

Brooklyn Excelsior Charter School



**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2022

By: Brooklyn Excelsior Charter School

Board of Trustees

856 Quincy Street

Brooklyn, NY 11221

718-246-5681

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2021-22 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)
Rudyard Ceres	President	n/a
Lucien Perry	Vice President	Human Resources & Training
Andra Wishom	Treasurer	n/a
Carol Schulhof	Secretary	Student Curriculum, Performance & Assessment
Etta Waddell	Trustee	Human Resources & Training
Jennifer Wilkins	Trustee	Human Resources & Training

Sally Girouard has served as the principal since August 2019.

SCHOOL OVERVIEW

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

The school will maintain its focus on four key design elements as it pursues its mission: "Working in partnership with parents and the community, Brooklyn Excelsior will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations." We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In the 2020-21 school year, we served 704 students in grades K-8, of whom 86.8 percent qualify for free or reduced-price lunch.

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

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

The past two years have given our school historic challenges as we have faced the COVID-19 pandemic. In response to these challenges, we have innovated, shaping new ideas to ensure students continue to receive a high-quality education. Many of our innovations and tools can continue to have value long after the current problems ease. While the 2021-2022 school year saw a gradual return to a more normal school year, the effects of the pandemic lingered.

As we began the 2021-2022 school year, we updated our practices and procedures to address the changing needs and challenges we were facing because of the pandemic. We also focused on what we learned throughout the 2020-2021 school year. We learned that secondary transmissions are rare in school settings, and which mitigations strategies work best in our school to help reduce the transmission of COVID-19. Data taught us that our in-person learners learned more and had a much

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greater likelihood of testing proficient. Therefore, the school chose to prioritize in-person learning while remaining prepared to adjust course if the need should arise. In anticipation of possible interruptions to in-person instruction, our management partner, National Heritage Academies (NHA), provided a Chromebook or laptop device to each student. This investment in technology was made to ensure a seamless transition between learning environments if necessary.

Traumatic experiences like COVID-19 can impact learning, behavior, and relationships at school. Research clearly indicates that a traumatic experience in childhood can diminish concentration, memory, and the development of language that children need to be successful at school. The COVID-19 pandemic is not only affecting children's physical health and academic experience but also taking a deep emotional toll. We believe children's well-being comes first, and that young people, like adults, learn best when they are happy, safe, calm, and cared for properly.

NHA's Leadership Summit, held during the summer, included general sessions for all school leaders focusing on social and emotional safety and health. There were three additional breakout options: Culturally Relevant Instruction: Focusing on Cultural Awareness of School Leaders. This session focused on developing leaders' awareness and greater understanding of their community to meet the specific needs of their school through Culturally Relevant Instructional practices. Additional breakout sessions included ones titled Emotional Intelligence, Leading in Complex Times, and Behave with Care, as well as Empathic Leadership. Each of these breakout sessions focused on developing our leaders' social and emotional competence to ensure healthy and effective ways of thinking, relating, and problem-solving.

Building leaders are provided with a menu of effective curricular tool and resource options that will help address the social and emotional well-being of students and staff in our schools. These options are evidence-based programs that are in alignment with the CASEL Framework and can be used to meet the needs of their school community.

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
2017-18	52	74	74	87	83	75	74	60	64	-	-	-	-	644
2018-19	60	65	67	73	80	82	77	72	55	-	-	-	-	631
2019-20	66	60	70	81	65	87	85	73	68	-	-	-	-	655
2020-21	72	83	69	71	90	74	86	86	73	-	-	-	-	704
2021-22	70	73	79	53	67	83	73	79	78	-	-	-	-	655

GOAL 1: ENGLISH LANGUAGE ARTS

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. These resources were adapted to be able to be utilized even in a remote learning setting. While the school prioritized in-person learning during the 2021-2022 school year, students who needed to quarantine or who were home sick were able to remain on task via Google Classroom.

