104	Exempt	103 *61 Tested	100%
2020			99 *11 Tested	100%

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This measure was met by DREAM. 60 percent of the students who did not score at proficiency levels in grade 8 ELA did earn a score of Level 4 on the NYS English Regents exam in high school.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	15	0	9	60%

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

DREAM achieved this measure. All students who scored below proficiency in 8th grade who also took the NYS Regents in ELA scored at Level 3 or above by their fourth year in high school.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	15	0	15	100%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

DREAM students performed well on the NYS English Language Arts Regents exam. Having 61 percent of the students tested earn a performance level of 4 and all of them pass with a level 3 is encouraging. In addition, we are pleased to report that all fifteen students who we have on record as performing below proficiency in 8th grade did demonstrate proficiency in ELA before graduating by passing the Regents.

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

ACTION PLAN

DREAM plans to transition back to in-school learning while keeping some instructional practices that have worked well during virtual school. We continue our morning advisory to keep students on track and rely on our vetted ELA programming across all grades.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

All Students at the DREAM Charter School will become proficient in Mathematics.

BACKGROUND

DREAM believes that scholars must develop a deep, conceptual understanding of math in order to be able to achieve the college or career of their choice. To achieve that depth of understanding, our Math curriculum is rooted in Cognitively Guided Instruction (CGI). CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. In the story problem (ES) and problem solving (MS) blocks, scholars are challenged to defend their strategies and reflect on their approach to solving the problem. Additionally, scholars will analyze the strategies of their peers and make generalizations and conjectures about mathematical concepts. Through analyzing, scholars learn more advanced strategies and gain a more complex understanding of mathematical concepts. In contrast to the traditional teaching method of direct modeling and practice, our approach allows scholars to develop meaningful and lasting mathematical understandings.

The purpose of the elementary school Math Workshop block is to address all of the Common Core standards at a given grade level. The math units that comprise the Math Workshop block address domains not mastered in the Story Problem block, such as measurement, data and geometry. Through the use of TERC Investigations and Context for Learning Mathematics our scholars are exposed to a variety of mathematical concepts and strategies. During the math block at DREAM our scholars learn how to apply different problem solving strategies by listening and observing their peers. Our math instruction is Common Core aligned with an emphasis on exploratory learning. Teachers act as strategic facilitators of this process to surface and make connections among mathematical concepts. Middle school teachers use the Mathematics in Context (MiC) curriculum in which each unit is organized by domain including Number, Geometry, Algebra, and Statistics and Probability. The curriculum uses realistic, real-world contexts that engage and motivate students and uses various representations that will encourage retention and flexible thinking.

During Story Problem and Problem Solving, students are presented with a purposefully planned word problem. After a brief launch, students spend several minutes solving the problem, using multiple strategies of their choice. During this time, the teacher circulates in order to gather data and choose 2-3 scholars to share their work. During the share, students dictate their strategy to the teacher as s/he images the student's work for all to see. After the share, the teacher engages students in a discourse about the shared strategies, in which students share computational strategies to construct deeper understandings about Operations and Algebra.

An additional part of the math program at DREAM consists of math routines. These routines are short but important. They force students to think critically and flexibly and allow teachers to assess student thinking in a short period of time. Routines should be planned purposefully to meet the needs of the scholars in the class. Math routines develop strong scholar counting skills, number sense, fluency, and deepen the understanding of key mathematical concepts. These routines include: Counting Around the Room, True/False Number Sentences, Number Strings, and more.

METHOD

3rd through 8th graders took the following math assessments:

- Internal interim assessments 4x
- New York State Math Exams in grades 3-8

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Both internal interim assessments and NYS Math exams.

RESULTS AND EVALUATION

Overall, 35% of DREAM East Harlem 3-8 scholars performed at or above proficiency level on the Spring 2021 Math Interim Assessment.

Percent Proficient by Grade

Grade 3	43%
Grade 4	44%
Grade 5	42%
Grade 6	32%
Grade 7	33%
Grade 8	16%
Overall	35%

ADDITIONAL EVIDENCE

At the time of this report, grade 3-8 NYS Math assessment results have not been made public yet.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Progress in math was assessed in grades K-8 in the 2020-21 school year, however much attention was also being pulled in other areas as we navigated the entire year dealing with the pandemic. As much as we focused on the student needs and growth in math, the school grappled with remote learning as well as teachers learning techniques to teach while considering asynchronous instruction as well in an online setting. The interim assessments were utilized to determine which math concepts needed revisiting and where students tested well.

ACTION PLAN

In math, we continue to prioritize the major work of the grade and standards that directly lead students to preparation for that work. DREAM is using a tool which outlines standards that **should**

be addressed before and within core instruction. The former are prior knowledge and skills students need to access the grade-level standard. The latter are standards without which students will have an entry point but will benefit from instruction that weaves in this prior-grade content. To support accelerated learning, DREAM invested in training teachers to diagnose students’ unfinished learning and provide just-in-time intervention.

