



**Brooklyn Dreams  
Charter School**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 1, 2023

By: Brooklyn Dreams Charter School

Board of Trustees

259 Parkville

Brooklyn, NY 11230

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2022-23 Accountability Progress Report on behalf of the charter 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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Randal Jean-Baptiste	Trustee	Finance
Richard Conti	Trustee	Audit/Compliance
Troy Mattila	Trustee	Education

**Omar Thomas has served as the principal since May 2016.**

## SCHOOL OVERVIEW

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

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

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In the 2022-23 school year, we served 576 students in grades K-8, of whom 86 percent qualified for free or reduced-price lunch.

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

- **Academic Excellence.** We work intentionally to create a culture of academic excellence by giving students a rigorous and challenging learning environment. We strive to provide each student with a program of study characterized by excellent instruction, as well as a strong balanced curriculum aligned with New York State’s learning standards. We remain committed to creating a school where each student is challenged to achieve – regardless of the student’s skill level. If we provide an academically rigorous program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond. An example of our commitment to challenging our students to achieve is evident through the opportunity we provide our middle schools students to earn high school credits in ELA, science, and math by passing the Regents exam. In 2021-22, 92 percent of Dreams students taking the ELA and science exams passed, and 72 percent passed the math exam.
- **Character Development.** We believe that a strong moral identity is foundational to student success. We strive not only to support the virtues parents try to instill at home but also to explicitly teach students the skills, behaviors, and virtues necessary for leading an ethical life. NHA’s nine monthly virtues are *wisdom, respect, gratitude, self-control, perseverance, courage, encouragement, compassion, and integrity*. Students learn to internalize these virtues because we intentionally and consistently apply Moral Focus concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining strong personal character. To support this effort, we create a learning environment built on a foundation of respect and care, a milieu in which everyone works hard to achieve academic goals and improve school culture. The Moral Focus program is an essential part of every student’s education. Each week we hold a Moral Focus assembly. During these assemblies, the month’s virtue is highlighted, and one class is chosen to do a skit or presentation on that virtue. We also discuss how we can live out this virtue in our day-to-day lives. At the end of the month, we present our Effort Creates Ability Award to one student who has modeled that month’s virtue.
- **Accountability.** Staff, students, and parents are accountable for both their actions and results, and, the Board, school leaders, and staff are accountable to our authorizer, parents, and students.
  - *Staff:* We collect and analyze multiple data points to monitor the quality of the educational program at the school, grade, classroom, and student levels. By using data to drive instruction,

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we can hold teachers accountable for learning results. Dreams' "Data Days" give teachers time to score interim assessments and disaggregate data to drive classroom instruction.

- *Students:* We encourage students to take an active role in their education. Students learn to act responsibly and to accept accountability for their learning. Teachers meet with scholars weekly to discuss their progress and ways they can continue to improve their academic performance.
- *Parents:* We urge parents and families to be involved in their child's education because parental involvement is both a driver of student success and a key facet of school culture. Dreams created Parent University to provide parents tools needed to support their children's education. At the beginning of the year, our Behavior and Emotional Support team conducts a parent-needs assessment to identify topics that parents believe can be helpful to them. These topics are then covered in monthly Parent University sessions during the school year.

### 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
2020-21	60	59	64	72	80	85	92	71	66	-	-	-	-	649
2021-22	57	56	63	73	70	75	89	89	76	-	-	-	-	648
2022-23	44	55	51	59	62	68	78	81	78	-	-	-	-	576

## GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English language arts.

### BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission. Our curriculum is not only aligned to the research but is also inclusive of all necessary materials for teachers and students.

NHA has spent three years rolling out high quality resources that others have vetted and shared are the best resources we can be using.

Brooklyn Dreams' ELA curriculum is an NHA-developed structured literacy approach that relies on reading aloud, shared reading, guided reading, and writing (grades K-5) and writing and literature seminar (grades 6-8). This curriculum is aligned to state standards, reflects Next Generation Learning Standards, and incorporates evidence-based instructional strategies to ensure high-quality literacy instruction and student learning in all classrooms. Our school received new books, unit plans, and lesson plans created by NHA's C&I team to execute Balanced Literacy. Balanced means allocating time to the different components of ELA, including Read Aloud, Shared Reading, Guided Reading, Writing, Independent Reading, and Literature Seminar, and also balancing the teaching approach of I do, we do, you do.

Extensive professional development has been provided to our teachers to support their effective use of curricular tools in the classroom. This professional development addresses content knowledge (understanding the standards), curriculum knowledge (understanding the curriculum), and pedagogical content knowledge (understanding how to teach the content and how students best learn the content). Teachers also receive regular instructional and individual coaching. We will continue to provide our staff with training and support.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

In 2022-23, 53% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 22 percentage points below the goal target; therefore, the goal was not met. At the grade level, middle school had the strongest performance.

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### 2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	55	4	2					59
4	53	2	3				1	62
5	62	1	1					68
6	78	4						78
7	76	2	3					81
8	77	4	1					78
All	401	17	10				1	426

### Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	55	26	47%	45	23	51%
4	53	25	47%	50	23	46%
5	62	26	42%	49	22	45%
6	78	42	54%	53	28	53%
7	76	37	49%	61	33	54%
8	77	50	65%	67	44	66%
All	401	206	51%	325	173	53%

#### **ELA Measure 2 - Absolute**

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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### ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

In 2022-23, the percent of students enrolled in at least their second year achieving proficiency on the New York State ELA exam exceeded the local district. Therefore, this goal was met. Additionally, this goal was met in four out of six grade levels.

2022-23 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51%	45	48.6%	2,062
4	46%	50	56.4%	2,044
5	45%	49	52.9%	2,209
6	53%	53	45.0%	1,679
7	54%	61	50.7%	1,735
8	66%	67	59.7%	1,782
All	53%	325	52.3%	11,511

### ELA Measure 4 - 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.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

<sup>3</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

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In 2021-22, Brooklyn Dreams' effect size on the ELA exam was 0.55, which exceeded the target of 0.30. Therefore, this goal was met. At the grade level, the target was met in all grades except grade five.

### 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>4</sup>		Effect Size
		Actual	Predicted	
3	83%	40%	35%	0.24
4	88%	37%	28%	0.47
5	85%	25%	26%	-0.04
6	88%	54%	46%	0.51
7	83%	53%	39%	0.79
8	88%	64%	41%	1.29
All	83%	40%	35%	0.24

#### ELA Measure 5 - 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

**Measure 1:** Each year, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students will be equal to or greater than 100%.

In 2022-23, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Brooklyn Dreams was 61% in reading. Therefore, this goal was not met, falling short of the target by 39 percentage points. At the grade level, the goal target was met in seventh grade.

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<sup>4</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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### End of Year Growth on 2022-23 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	65%	39
4	50%	43
5	13%	51
6	58%	63
7	100%	65
8	0%	45
<b>All</b>	61%	306

**Measure 2:** Each year, the school’s median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students at Brooklyn Dreams who were two or more grade levels below in the fall was 78% in reading. Therefore, this goal was not met, falling short of the target by 22 percentage points. At the grade level, the goal target was met in seventh grade.

### End of Year Growth on 2022-23 i-Ready ELA Assessment By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	61%	21
4	96%	19
5	0%	24
6	69%	32
7	159%	33
8	0%	19
<b>All</b>	78%	148

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**Measure 3:** Each year, the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 14% in reading. Therefore, this goal was not met, falling short of the growth of general education (GenED) students (67%).

End of Year Growth on 2022-23 i-Ready ELA Assessment  
By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	12%	4	79%	35
4	61%	10	50%	33
5	0%	5	22%	46
6	0%	10	86%	53
7	142%	15	94%	50
8	6%	9	0%	36
<b>All</b>	<b>14%</b>	<b>53</b>	<b>67%</b>	<b>253</b>

**Measure 4:** Each year, 75% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

In the Spring of 2022-23, 14% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at Brooklyn Dreams scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore the goal was not met.

End of Year Performance on 2022-23 i-Ready ELA Assessment  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	17%	41	17%	35
4	11%	46	12%	43
5	16%	58	13%	47
6	16%	69	10%	49
7	18%	72	19%	59
8	14%	49	13%	45
<b>All</b>	<b>16%</b>	<b>335</b>	<b>14%</b>	<b>278</b>

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### I-READY

2022-23 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	306	61%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	148	78%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>5</sup>	67% <sup>6</sup>	53	14%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	278	14%	No

<sup>5</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

<sup>6</sup> Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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## SUMMARY OF THE ELA GOAL

In 2022-23, Brooklyn Dreams met two of its five measures for ELA. In addition, the school did not meet its i-Ready measures.

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.	No
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.	N/A
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.	Yes
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.	Yes
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.	N/A

## ELA ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings.
- We work with outside consultants, most notably from the Center for Educational Innovation, to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswEBPlus* to monitor students' progress. Reports from *aimswEBPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.
- Lexia Core5 and Powerup are utilized as intervention tools in all grades. These programs are adaptive blended learning programs that accelerate the development of literacy skills for students of all abilities. Lexia's approach to learning adapts to students' needs in real time, providing teachers with the data and resources needed to support student growth. Lexia helps students make the

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critical shift from learning to read to reading to learn in Core5 and help students progress on the college- and career-ready path in PowerUp.

