



## **DREAM Charter School Mott Haven**

# **2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Co-Chief Executive Officer, and Katie Doctor, Managing Director of Educational Strategy & Data prepared this 2021-22 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Ashish Doshi	Chair	Finance
Peter Daneker	Member/Trustee	
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Jonathan Gyurko	Secretary	

**Eve Colavito served as the Chief of Schools at DREAM Charter School from 2009 through the 2018-19 school year, the Chief Education Officer from 2019-2021, and now serves as Co-Chief Executive Officer at DREAM. The principals at DREAM Charter School Mott Haven are Jamie Platzer (ES) and Jennifer Khan (MS).**

## SCHOOL OVERVIEW

DREAM Charter School – Mott Haven is a replication of DREAM Charter School, which began in 2008 and serves students at full capacity of K-12. The intent of our replicating school was to further the successes of DREAM Charter School. We have replicated our most prominent characteristics of a successful first decade. We continue to engage families, offer exceptional instruction and use data to make important decisions that bring the South Bronx the same academic results our students have been receiving in Harlem since 2008. This school year, DREAM Charter School Mott Haven opened its middle school with a founding class of over 50 sixth graders.

DREAM, the non-profit network that manages our multiple schools, has scaled to add capacity to oversee the schools' academic programs. Effective in 2018-19, DREAM added an entire academic department reporting to the Co-Chief Executive Officer. DREAM maintains its other four departments of finance, development, talent and recruitment as well as a Chief Operations Officer.

The engagement of DREAM since 2008 has allowed our charter school to thrive in concentrating on academics and culture, leaving peripheral functions to DREAM. This arrangement will continue for the benefit of our academic program and our finances.

DREAM Charter School's mission is to provide youth with opportunities to play, learn and grow. Our mission is to level the field by empowering all children to recognize their potential and realize their dreams.

DREAM Charter School's key design elements are:

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

### *Educational Philosophy*

The curriculum draws from published programs and materials modified or created by DCS. Students receive a rich educational experience driven by the New York State Learning Standards (NYSLS), academic excellence, and social-emotional health. All curricular materials are rooted in a constructivist approach to learning in which students struggle through problems and questions in order to gain a deeper, lasting understanding of the content. Over the course of DCS's operation, the school has continuously updated all core curricula to ensure close alignment with the NYSLs.

### *Instructional Planning*

In operation for more than 10 years, DCS has refined its model and developed a set of best practices that provide instructional norms and a system for data-based planning, while allowing for teacher creativity. DCS currently provides normed scope and sequencing, assessments, and lesson plans across all schools, grades, and content areas. This ensures that every student is on track for success, teachers have access to vetted and effective planning materials, and that school academic culture is consistent across the Network.

In addition to these norms, teachers are encouraged to adjust lesson plans based on coaching from academic deans and on the data they are receiving about growth in individual students and cohorts. DCS is committed to students receiving the individualized support they need to succeed. Encouraging teachers to adjust lesson plans means that special education teachers and whole classroom teachers are providing the individualized attention necessary for their students and classrooms. In tandem, if teachers are struggling with content or their general practice, coaching from academic deans and access to exemplar lesson plans provide the necessary tools for professional growth and instructional effectiveness.

### *New York State Learning Standards Alignment and Effectiveness Review*

DCS aims to provide vertical and horizontal alignment across schools and grades and to ensure that the curriculum is NYSLs-aligned and supports academic growth. To achieve this, DCS uses the following approaches:

- End-of-Unit Reflections: leads data-based reflections at the end of each unit.
- Weekly Professional Development: DCS leadership provides weekly professional development time for teachers and academic deans to review student data and identify the strengths and weaknesses in each unit, subject, and grade.
- End-of-Year State Exam Analysis: The results of the New York State (NYS) exams are used to adjust the curriculum for the following year. DCS's Managing Director of Educational Strategy & Data leads this process with the Managing Director of Schools, principals and academic deans. Data analysis happens for two weeks after scores are received (usually August). Results are reviewed grade-by-grade and subject-by-subject, and trends across grades, curricula, and subjects are identified and addressed. Principals and academic deans then bring these findings and solutions back to their schools to create success plans tailored

to the unique needs of each school.

To prioritize community building and social emotional development, all students will participate in a 40 minute Morning Meeting daily. On Mondays, the Morning Meeting will use the RULER curriculum to deliver an anchor SEL lesson that launches a theme that is revisited throughout the week.