Our ELA curriculum is an NHA-developed balanced 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 ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	51	0	0	0	3	54
4	59	0	0	0	3	62
5	79	0	0	0	1	80
6	68	0	0	0	5	73
7	72	0	0	0	1	73
8	71	0	1	0	0	72
All	400	0	1	0	13	414

RESULTS AND EVALUATION

In 2021-22, 48% of students enrolled in at least their second year achieved proficiency on the New York State ELA exam. This is less than 75%, therefore, this goal was not met. Students in 6th through 8th grade had the greatest performance. Additionally, sixth grade fell only five percentage points short of meeting the goal.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	35%	51	41%	39
4	31%	59	35%	43
5	41%	79	38%	71
6	69%	68	70%	46
7	53%	72	53%	66
8	51%	71	51%	65
All	47%	400	48%	330

Goal 1: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

In 2021-22, 48% of students enrolled in at least their second year achieved proficiency on the New York State ELA exam. Students in 6th through 8th grade had the greatest performance. At this time, NYSED has not released statewide proficiency results, and therefore this goal is not yet measurable.

2021-22 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	35%	51		
4	31%	59		
5	41%	79	Pending release of data	
6	69%	68		
7	53%	72		
8	51%	71		
All	47%	400		

ADDITIONAL EVIDENCE

In 2020-21, the percent of students enrolled in at least their second year achieving proficiency on the New York State ELA exam exceeded the local district. In addition, Brooklyn Excelsior had a higher participation rate than the local district. However, participation was very low and is not an adequate representation of student performance.

2020-21 Percent of Students Tested		
% Tested	Charter School	District
	37%	10%

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2018-19		2020-21		2021-22	
	Charter School	District	Charter School	District	Charter School	District
3	71%	46%	61%	54%	41%	
4	57%	43%	35%	41%	35%	
5	47%	31%	50%	27%	38%	
6	53%	24%	66%	39%	70%	
7	61%	24%	34%	34%	53%	
8	71%	32%	67%	53%	51%	
All	57%	35%	52%	41%	48%	

Goal 1: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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

The Institute does not require charters to report on this measure for 2021-22.

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INTERNAL EXAM RESULTS

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

In 2021-22, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Brooklyn Excelsior was 174% in reading. Therefore, **this goal was met**, exceeding the target by 74 percentage points. Additionally, this goal was exceeded at every grade level.

End of Year Growth on 2021-22 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	135%	49
4	190%	57
5	150%	74
6	216%	56
7	265%	67
8	150%	63
All	174%	366

Additionally, from 2020-21 to 2021-22, the median percent progress toward annual typical growth of all students increased.

Median Percent of Annual Typical Growth (All Students)			
Grades	2020-21	2021-22	(+/-)
All	79%	174%	+95%

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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 2021-22, from fall to spring, the median percent progress toward Annual Typical Growth of students who were two or more grade levels below in the fall was 174% in reading. Therefore, **this goal was met**, exceeding the target by 64 percentage points. Additionally, this goal was exceeded at every grade level, except third grade.

End of Year Growth on 2021-22 i-Ready ELA Assessment By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	126%	22
4	209%	16
5	178%	44
6	205%	25
7	265%	45
8	111%	34
All	174%	186

Additionally, this goal was met in 2020-21.

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Median Percent Progress of Annual Typical Growth (2+ Grade Levels Below)		
Grades	2020-21	2021-22
All	132%	174%

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

In 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 175% in reading. Therefore, **this goal was met**, exceeding the target (174%) by 1 percentage points. At the grade level, this goal was met in fifth through eighth grade.

By Students with Disabilities

Grades	SWD		General Education	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	124%	5	143%	44
4	163%	10	193%	47
5	215%	18	147%	56
6	247%	12	207%	44
7	267%	18	265%	49
8	161%	13	128%	50
All	175%	76	174%	290

The school also showed progress increasing the median percent progress toward annual typical growth of students with disabilities in reading. From 2020-21 to 2021-22, the median percent progress more than doubled.

Median Percent of Annual Typical Growth (SWD)			
Grades	2020-21	2021-22	(+/-)
All	74%	175%	+101%

Measure 4: Each year, 75% of 3rd through 8th 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 2021-22, 21% of 3rd through 8th grade students enrolled in at least their second year 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**. Students in eighth and sixth grade showed the most positive results.