- We have implemented an eighth grade ELA Regents class.
- In ELA, we know that the importance of reading complex texts can't be understated. Not only do we need to ensure students are reading complex texts, but we also need to ensure that they are discussing those texts with their classmates. The ones doing the talking are the ones doing the learning. One way we are prioritizing this is by highlighting key questions in shared reading texts. We have identified questions from the *during reading* portion of the Shared Reading lesson to focus student thinking and discourse on critical content. By prioritizing these questions, teachers will still meet the objectives of the lesson while allowing for students to have deeper discussion within the timeframe of shared reading.

## GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

### BACKGROUND

Brooklyn Dreams believes exemplary teaching and learning of mathematics allows all stakeholders to cultivate a mathematical growth mindset by focusing on conceptual understanding, number sense, and developing problem-solving skills that can be transferred to real life decision making. We believe that every person is a math person!

We believe that what we teach students in our math classrooms has huge implications on student learning, how students develop positive math identities, and the way they think about learning mathematics. Our lessons focus largely on the process students use to solve problems, rather than just getting the “answer” to the problem. We prioritize student generated methods and student thinking and reasoning. Students work with real contexts, problems, situations, and models so they are able to build understanding of the mathematical concepts on their own before they are introduced to formal rules and procedures. High quality tasks allow students to move through the Concrete – Pictorial – Abstract (CPA) framework. Students first solve problems handling physical (concrete) objects. Next, they make mental connections between the physical objects and pictures or diagrams that represent those items. Finally, students use abstract symbols to model problems.

Brooklyn Dreams’ math curriculum relies on curricular tools including Bridges in Mathematics and Math Stories (K-5), Number Corner (grades K-2), and Illustrative Math (grades 6-8). The math curriculum is aligned to state standards, reflects the Next Generation Learning Standards, and incorporates evidence-based instructional strategies. NHA has spent three years rolling out high quality resources that others have vetted and shared are the best resources we can be using.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	56	4	1						59
4	52	3	3				1		62
5	61	1	2						68
6	77	2	2						78
7	74	2	5						81
8	64	3	2				2	12	78
All	384	15	15				3	12	426

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In 2022-23, 45% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) math exam. This was 30 percentage points below the goal target; therefore, the goal was not met. At the grade level, grade 8 had the strongest performance.

### Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	56	21	38%	46	17	37%
4	52	25	48%	49	22	45%
5	61	28	46%	49	23	47%
6	77	33	43%	52	21	40%
7	74	35	47%	59	27	46%
8	64	37	58%	55	31	56%
All	384	179	47%	310	141	45%

### ADDITIONAL EVIDENCE

In 2022-23, 100% of students assessed on Regents 8 math achieved a passing grade.

### Performance on a Regents Mathematics Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2022-23	Regents 8 Math	100%	12

#### **Math Measure 2 - Absolute**

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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### Math Measure 3 - Comparative

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

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

In 2022-23, the percent of students enrolled in at least their second year achieving proficiency on the New York State math fell below the local district by 8 percentage points.

2022-23 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37%	46	56.4%	2,211
4	45%	49	57.8%	2,173
5	47%	49	54.7%	2,320
6	40%	52	43.4%	1,763
7	46%	59	52.2%	1,789
8	56%	55	46.6%	1,476
All	45%	310	52.5%	11,732

### Math Measure 4 - 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.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

In 2021-22, Brooklyn Dreams' effect size on the math exam was 0.43, which exceeded the target of 0.30. Therefore, this goal was met. At the grade level, the target was met in all grades except grade three.

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## 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	83%	40%	36%	0.19
4	88%	39%	26%	0.66
5	85%	28%	23%	0.30
6	88%	32%	23%	0.52
7	83%	27%	22%	0.27
8	88%	29%	16%	0.65
All	86%	32%	24%	0.43

### Math Measure 5 - 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

## MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

**Measure 1:** Each year, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students will be equal to or greater than 100%.

In 2022-23, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Brooklyn Dreams was 97% in math. Therefore, this goal was not met, falling short of the target by 3 percentage points. At the grade level, sixth and seventh grade met the goal target.

## End of Year Growth on 2022-23 i-Ready Math Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	92%	38
4	83%	53
5	89%	57
6	153%	64
7	117%	66
8	50%	49
All	97%	327

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**Measure 2:** Each year, the school’s median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students at Brooklyn Dreams who were two or more grade levels below in the fall was 106% in math. Therefore, this goal was met, exceeding the target by six percentage points. Additionally, this goal was met at every grade level by a wide margin, except third and fourth grade.

End of Year Growth on 2022-23 i-Ready Math Assessment  
By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	96%	23
4	115%	22
5	70%	22
6	124%	38
7	146%	33
8	125%	27
All	106%	165

**Measure 3:** Each year, the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade general education students at the school.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 77% in math. Therefore, this goal was not met, falling short of the growth of general education (GenED) students (100%). At the grade level, growth of SWD students in third and eighth grade was exceptionally strong.