As students return to full-time school in the building, we continue to utilize routines that have been helpful through the past 18 months while returning to a normal school day as much as possible.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

DREAM did not meet this math measure. 12.5% of the students in the 2017 accountability cohort earned a score on a NYS Math Regents falling above the cutoff for performance level 4.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	16	10	12.5%

ADDITIONAL EVIDENCE

A portion of all tested cohort students earn scores in the performance level 4 range. We anticipate the percentages to increase as instruction returns to the classroom full-time.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	97	11%	96 80 Tested	12.5%
2018	96	4%	96 71 Tested	13%
2019	104	Exempt	103 11 Tested	18%
2020			99 29 Tested	14%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

DREAM achieved this math metric, having all students in the 2017 cohort earn credit for passing a NYS Regents after four years in high school.

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Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	16	80	100%

ADDITIONAL EVIDENCE

As evidenced by the table below, 100% of all DREAM high school students who took a NYS Math Regents exam scored at least a 65 (Level 3) as of the completion of 2020-21.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	84%	96 80 Tested	100%
2018	96	63%	96 71 Tested	100%
2019	104	Exempt	103 11 Tested	100%
2020			99 29 Tested	100%

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This measure was not achieved. Unfortunately, only 2% of the students who tested below proficiency on the 8th grade NYS Math exam earned a performance level 4 before graduation.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	65	0	1	2%

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This measure was not met. 45 of the 65 fourth year high school students who performed below proficiency in 8th grade on the NYS math assessment earned at least a level 3 on a NYS Math Regents in high school. The remaining 20 earned an exemption during the pause in Regents due to COVID 19.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	65	0	45	69%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Although all students in the 2017 accountability cohort earned credit for passing a NYS Math regents exam after four years in high school, DREAM continues to develop rigorous instruction to enable students to earn higher passing scores in the Performance Level 4 range.

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

⁵ Based on the highest score for each student on the mathematics Regents exam

	exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met

ACTION PLAN

DREAM continues to work to increase the percentage of students achieving a college and career ready score on a Regents mathematics exam during their four years of high school. Ninth graders who are significantly below grade level in math will receive targeted math intervention using the Math 180 program.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

All students at DREAM Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

DREAM believes that scholars should learn science in a hands-on, interactive way. As scientists, DREAM scholars ask questions, make hypotheses, conduct experiments and draw conclusions based on their results. Elementary school science lessons come from an inquiry-based curriculum, which means the scholars discover the answers to their own questions and construct their own knowledge about the world around them. We do not use textbooks, but we do read nonfiction texts. Our middle school science curriculum is based off of the Common Core State Standards and NYS Science Core Curriculum and includes physical setting and living environment content, with an emphasis on inquiry and problem solving skills. Each middle school science unit focuses on two of our integrated themes and challenges students to apply science content to their personal lives. Students are encouraged to reflect on how their choices today impact both their health and environment tomorrow. Students learn to support their viewpoints with evidence and use inquiry as a driving force for exploring the natural world.

METHOD

Elementary and middle school science instruction continued as outlined within the re-opening plan for 2020-21; synchronous and asynchronous schedules and assignments including many lessons presented on video so students could watch multiple times as needed. Hands-on activities were completed if they could be performed safely or could be done independently at home with household objects. Internal interim assessments were given four times per year. 8th grade students took the NYS Science exam.

RESULTS AND EVALUATION

2020-21 NYS Science Assessments have not been made public.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Teachers and students are enjoying being back in the classroom to do hands-on science activities together in 2021-22. 2021 NYS Science 8 exam scores have not been made public as of this report.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

DREAM achieved this accountability measure in high school science. After four years in high school, all students who took a NYS Science Regents exam earned at least a score of 65 also called a Level 3.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	16	80	100%

ADDITIONAL EVIDENCE

As demonstrated in the table below, DREAM students in all four high school accountability cohorts earned credit for the NYS Regents exam have passed with a 65+. The students who did not earn credit with a passing score of 65 were granted an exemption for graduation because the Regents were interrupted during the pandemic.

⁶ Based on the highest score for each student on any science Regents exam

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	82%	96 80 Tested	100%
2018	96	77%	96 77 Tested	100%
2019	104	Exempt	103 6 Tested	100%
2020			99 1 Tested	100%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

All students at DREAM Charter School will demonstrate proficiency in the social sciences.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Because the U.S. History Regents was not administered in June 2020 or 2021, almost none of the 2017 cohort sat for the test. The one student who did take it passed it.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	95	1	100%

ADDITIONAL EVIDENCE

The four students in the 2018 accountability cohort who took the exam in Global History earned at least a performance level of 3, while others earned exemption during the pandemic.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	Exempt	96 1 Tested	100%
2018	96	N/A	96 4 Tested	100%
2019	104	N/A	103 5 Tested	67%
2020			99 0 Tested	Exempt

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

DREAM achieved this high school social studies metric. All students in the 2017 accountability cohort who took the NYS Regents exam in Global History earned at least a 65 of the after four years in high school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	15	81	100%

ADDITIONAL EVIDENCE

Both students in the 2018 accountability cohort who took the exam in Global History earned at least a performance level of 3.

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	82%	96 81 Tested	100%
2018	96	Exempt	96 2 Tested	100%
2019	104	N/A	103 0 Tested	Exempt
2020			99 0 Tested	Exempt

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

DREAM CS continues to be in good standing year after year, therefore achieved this measure. New York State has not identified the school for comprehensive or targeted improvement.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing