



**Brooklyn Dreams
Charter School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By: Brooklyn Dreams Charter School

Board of Trustees

259 Parkville

Brooklyn, NY 11230

718-859-8400

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
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Zachary Marshall-Carter	Trustee	n/a
Joanne Oplustil	Trustee	n/a
Michele Morais-Weekes	Trustee	Education

Omar Thomas has served as the principal since December 2015.

SCHOOL OVERVIEW

Brooklyn Dreams

Since it opened in 2010, Brooklyn Dreams has served a diverse community in the Kensington neighborhood in Brooklyn. Our school has sustained long-term success serving students from a community with high poverty rates and socio-economic challenges. In the 2023-24 school year, we served 508 students in grades K-8, of whom 90 percent qualified for the free or reduced-price lunch program (FRL), 19 percent were identified as students with disabilities (SWD), and 19 percent were identified as English language learners (ELLs).

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

Aligned to our mission, key design elements guide our efforts:

- **Academic Excellence.** We work intentionally to create a culture of academic excellence by giving students a rigorous and challenging learning environment. We strive to provide each student with a program of study characterized by excellent instruction, as well as a strong balanced curriculum aligned with New York State’s learning standards. We remain committed to creating a school where each student is challenged to achieve – regardless of the student’s skill level. If we provide an academically rigorous program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond.
- **Character Development.** We believe that a strong moral identity is foundational to student success. We strive not only to support the virtues parents try to instill at home but also to explicitly teach students the skills, behaviors, and virtues necessary for leading an ethical life. NHA’s nine monthly virtues are *wisdom, respect, gratitude, self-control, perseverance, courage, encouragement, compassion, and integrity*. Students learn to internalize these virtues because we intentionally and consistently apply Moral Focus concepts throughout all aspects of school life. This integration is essential for students to learn the importance of developing and maintaining strong personal character. To support this effort, we create a learning environment built on a foundation of respect and care, a milieu in which everyone works hard to achieve academic goals and improve school culture. The Moral Focus program is an essential part of every student’s education.
- **Accountability.** Staff, students, and parents are accountable for both their actions and results, and, the Board, school leaders, and staff are accountable to our authorizer, parents, and students.
 - *Staff:* We collect and analyze multiple data points to monitor the quality of the educational program at the school, grade, classroom, and student levels. By using data to drive instruction, we can hold teachers accountable for learning results. Dreams’ “Data Days” give teachers time to score interim assessments and disaggregate data to drive classroom instruction.

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- *Students:* We encourage students to take an active role in their education. Students learn to act responsibly and to accept accountability for their learning. Teachers meet with scholars weekly to discuss their progress and ways they can continue to improve their academic performance.
- *Parents:* We urge parents and families to be involved in their child's education because parental involvement is both a driver of student success and a key facet of school culture. Dreams created Parent University, based on parent feedback, to provide parents tools needed to support their children's education.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	57	56	63	73	70	75	89	89	76	-	-	-	-	648
2022-23	44	56	50	59	62	68	78	81	78	-	-	-	-	576
2023-24	26	45	53	46	59	57	68	82	70	-	-	-	-	506

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.

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

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content knowledge (understanding how to teach the content and how students best learn the content). Teachers also receive regular instructional and individual coaching. We will continue to provide our staff with training and support.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	41	4	1	0	0	0	3	49
4	54	3	2	0	0	0	3	64
5	55	3	0	0	0	0	2	60
6	65	4	1	0	0	0	0	70
7	79	4	1	0	0	0	0	84
8	66	1	3	0	0	0	3	73
All	360	19	8	0	0	0	11	400

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	41	18	44%	33	16	48%
4	54	28	52%	47	26	55%
5	55	23	42%	47	19	40%
6	65	36	55%	50	30	60%
7	79	41	52%	63	33	52%
8	66	41	62%	58	37	64%
All	360	187	52%	298	161	54%

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
360	20.6%	27.5%	37.2%	14.7%

$$\begin{aligned}
 \text{PI} &= 27.5 + 37.2 + 14.7 = 79.4 \\
 &+ 37.2 + 14.7 = 51.9 \\
 &+ (.5) * 14.7 = 7.4 \\
 \text{PI} &= 138.7
 \end{aligned}$$

RESULTS AND EVALUATION

In 2023-24, Brooklyn Dreams’ PI in ELA was 138.7, exceeding the state’s MIP of 113 by 25.7 points. Therefore, the goal was met.