End of Year Growth on 2022-23 i-Ready Math Assessment  
By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	141%	3	92%	35
4	43%	15	89%	38
5	53%	6	89%	51
6	48%	10	168%	54
7	185%	15	108%	51
8	109%	10	30%	39
All	77%	59	100%	268

**Measure 4:** Each year, 75% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

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In the Spring of 2022-23, 15% of 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year at Brooklyn Dreams scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore the goal was not met.

End of Year Performance on 2022-23 i-Ready Math Assessment  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	10%	40	6%	35
4	19%	53	18%	49
5	15%	60	15%	47
6	23%	69	14%	51
7	16%	73	20%	60
8	17%	54	13%	47
All	17%	349	15%	289

### I-READY

2022-23 i-Ready Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	327	97%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	165	106%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>7</sup>	100% <sup>8</sup>	59	77%	No

<sup>7</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

<sup>8</sup> Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should

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Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	289	15%	No
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### SUMMARY OF THE MATHEMATICS GOAL

In 2022-23, Brooklyn Dreams met one of its comparative measures in mathematics. Additionally, based on internal exams, the school met one of its i-Ready measures.

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.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
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.	Yes
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.	N/A

### MATHEMATICS ACTION PLAN

The school's math curriculum will rely on Bridges in Mathematics and Math Stories (K-5), Number Corner (grades K-2), and Illustrative Math (grades 6-8). The math curriculum is aligned to state standards, reflects the Next Generation Learning Standards, and incorporates evidence-based instructional strategies.

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings.

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reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- We plan to work with outside consultants, most notably from the Center for Educational Innovation, to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswEBPlus* to monitor students' progress. Reports from *aimswEBPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.
- We will continue providing Math Lab for students in grades 3-8. This is supplemental time where students can practice skills in groups of four or less. We plan to fortify this practice to grades K-2 in the 2023-24 school year.
- In 2023-24, DreamBox will be utilized in grades K-8. It is a digital math program designed to complement math instruction in the classroom. DreamBox's pioneering technology enables seamless integration of instruction and assessment for a deeply personalized math learning experience that adapts to students' needs in real time. The DreamBox experience is student-driven and boosts inspiration and confidence for all learners by focusing on conceptual understanding as well as computational fluency and problem solving.
- We have implemented an eighth grade Math Regents class.
- For the upcoming school year, we have rearranged the grade 3-5 math block. Our block for the 2023-2024 school will now start with fluency development where teachers will focus on a Number Corner activity or a Math Story. Through our weekly instructional planning guides, we will help teachers know what to do and where to focus each day. Then, teachers will have a dedicated block of time to focus on the concept of the day through the Bridges session. The block will end with students practicing the skills they are learning through activities and workplaces. This will now be a more defined portion of the block where teachers can infuse small group instruction and intervention.
- We are also embedding high quality instructional practices right into google slide decks for each Bridges lesson. These will help develop teachers' content knowledge and instructional skills as they execute the lesson. For our new teachers, these slide decks can help them find success from day one, and for our more experienced teachers, these decks can serve as a starting point for them to dig in and make the lesson their own.

## GOAL 3: SCIENCE

Students will be proficient in science.

### BACKGROUND

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

We base science instruction on the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate), which provides students with concrete, hands-on opportunities to learn about new ideas. Our students use various modalities to help support their understanding and application of key science and engineering concepts and skills. Grades K-2 use Picture Perfect and grades 3-8 use Stemscoptes for curricular tools.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

In 2022-23, 26% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 49 percentage points below the goal target; therefore the goal was not met.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
8	68	18	26%
All	68	18	26%

#### Science Measure 2 - Comparative

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.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	68	18	26%	<i>Pending release of data</i>		
All	68	18	26%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In 2022-23, Brooklyn Dreams did not meet its absolute measure. The school is still waiting on the release of public data to determine if it has met the comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
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.	Not yet measurable

### ACTION PLAN

- We are working to develop and stabilize our science teachers building wide. Had a science teacher captain the developing science department.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to increase science proficiency.
- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8. Will extend this to grade 4 this year too.
- We will implement Picture-Perfect Science in second grade.
- We are providing additional opportunities for students such as a STEM fair and a recycling program. In addition, we are currently planning to provide a more hands-on learning environment for students by collaborating with Newkirk Community Garden.
- An eighth grade Science Regents class has been implemented.
- We plan to reestablish our partnerships with the School of Engineering Center for K12 STEM Education and the STEAM Initiatives program of NYC to enhance our science instruction.

## GOAL 4: ESSA

### ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Local Support and Improvement

*Note: Good Standing was renamed as Local Support and Improvement in 2022-23.*

## ADDITIONAL CONTEXT AND EVIDENCE

Brooklyn Dreams has remained in “Good Standing” for the last three years.