## 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
2019-20	59													59
2020-21	64	68												132
2021-22	63	63	67				52							245

### Enrollment of Subgroups:

Economically Disadvantaged (ED): 87%

English as a New Language (ENL) : 6%

Students with Disabilities (SWD) : 24%

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

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

#### BACKGROUND

#### ENGLISH LANGUAGE ARTS (ELA)

The elementary school ELA curriculum includes six thematic units in each grade, drawing from *The Wheatley Portfolio* curriculum maps. Teachers and academic leaders use these maps to create unit plans, with adaptations for individual cohorts of students. Students read a cannon of texts to create a foundational bank of shared literary experiences. Together, the six units expose students to a wide variety of fiction and non-fiction texts. Texts read within the thematic units will provide an

interdisciplinary connection between content. DCS uses Wilson’s *Foundations* for phonics instruction and the Teachers College Reading and Writing Project for writing and reading.

In grades K-2, DCS students take the Fountas & Pinnell assessment to track literacy growth as well as the NWEA MAP assessments in both ELA and Math. Fountas & Pinnell provides an accurate, normed assessment to identify the reading levels of students and track progress through one-on-one assessment. Students are then “leveled” and choose from books that match their level until they are ready to move onto the next reading level. The NWEA MAP assessments in Math and ELA are aligned with NYSLS (as are the NYS tests) and nationally benchmarked. Both aspects allow for everyone at DCS—from head of school to the student—to understand how students (individually and collectively) are progressing toward success on the spring NYS test.

**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**

DREAM CS – MH administered the NWEA ELA MAP and Fountas & Pinnell Benchmark Assessment to all students in grades K-2 in 2021-22.

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in sixth grade 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).

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	50	16	2	0	2	52
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	50	16	2	0	2	52

### RESULTS AND EVALUATION

44% of DREAM Mott Haven scholars performed at or above the 50th percentile on the Spring 2022 NWEA ELA MAP Assessment, and 47.8% of scholars scored at or above their Fountas & Pinnell EOY reading benchmark. By grade level, 53.2% of KG students tested Independent at level D or higher, 44.3% of 1st grade students tested at level I or higher and 45.5% of 2nd grade students tested at level M or higher (their respective benchmarks).

### 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	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	48%	50	-	-
7	-	-	-	-
8	-	-	-	-
All	48%	50	-	-

As the school continues to grow, DREAM Charter School Mott Haven served grades K-2 and 6 in SY21-22. All sixth grade students are in their first year at DREAM Charter School Mott Haven.

<sup>1</sup> 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.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

### 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.

As the school continues to grow, DREAM Charter School Mott Haven served grades K-2 and 6 in SY21-22. All sixth grade students were in their first year at DREAM Charter School Mott Haven.

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	48%	50
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

### 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.

**INTERNAL EXAM RESULTS**

During 2021-22, 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: Interim Assessments. Additionally, DREAM utilized internal mastery checks on a weekly basis from January to April to evaluate student achievement in ELA and Math.

2021-22 Interim ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 15 percentage points. Student growth is the difference between the percent of students scoring proficient at beginning of year score and the end of year score.	All students	15	50	14	N
Measure 2: Each year, the school's percent of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet proficiency equivalent in the fall will meet or exceed 30 proficient in the spring administration.	Low initial achievers	30	32	34	Y
Measure 3: Each year, the school’s percent of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities scoring proficient on the interim assessment at the school will be equal to or greater than 30	Students with disabilities <sup>2</sup>	30	10	22	N
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 meet or exceed the proficiency equivalent according to the most recent linking study comparing DREAM Interim Assessments to New York State standards.	2+ students	75%	N/A	N/A	N/A

2021-22 Interim ELA Assessment End of Year Results

<sup>2</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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>3</sup>	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	44%	50	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

### End of Year Growth on 2021-22 Interim ELA Assessment by all Students

Grades	Growth Percentage Points	Number Tested
3	-	-
4	-	-
5	-	-
6	14	50
7	-	-
8	-	-
All	-	-

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

As the school continues to grow, DREAM Charter School Mott Haven served grades K-2 and 6 in SY21-22. All sixth grade students were in their first year at DREAM Charter School Mott Haven.