ELA Measure 3 - Comparative

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

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

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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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.³

2023-24 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	48%	33	44%	2042
4	55%	47	50%	2103
5	40%	47	49%	2124
6	60%	50	43%	1743
7	52%	63	54%	1765
8	64%	58	51%	1734
All	54%	298	48%	11511

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	71	448	442.6	0.57
4	60.3	446	447.9	-0.21
5	71.4	445	443.9	0.11
6	72.8	445	442.9	0.23
7	71.4	446	446.1	-0.01
8	71.6	447	449.4	0.78
All	70.2	448	445.5	0.26

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	47.1	50.0
5	47.2	50.0
6	56.7	50.0
7	46.7	50.0
8	52.3	50.0
All	50.2	50.0

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

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

In 2023-24, from fall to spring, the median percent progress toward Annual Typical Growth of all students was 119% in reading. Therefore, **this goal was met**, exceeding the target by 19 percentage points. At the grade level, every grade exceeded the target except for 5th and 6th grade.

End of Year Growth on 2023-24 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	139%	32
4	150%	55
5	25%	54
6	23%	64
7	139%	66
8	133%	43
All	119%	314

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 2023-24, 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 100% in reading. Therefore, **this goal was not met**, falling short of the target by 10 percentage points. At the grade level, the target was met in all grades except 5th and 6th grade.

End of Year Growth on 2023-24 i-Ready ELA Assessment
By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	118%	19
4	143%	19
5	17%	32
6	24%	38
7	167%	39

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8	108%	24
All	100%	171

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 2023-24, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 54% in reading. Therefore, **this goal was not met.**

End of Year Growth on 2023-24 i-Ready ELA Assessment By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	42%	7	164%	25
4	75%	6	155%	49
5	0%	13	115%	41
6	153%	13	0%	51
7	100%	13	167%	53
8	192%	14	128%	29
All	54%	66	128%	248

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 2023-24, 20% 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 grades 6-8 showed the most positive results.

End of Year Performance on 2023-24 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	9%	32	11%	27
4	16%	55	17%	48
5	11%	54	11%	47
6	25%	64	31%	49
7	20%	66	20%	54

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8	30%	43	30%	40
All	19%	314	20%	265

I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	314	119%	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%	171	100%	No
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	128% ⁷	66	54%	No
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%	265	20%	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

⁷ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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SUMMARY OF THE ELA GOAL

In 2023-2024, Brooklyn Dreams met three of its five measures for ELA. In addition, the school met one of its i-Ready measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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.	Yes

EVALUATION OF ELA GOAL

During the 2023-2024 school year, staff was able to continue the established ELA Intervention Program, utilizing the Reading Mastery and Corrective Reading programs for instruction. Aimsweb Data Dives were held quarterly with Intervention Staff and Classroom Teachers to analyze the Oral Reading Fluency data. Following each Interim assessment, Brooklyn Dreams was able to achieve an increase of 1% on the ELA State Test from 2022-2023 to the 2023-2024 school year. Classroom Teachers completed the Data Dives to analyze student performance by state standard and regroup students accordingly for reteaching small group opportunities. This Data Dive process was conducted after weekly comprehension assessments as well. This was the first year that State Testing was computer-based. In order to prepare scholars for this, weekly common assessments were taken on the computers through Edcite. Teachers incorporated annotating skills on the computers in their lessons starting at the beginning of the year. Interim assessments were taken on the computers as well as a Mock computer-based testing simulation utilizing the same digital platform that was used for the state test. Teachers were given feedback about how students were expected to use test-taking strategies as well as computer-based testing tools including annotations, answer eliminators, etc. During the test prep implementation process, teachers were able to utilize feedback given from the leadership team to identify gaps in computer-based testing skills. Throughout the test prep season, teacher and scholars utilized digital tools such as Lexia,

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Dreambox, and iRady as well as Ready NY books for remediation for priority standards and those that required reteaching.