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End of Year Performance on 2021-22 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	30%	50	33%	40
4	22%	58	26%	43
5	12%	75	13%	70
6	31%	67	34%	50
7	17%	69	18%	65
8	11%	65	11%	62
All	20%	384	21%	330

2021-22 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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	366	174%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	186	174%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	174%	76	175%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th 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%	330	21%	No

³ 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

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SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In 2021-2022, Brooklyn Excelsior 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. While it did not meet these, the school did meet three of its four i-Ready internal 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.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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.	Not Yet Measurable
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.	N/A
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

ACTION PLAN

- We will strengthen the Intervention Assistance Team to attain earlier awareness of student needs and adopt early plans for intervention. We will continue to hold our retention meetings after the second quarter to allow for earlier intervention. Afterschool intervention tutoring will continue to be utilized.
- We have increased the number of Special Education teachers in our building. The school has hired new a Social Worker, Counselor, and Instructional Paraprofessionals.
- Social Studies and Science teachers will formulate reading questions to mirror those of ELA and reinforce ELA skills through the content areas.
- We will continue to closely monitor data from benchmark assessments and adapt our instruction to cater to the needs of our students.
- We will continue using *aimswebPlus* for progress monitoring for all K-2 students and for ELL and special education students in grades 3-8. We also use this tool to measure the progress of all students in the bottom quartile in all grades. The program will support school efforts in screening, progress monitoring, and data management.
- BECS will continue using Corrective Reading and Reading Mastery to help low performers in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. Reading Mastery and Corrective Reading use direct instruction to help students master vital decoding and comprehension skills.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.

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- Deans are aligning additional state-test prep resources to the NHA Common Core Curricular tools.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.
 - Goalbook, I-Ready, and ReadyNY programs and curriculums were purchased and implemented to support accommodations, modifications, and scaffolding within instruction.
- 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.
- ESSER funds were used to secure additional paraprofessionals.
- Programs such as Coach and Engage NY are used to supplement and bolster instruction and is assigned/taught during intervention and small group workshop rotations. Additional paraprofessionals enable these additional resources to be taught in targeted small groups according to proficiency deficits across subgroups.
- NHA has implemented a writing curriculum this year. The curriculum spans 6-8 weeks and covers writing genres such as response to literature, informative/explanatory writing, and narrative writing. We will engage in more data driven team meetings around the effectiveness of our writing instruction through analysis of grammar exit tickets and assessments. Additionally, feedback on constructed responses during the shared reading block can include praise and corrections around the student's writing conventions. Finally, modeling inference and explaining answers as a way of wrapping up a writing piece. In grades 6-8, students will have more practice and opportunities to practice their short responses. Each lesson provided by NHA has a 45-minute lesson that supports practicing short responses. Also, teachers are expected to provide consistent feedback on constructed responses they are assigning.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will be proficient in Mathematics.

BACKGROUND

The school 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.

Our 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. These resources were adapted to be able to be utilized even in a remote learning setting. While the school prioritized in-person learning during the 2021-2022 school year, students who needed to quarantine or who were home sick were able to remain on task via Google Classroom.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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2021-22 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	53	0	0	0	1	54
4	57	0	0	0	5	62
5	79	0	0	0	1	80
6	66	0	0	0	6	72
7	69	0	0	0	4	73
8	53	0	0	0	18*	70
All	377	0	0	0	35	411

**17 students took the Algebra test*

RESULTS AND EVALUATION

In 2021-22, 18% of students enrolled in at least their second year achieved proficiency on the New York State math exam. This is less than 75%, therefore, this goal was not met. Students in 5th & 7th grade had the highest performance.

Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23%	53	18%	40
4	18%	57	16%	43
5	23%	79	21%	71
6	14%	66	11%	46
7	32%	69	30%	63
8	9%	53	9%	47
All	20%	377	18%	310

Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Goal 2: Comparative Measure

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

METHOD

A school compares 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.⁵

RESULTS AND EVALUATION

In 2021-22, 18% of students enrolled in at least their second year achieved proficiency on the New York State math exam. Students in 5th & 7th grade had the highest performance. At this time, NYSED has not released statewide proficiency results, and therefore this goal is not yet measurable.