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.	N/A
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.	N/A
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	N/A

<sup>3</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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**

As part of DREAM’s long-term response to the learning loss experienced, DREAM will design and execute a Strategy for Elementary Literacy that includes adopting and implementing a new curriculum aligned to the Science of Reading, teacher/leader professional development and continuous progress monitoring.

At DREAM, strong Tier 1 language comprehension instruction is key to ensuring that all students become increasingly automatic readers who are powerfully literate, critically conscious, and successful in making their dreams real. We believe that all of our kids can become successful readers and that research-based instruction is key to preventing reading failure.

Providing students with access and the support to access rigorous, grade-level academic texts and tasks is crucial to improving MAP and State Exam scores and ensuring our DREAMers are not just ready for middle school but are put on an accelerated path towards the careers of their dreams, ultimately closing the “opportunity gap.” Equipping our youngest DREAMers with the literacy knowledge and skills they deserve will make it possible for our K-5 students to grow into curious, critically conscious teenagers and adults who confidently advocate for themselves and their community.

**GOAL 2: MATHEMATICS**

**ELEMENTARY AND MIDDLE MATHEMATICS**

**Goal 2: Mathematics**  
 All students at DREAM Charter School Mott Haven will become proficient in Mathematics.

**BACKGROUND**

To develop scholars’ in-depth mathematical understanding, DCS uses an inquiry-based math curriculum built on the belief that scholars need to understand problems and develop their own problem-solving strategies. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and explain mathematical concepts and ideas. DCS achieves this through three mathematics blocks per day: Story Problem, Math Workshop, and Math Routines. Within each block, teachers facilitate meaningful discussion through careful questioning to help scholars develop and solidify their own understandings about math. The math curriculum is rooted in Cognitively Guided Instruction (CGI), which builds students’ intuition and number sense. Portions

of Investigations are also used to guide math instruction and supplemented with in-house materials and alterations.

**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 6th grade in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

During 2021-22, the school primarily used the following exam to assess K-2 student growth and achievement in mathematics: NWEA MAP

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 Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>4</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	49	16	2	0	3	52
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	49	16	2	0	3	52

**RESULTS AND EVALUATION**

49% of Mott Haven K-2 scholars performed at or above the 50th percentile on the Spring 2022 NWEA mathematics MAP assessment.

<sup>4</sup> 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.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	28.6%	49	-	-
7	-	-	-	-
8	-	-	-	-
All	28.6%	49	-	-

#### 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.

#### 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

As the school continues to grow, DREAM Charter School Mott Haven served grades K-2 and 6 in SY21-22. All sixth grade students were in their first year at DREAM Charter School Mott Haven.

### 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	28.6%	49
7	-	-	-	-

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8	-	-	-	-
All	-	-	-	-

### 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 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: Interim Assessments. Additionally, DREAM utilized internal mastery checks on a weekly basis from January to April to evaluate student achievement in ELA and Math.

#### 2021-22 Interim Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 15 percentage points. Student growth is the difference between the percent of students scoring proficient at beginning of year score and the end of year score.	All students	15	51	16	Y
Measure 2: Each year, the school's percent of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet proficiency equivalent in the fall will meet or exceed 30 proficient in the spring administration.	Low initial achievers	30	44	18	N

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the school's percent of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities scoring proficient on the interim assessment at the school will be equal to or greater than 30	Students with disabilities <sup>5</sup>	30	10	20	N
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 meet or exceed the proficiency equivalent according to the most recent linking study comparing DREAM Interim Assessments to New York State standards.	2+ students	75%	N/A	N/A	N/A

### 2021-22 Interim Math Assessment End of Year Results

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>6</sup>	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	24	51	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

### SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

As the school continues to grow, DREAM Charter School Mott Haven served grades K-2 and 6 in SY21-22. All sixth grade students were in their first year at DREAM Charter School Mott Haven.

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.	N/A
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

<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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>6</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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.	N/A
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**

In math, we continue to prioritize the major work of the grade and standards that directly lead students to preparation for that work. DREAM is using a tool which outlines standards that should be addressed before and within core instruction. The former are prior knowledge and skills students need to access the grade-level standard. The latter are standards without which students will have an entry point but will benefit from instruction that weaves in this prior-grade content.

**GOAL 3: SCIENCE**

**ELEMENTARY AND MIDDLE SCIENCE**

**Goal 3: Science**  
 All students at DREAM Charter School Mott Haven will demonstrate competency in the understanding and application of scientific reasoning.

**BACKGROUND**

**Science and Specials**

Elementary school scholars receive two daily instructional periods in Science, Physical Education, Art, and Music. DCS refers to these courses as the “Science and Specials program.” The science program is inquiry-based, draws from *Foss* resources, and the New York State Science Learning Standards. DCS students explore science concepts through real-world, hands-on experiences. It is through our Science and Specials program that we accomplish our goal of providing scholars a well-rounded education that includes science, technology and the arts.

**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

DREAM Charter School Mott Haven's Kindergarten, first grade, second grade and sixth grade students were not assessed in science in 2022.

#### **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.

## 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

DREAM Charter School Mott Haven has not been identified for comprehensive or targeted improvement. The ESSA accountability system has been using the 2018-19 designations; however, DREAM Charter School Mott Haven began operating in SY 2019-20.

Accountability Status by Year

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

## APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

### INTERNAL ASSESSMENT RESULTS

2021-22 Interim ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 15 percentage points. Student growth is the difference between the percent of students scoring proficient at beginning of year score and the end of year score.	All students	15	50	14	N
Measure 2: Each year, the school's percent of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet proficiency equivalent in the fall will meet or exceed 30 proficient in the spring administration.	Low initial achievers	30	32	34	Y
Measure 3: Each year, the school's percent of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities scoring proficient on the interim assessment at the school will be equal to or greater than 30	Students with disabilities <sup>7</sup>	30	10	22	N

<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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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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 meet or exceed the proficiency equivalent according to the most recent linking study comparing DREAM Interim Assessments to New York State standards.	2+ students	75%	N/A	N/A	N/A
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### 2021-22 Interim ELA Assessment End of Year Results

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>8</sup>	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	44%	50	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

### End of Year Growth on 2021-22 Interim ELA Assessment by all Students

Grades	Growth Percentage Points	Number Tested
3	-	-
4	-	-
5	-	-
6	14	50
7	-	-
8	-	-
All	-	-

<sup>8</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2021-22 Interim Math Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 15 percentage points. Student growth is the difference between the percent of students scoring proficient at beginning of year score and the end of year score.	All students	15	51	16	Y
Measure 2: Each year, the school's percent of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet proficiency equivalent in the fall will meet or exceed 30 proficient in the spring administration.	Low initial achievers	30	44	18	N
Measure 3: Each year, the school's percent of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities scoring proficient on the interim assessment at the school will be equal to or greater than 30	Students with disabilities <sup>9</sup>	30	10	20	N
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 meet or exceed the proficiency equivalent according to the most recent linking study comparing DREAM Interim Assessments to New York State standards.	2+ students	75%	N/A	N/A	N/A

2021-22 Interim Math Assessment End of Year Results				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>10</sup>	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	24	51	-	-
7	-	-	-	-

<sup>9</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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>10</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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8	-	-	-	-
All	-	-	-	-

### End of Year Growth on 2021-22 Interim Math Assessment by all Students

Grades	Growth Percentage Points	Number Tested
3	-	-
4	-	-
5	-	-
6	24	51
7	-	-
8	-	-
All	-	-

## NWEA

### 2021-22 NWEA MAP [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	N/A	N/A	N/A
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	N/A	N/A	N/A
Measure 3: Each year, the median growth percentile 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 growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>11</sup>	[X] <sup>12</sup>	N/A	N/A	N/A

<sup>11</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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>12</sup> Target should reflect the median growth percentile 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 growth percentile of all students at the school not included in that subpopulation.

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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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. <sup>13</sup>	2+ students	75%	N/A	N/A	N/A
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### End of Year Performance on 2021-22 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>14</sup>	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

### End of Year Growth on 2021-22 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	-	-
4	-	-
5	-	-
6	-	-
7	-	-
8	-	-
All	-	-

<sup>13</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

<sup>14</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

I-READY

2021-22 i-Ready [ELA/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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	N/A	N/A	N/A
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%	N/A	N/A	N/A
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>15</sup>	[%] <sup>16</sup>	N/A	N/A	N/A
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%	N/A	N/A	N/A

<sup>15</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>16</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.

End of Year Performance on 2021-22 i-Ready [ELA/Mathematics] 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	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	-	-

End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment  
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	-	-
4	-	-
5	-	-
6	-	-
7	-	-
8	-	-
All	-	-