ELA Measure 1: In 2023-24, 54% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 21 percentage points below the target; therefore, the goal was not met. At the grade level 6th and 8th grade had the strongest performance.

While Brooklyn Dreams did not meet the goal in 2023-24, the school made progress toward meeting the goal target. From 2022-23 to 2023-24, the percentage of students enrolled in their second year scoring at or above proficient on the NYS ELA exam increased one percentage point.

Percent of Students Enrolled in at least their Second Year Achieving Proficiency			
Grades	2022-23	2023-24	(+/-)
All	53%	54%	+1%

ELA Measure 2: In 2023-24, Brooklyn Dreams' PI in ELA was 138.7, exceeding the state's MIP of 113 by 25.7 points. Therefore, the goal was met.

ELA Measure 3: In 2023-24, the percent of students enrolled in at least their second year and performing at proficiency on the ELA exam was greater than that of the local district by six percentage points. Therefore, the goal was met.

ELA Measure 4: In 2022-23, Brooklyn Dreams' effect size on the ELA exam was 0.26, which was slightly below the target of 0.3. Therefore, the goal was not met. However, the school's effect was above 0, meaning the school performed above expected based on their percentage of economically disadvantaged students. At the grade level, performance was strongest in 3rd and 8th grade.

ELA Measure 5: In 2022-23, Brooklyn Dreams' mean growth percentile in ELA was 50.2. This exceeded the target of 50 and therefore the goal was met. At the grade level, performance was strongest in 6th and 8th grade.

ADDITIONAL CONTEXT AND EVIDENCE

In 2023-24, Brooklyn Dreams administered the Regents ELA exam to 22 students. Of the students assessed, 82% passed.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2023-24	ELA	22	18	82%

ELA ACTION PLAN

- We designed and implemented a modified professional development calendar. Several times a quarter, deans conduct data dives with grade-level teachers to understand how to effectively analyze data and deconstruct the state standards to drive more effective instruction.
- Curriculum specialists conduct multiple two- to three-day sessions throughout the year with teachers to provide guidance on the effective use of the curricular tools. During classroom observations and lesson plan reviews, deans assess whether these tools are being used with fidelity. Feedback and additional coaching are provided during one-on-one meetings.
- We work with outside consultants, most notably from the Center for Educational Innovation, to provide coaching to deans around the dean rubric and how they can coach teachers in relation to the classroom framework. Those same consultants have professional development and coaching sessions with the principal around the schoolwide framework and how to grow deans in the building.
- We will continue using *aimswEBPlus* to monitor students' progress. Reports from *aimswEBPlus* provide leaders and teachers helpful data to determine if students are meeting their individual learning goals. Teachers use this data to adjust instruction and create groups for small-group instruction.
- Lexia Core5 and Powerup are utilized as intervention tools in all grades. These programs are adaptive blended learning programs that accelerate the development of literacy skills for students of all abilities. Lexia's approach to learning adapts to students' needs in real time, providing teachers with the data and resources needed to support student growth. Lexia helps students make the critical shift from learning to read to reading to learn in Core5 and help students progress on the college- and career-ready path in PowerUp.
- We have implemented an eighth grade ELA Regents class.
- In ELA, we know that the importance of reading complex texts can't be understated. Not only do we need to ensure students are reading complex texts, but we also need to ensure that they are discussing those texts with their classmates. The ones doing the talking are the ones doing the learning. One way we are prioritizing this is by highlighting key questions in shared reading texts. We have identified questions from the *during reading* portion of the Shared Reading lesson to focus student thinking and discourse on critical content. By prioritizing these questions, teachers will still meet the objectives of the lesson while allowing for students to have deeper discussion within the timeframe of shared reading.

GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

Brooklyn Dreams Charter 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

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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.

The school’s 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.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	42	4	1	0	0	0	2	0	49
4	54	3	2	0	0	0	3	0	62
5	55	3	0	0	0	0	2	0	60
6	64	6	0	0	0	0	0	0	70
7	78	4	2	0	0	0	0	0	84
8	46	2	4	0	0	0	3	18	73
All	339	22	9	0	0	0	10	18	398

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	42	19	45%	33	17	52%
4	54	21	39%	47	19	40%

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5	55	24	44%	47	22	47%
6	64	26	41%	49	21	43%
7	78	36	46%	62	28	45%
8	46	17	37%	38	16	42%
All	339	143	42%	276	123	45%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
339	25.4%	32.5%	32.2%	10.0%

$$\begin{aligned}
 \text{PI} &= 32.5 + 32.2 + 10.0 = 74.7 \\
 &+ 32.3 + 10.0 = 42.3 \\
 &+ (.5) * 10.0 = 5 \\
 \text{PI} &= 122
 \end{aligned}$$

RESULTS AND EVALUATION

In 2023-24, Brooklyn Dreams’ PI in math was 122, exceeding the state’s MIP of 115.3 by 6.7 points. Therefore, the goal was met.

Math Measure 3 - Comparative

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2023-24 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	52%	33	55%	2209
4	40%	47	61%	2230
5	47%	47	54%	2125
6	43%	49	45%	1847
7	45%	62	57%	1835
8	42%	38	46%	1349
All	45%	276	54%	11595

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁸

2022-23 Mathematics Comparative Performance by Grade Level

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	71.0	445	449.2	-0.34
4	60.3	447	452.3	-0.46
5	71.4	446	446.6	-0.05
6	72.8	444	446.3	-0.18
7	71.4	447	449.4	-0.18
8	71.6	453	441.9	0.79
All	70.2	446.9	447.4	-0.06

Math Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁹

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	41.1	50.0
5	34.2	50.0

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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6	46.5	50.0
7	41.1	50.0
8	64.3	50.0
All	45.6	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

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

In 2023-24, from fall to spring, the median percent progress toward Annual Typical Growth of all students was 91% in math. Therefore, **this goal was not met**, falling short of the target by 9 percentage points.

End of Year Growth on 2023-24 i-Ready Math Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	90%	30
4	111%	54
5	67%	53
6	86%	64
7	108%	75
8	111%	47
All	91%	323

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 2023-24, 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 78% in math. Therefore, **this goal was not met**.

End of Year Growth on 2023-24 i-Ready Math Assessment By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

3	72%	22
4	139%	28
5	35%	23
6	86%	31
7	89%	36
8	125%	24
All	78%	164

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 2023-24, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 67% in math. Therefore, **this goal was not met.**

End of Year Growth on 2023-24 i-Ready Math Assessment By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	110%	5	88%	25
4	102%	6	111%	48
5	51%	12	71%	41
6	60%	13	86%	51
7	31%	16	117%	59
8	75%	15	118%	32
All	67%	67	95%	256

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 2023-24, 15% of 3rd through 8th grade students enrolled in at least their second year at 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 8th grade showed the most positive results.

End of Year Performance on 2023-24 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	10%	30	8%	25
4	15%	54	15%	48
5	11%	53	13%	46
6	11%	64	10%	49
7	16%	75	16%	62
8	26%	47	28%	43
All	15%	323	15%	273

I-READY

2022-23 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%	323	91%	No
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%	164	78%	No

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<p>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.</p>	<p>Students with disabilities¹⁰</p>	<p>95%¹¹</p>	<p>67</p>	<p>67%</p>	<p>No</p>
<p>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 <i>mid on-grade level</i> or above scale score for the year-end assessment.</p>	<p>2+ students</p>	<p>75%</p>	<p>273</p>	<p>15%</p>	<p>No</p>

¹⁰ 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

¹¹ 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

In 2023-2024, Brooklyn Dreams met one of its absolute measures in mathematics. The school did not meet its i-Ready measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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.	No

EVALUATION OF THE MATHEMATICS GOAL

Brooklyn Dreams was able to achieve a 45% on the math state test. This is in large part due to the fidelity with which the Bridges and Illustrative math curricula were taught. A Math Intervention Program is successfully running in Middle School, with the interventionist supporting in the 6-8 classrooms and working with data-driven small groups. A Math Interventionist was scheduled to work with K-5 students using the Bridges Intervention program. However, the K-5 Math Interventionist resigned at the beginning of the school year and this position was unable to be posted and filled. Classroom teachers were encouraged to maintain the planned small groups to the best of their abilities to achieve data-drive small group instruction. Special Education Teachers in ICT classrooms were utilizing the Bridges Intervention program in small groups as they were able to. Computer-based testing in math proved to be more of a challenge due to the differences between showing work using paper and pencil and doing so in a computer-based format. Students were largely successful in showing their work in paper and pencil. Teachers encouraged them to represent the same work on the computer, but many struggled to do so. Following each Interim assessment, Classroom Teachers completed Data Dives to analyze student performance by state standard and regroup student accordingly for reteaching small group opportunities. This Data Dive process was conducted after weekly comprehension assessments as well. This was the first year that State Testing was computer-based. In order to prepare scholars for this, weekly common assessments were taken on the computers through Edcite Teachers incorporated annotating skills on the computers in their lessons starting at the beginning of the year. Interim

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assessments were taken on the computers as well as a Mock computer-based testing simulation utilizing the same digital platform that was used for the state test. Teachers were given feedback about how students were expected to use test-taking strategies as well as computer-based testing tools including annotations, answer eliminators, etc. During the test prep implementation process, teachers were able to utilize feedback given from the leadership team to identify gaps in computer-based testing skills. Throughout the test prep season, teachers and scholars utilized digital tools such as Lexia, Dreambox, and iReady as well as Ready NY books for remediation for priority standard and those that required reteaching.

Math Measure 1: In 2023-24, 45% of students enrolled in at least their second year scored at or above proficient on the NYS math exam. This was 30 percentage points below the target; therefore, the goal was not met. At the grade level 3rd and 5th grade had the strongest performance.

Math Measure 2: In 2023-24, Brooklyn Dreams' PI in math was 122, exceeding the state's MIP of 115.3 by 6.7 points. Therefore, the goal was met.

Math Measure 3: In 2023-24, the percent of students enrolled in at least their second year and performing at proficiency on the math exam was lower than that of the local district; therefore, the goal was not met.

Math Measure 4: In 2022-23, Brooklyn Dreams' effect size on the math exam was -0.06, which was below the target of 0.3. Therefore, the goal was not met. the grade level, performance was strongest in 8th grade where students performed significantly above expected and exceeded the goal target.

Math Measure 5: In 2022-23, Brooklyn Dreams' mean growth percentile in math was 45.6. This was below the target of 50 and therefore the goal was not met. At the grade level, performance was strongest in 8th grade where the mean growth percentile exceeded the goal target.

ADDITIONAL CONTEXT AND EVIDENCE

In 2023-24, the Regents Algebra I exam was administered to 18 students. Of the students assessed, 56% passed.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2023-24	Algebra I	18	10	56%

MATHEMATICS ACTION PLAN

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

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

GOAL 3: SCIENCE

Students will be proficient in science.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular

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program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSLs) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school’s science curriculum.

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

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	47	11	23%
8	34	9	26%
All	81	20	25%

Science Measure 2 - Comparative

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

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

2023-24 State Science Exam
Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient

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5	47	11	23%	<i>Pending release of data</i>
8	34	9	26%	
All	81	20	25%	

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In 2023-2024, Brooklyn Dreams did not meet its absolute measure. The school is still waiting on the release of public data to determine if it has met the comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	<i>Not yet measurable</i>

EVALUATION OF THE SCIENCE GOAL

In 2023-24, 25% of students enrolled in at least their second year scored at or above proficient on the NYS science exam. This was below the target; therefore, the goal was not met. At the grade level, performance was strongest in 8th grade.

ADDITIONAL CONTEXT AND EVIDENCE

In 2023-24, the Regents Living Environment exam was administered to 15 students. Of the students assessed, 75% passed.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2023-24	Living Environment	15	11	75%

ACTION PLAN

- We are working to develop and stabilize our science teachers building wide. Had a science teacher captain the developing science department.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to increase science proficiency.
- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8. Will extend this to grade 4 this year too.

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- We will implement Picture-Perfect Science in second grade.
- We are providing additional opportunities for students such as a STEM fair and a recycling program. In addition, we are currently planning to provide a more hands-on learning environment for students by collaborating with Newkirk Community Garden.
- An eighth grade Science Regents class has been implemented.
- We plan to reestablish our partnerships with the School of Engineering Center for K12 STEM Education and the STEAM Initiatives program of NYC to enhance our science instruction.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