2021-22 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	18%	40		
4	16%	43		
5	21%	71	Pending release of data	
6	11%	46		
7	30%	63		
8	9%	47		
All	18%	310		

ADDITIONAL EVIDENCE

In 2018-19, Brooklyn Excelsior outperformed their local district by 22 percentage points.

In 2020-21, participation was very low and is not an adequate representation of student performance.

2020-21 Percent of Students Tested		
% Tested	Charter School	District
	35%	10%

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2018-19		2020-21		2021-22	
	Charter School	District	Charter School	District	Charter School	District
3	63%	49%	37%	15%	18%	
4	59%	41%	13%	25%	16%	
5	50%	33%	31%	18%	21%	Pending release of data
6	50%	19%	37%	24%	11%	
7	42%	22%	28%	7%	30%	
8	63%	15%	33%	2%	9%	
All	54%	32%	30%	41%	16%	

Goal 2: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) 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 3rd through 8th grade students will be equal to or greater than 100%.

In 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 123% in math. This is greater than 100%, therefore, **this goal was met**. Additionally, this was met in every grade level except third and sixth grade.

End of Year Growth on 2021-22 i-Ready Math Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	87%	48
4	102%	58

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5	128%	74
6	89%	64
7	277%	65
8	150%	63
All	123%	372

Additionally, from 2020-21 to 2021-22, the median percent progress toward annual typical growth of all students increased.

Median Percent of Annual Typical Growth (All Students)			
Grades	2020-21	2021-22	(+/-)
All	50%	123%	+73%

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of students who were two or more grade levels below grade level in the fall was 133% in math. This is greater than 100%, therefore, **this goal was met**. Additionally, all grade levels, with the exception of third and sixth grade, met this goal.

End of Year Growth on 2021-22 i-Ready Math Assessment By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	73%	22
4	117%	26
5	142%	38
6	80%	31
7	292%	39
8	150%	34
All	133%	190

Additionally, from 2020-21 to 2021-22, the median percent progress toward annual typical growth of students who were two or more grade levels below in the fall increased.

Median Percent of Annual Typical Growth (2+ Grade Levels Below)			
Grades	2020-21	2021-22	(+/-)
All	65%	133%	+68%

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

In 2021-22, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 140% in math. Therefore, **this goal was met**, exceeding target (122%) by 18 percentage points. At the grade level, this goal was met in all grade levels, except third and sixth.

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By Students with Disabilities

Grades	SWD		General Education	
	Median Percent of Annual Typical Growth	Number	Median Percent of Annual Typical Growth	Number Tested
3	27%	5	92%	43
4	180%	10	87%	48
5	129%	18	126%	56
6	46%	14	100%	50
7	292%	18	267%	47
8	163%	12	144%	51
All	140%	77	122%	295

From 2020-21 to 2021-22, the median percent progress of students with disabilities increased.

Median Percent of Annual Typical Growth (SWD)			
Grades	2020-21	2021-22	(+/-)
All	51%	140%	89%

Measure 4: Each year, 75% of 3rd through 8th 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 2021-22, 8% of 3rd through 8th grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end math assessment. This was below the target of 75%, therefore **the goal was not met**. Students in seventh grade showed the most positive results.

End of Year Performance on 2021-22 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	16%	50	15%	40
4	16%	58	16%	43
5	11%	74	12%	69
6	12%	67	8%	50
7	22%	68	23%	64
8	8%	65	8%	61
All	14%	382	14%	327

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2021-22 i-Ready Mathematics 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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	372	123%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th 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%	190	133%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	122%	77	140%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th 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%	327	14%	No

⁶ 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

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

In 2021-2022, Brooklyn Excelsior 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. While it did not meet these goals, the school did meet three of its four i-Ready internal 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.	Not Met
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.	Not Yet Measurable
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.	N/A
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

ACTION PLAN

- BECS has implemented the Illustrative Math curricular program for grade 6-8 and the Bridges math curricular program in K-2. These programs align to the common core standards and are used in tandem with the Ready Math Instructional workbooks. Math Stories are used across all grades and reinforce foundational math skills. These Math Stories pose real-world images and scenarios that deepen students' conceptual and application-based understanding of mathematics.
- BECS has also implemented Next Steps guides that accompany each unit assessment. This guide includes why scholars may have struggled and what prerequisite skills they will need. The guide also groups scholars based on their proficiency on the unit assessments. Teachers and interventionists are given Bridges lessons or activities that address the deficits identified from the unit assessment data. Interventionists are paired with scholars who have been identified as needing intensive intervention. These small groups rotate based on the unit assessments that are taken every 4 - 5 weeks.
- We will increase the support of our Ready Math program, increase the use of manipulatives, and supplement student learning by using the Bridges math curricular program.
- We will use digital versions of math programs for increase personalization of instruction and to augment and increase frequency of small group targeted skill lessons.
 - We will continue to address areas of need with the use of Illustrative Math and DreamBox programs. Dreambox is NHA's newest computerized math resource that also has built in scaffolding based on scholars' performance on the lessons they have been assigned. Dreambox's pioneering technology enables seamless integration of instruction and assessment for a deeply personalized math learning experience. The Intelligent Adaptive Learning technology tracks each student's interaction and evaluates the strategies used to solve problems. It then immediately adjusts the

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lesson and the level of difficulty, scaffolding, sequencing, number of hints, and pacing as appropriate. This allows students, whether struggling, at grade level, or advanced, to progress at a pace that best benefits them and deepens conceptual understanding.

- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.
- For the upcoming school year, we have rearranged the grade 3-5 math block. Our new block for the 2022-2023 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

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 (NYSL) 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 Stemscopes for curricular tools.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

In 2021-22, 75% of students enrolled in at least their second year achieved proficiency on the state science exam. The school fell short of the goal by only five percentage points. At the grade level, 100% of fourth graders enrolled in at least their second year achieved proficiency.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	100%	41
8	52%	64
All	70%	105

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ADDITIONAL EVIDENCE

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A

In 2018-19, Brooklyn Excelsior exceeded the goal by eight percentage points. In 2020-21, participation (25%) was too low to be an adequate representation of student performance.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2018-19		2020-21		2021-22	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	58	79%	14	100%	41
8	62%	45	40%	15	52%	64
All	83%	103	59%	29	70%	105

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In 2021-22, 70 percent of fourth and eighth grade students at BECS achieved proficiency on the New York State science exam. While being five percentage points shy of the 75% mark, the goal was not met, and the school needs to make more progress to meet their science goal.

However, at the grade level, 100% of fourth graders enrolled in at least their second year achieved proficiency.

ACTION PLAN

- We are developing and stabilizing our science teachers building wide.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to meet science proficiency.
- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8.
 - This curriculum allows scholars to form their own ideas about science using the 5E process. This process encourages scholars to continue making hypotheses and testing these hypotheses while they engage in hands-on experimentation. STEMScopes comes with all materials needed for experiments and exploration. It also includes built in scaffolding for ELL scholars and scholars who need additional support. Teachers can connect science to math with STEMScopes' math in action component.
 - Teachers also use a science workbook titled, "Interactive" to accompany the resources of STEMScopes.
- We are providing additional opportunities for students such as testing DNA in class virtually by providing supplemental DNA Lap Kids, as well as partnering with the Brooklyn Botanic Gardens to provide exploratory lessons.
- We have implemented a science lab to increase the frequency with which students are able to access hands-on materials and conduct scientific experiments that align to the Common Core Standards.
- The school will administer a mock assessment twice throughout the school year that covers the NYS science Grade 5-8 standards. The assessment will be given to 8th graders and reflect the length, format, and rigor of the NYS test. The fall mock assessment will be utilized to create pacing guides that are reflective of student need. We will also track student progress using mock assessments.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

In 2021-2022, Brooklyn Excelsior was in Good Standing and therefore met their ESSA goal.

ADDITIONAL EVIDENCE

Since 2017-2018, Brooklyn Excelsior has been in Good Standing.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing