



**Brooklyn Excelsior
Charter School**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By: Brooklyn Excelsior Charter School

Board of Trustees
856 Quincy Street
Brooklyn, NY 11221

718-246-5681

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 Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Lucien Perry	President/Chair	Human Resources & Training
Andra Wishom	Vice President/Vice Chair	n/a
Jennifer Wilkins	Treasurer	Human Resources & Training
Carol Schulhof	Secretary	Student Curriculum, Performance & Assessment
Sandy Dorsey	Trustee	Human Resources & Training
Dave Mahler	Trustee	n/a

Megan Freeman has served as the principal since August 2024.

SCHOOL OVERVIEW

Brooklyn Excelsior

Since Brooklyn Excelsior Charter School (BECS) first opened its doors in 2003, we have remained dedicated to the families we serve in the Brooklyn neighborhoods of Bushwick and Bedford-Stuyvesant, many of whom endure significant levels of poverty and other socio-economic challenges. In the 2023-24 school year, we served 557 students in grades K-8, of whom 89 percent qualify for free or reduced-price lunch (FRL), 20 percent are students with disabilities, and 9 percent are English language learners.

Our mission is to provide students with a challenging academic program, which develops all students' ability to master fundamental academic skills and ultimately achieve at levels exceeding citywide averages, while also instilling a sense of family, community, and leadership within all our students.

BECS makes four key design elements the foundation of its model and its work. These key design elements are *academic excellence*, *student responsibility*, *character development*, and *parental partnerships*. The information provided in this exhibit includes details on the design and benefits of current aspects of our school model.

The entire school community at Brooklyn Excelsior recognizes the importance of a high-quality K-8 education in preparing students for success in high school, college, and the careers and lives that await them. For these reasons, we implement an educational program designed to put every student on a path to college readiness, even though some students may chart other courses paths for their learning and work. The goal is to ensure that all students have multiple paths to pursue and are not denied opportunities due to academic performance. We go after this goal with a rigorous curriculum that is designed to meet state standards and to easily adapt to any changes in those standards. We also work to help students acquire the knowledge they need to master critical content at each grade level, and to develop the skills that will help them apply that knowledge to the next set of challenges that await them in their schooling.

Finally, throughout this process, we strive to create and maintain a culture that consistently reinforces the importance of academic achievement.

- *Academic Excellence*: A high-quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Achievement may look different for each individual, but our goal is to prepare every student for college. With that in mind, our curriculum is designed to meet relevant state learning standards and ensure that students master the specific skills and knowledge in each content area at each grade level. For example, we have developed a specialized high school prep program and a tutoring program designed to help students prepare for the Specialized High School Admissions Test (SHSAT). We also recommend students for other programs in our area, such as DREAM-SHSI, Prep for Prep, Oliver Scholars, and the Teak Fellowship. Each year, we have students accepted to these programs.
- *Student Responsibility*: Children thrive in an environment where they clearly understand what is expected of them, and after putting forth their best effort, they take pride in seeing the results.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Our students are taught that their best effort is vital to their academic success, and teachers strive to consistently reinforce the importance of students' responsibility for their education and accountability for their actions.

- *Character Development:* We strive to develop students' hearts as well as their minds. Our character development curriculum builds on the virtues of prudence, justice, temperance, and fortitude. Students build and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens. Our teachers incorporate the monthly virtue in lessons. Each classroom has a Moral Focus Board that displays work that aligns to the month's virtue. Our librarian also supports our Moral Focus program by pulling books that align to the moral focus scope and sequence and offers activities that are also aligned to the month's virtue.
- *Parental Partnerships:* Our school is committed to fostering strong partnerships with parents of students at the school. We actively engage parents in their children's learning, dedicate a Parent Room specifically for ongoing "anytime" interaction between parents and teachers, and consistently communicate with parents about their children's academic progress. We hold various parent meetings throughout the year to strengthen parent partnerships. These events include high school parent information sessions, parent learning events, Title I program meetings, and school improvement meetings.

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	70	73	79	53	67	83	73	79	78	-	-	-	-	655
2022-23	56	73	69	67	46	68	83	67	80	-	-	-	-	609
2023-24	33	61	65	64	78	49	61	79	67	-	-	-	-	557

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Brooklyn Excelsior 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 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	59	0	1	0	0	0	1	61
4	78	0	2	0	0	0	2	82
5	39	1	8	0	0	0	0	48
6	58	0	1	0	0	0	2	61
7	71	0	1	0	0	0	5	77
8	60	2	5	0	0	0	0	67
All	365	3	18	0	0	0	10	396

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	59	26	44%	51	24	47%
4	77	36	47%	60	31	52%
5	39	24	62%	32	22	69%
6	58	28	48%	42	27	64%
7	71	31	44%	58	28	48%
8	60	34	57%	54	31	57%
All	364	179	49%	297	163	55%

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
339	19.8%	31.0%	33.5%	15.7%

$$\begin{aligned}
 \text{PI} &= 31 + 33.5 + 15.7 = 80.2 \\
 &+ 33.5 + 15.7 = 49.2 \\
 &+ (.5) * 15.7 = 7.9 \\
 \text{PI} &= 137.3
 \end{aligned}$$

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.

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In 2023-24, Brooklyn Excelsior’s PI in ELA was 137.3, exceeding the state’s MIP of 113 by 24.3 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 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	47%	51	47%	332
4	52%	60	47%	344
5	69%	32	35%	343
6	64%	42	36%	255
7	48%	58	52%	281
8	57%	54	49%	320
All	55%	297	44%	1875

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	76.1	450	441.5	0.85
4	91.1	444	441.3	0.27
5	83.8	461	441.4	2.09
6	85.5	444	440.3	0.44
7	82.1	458	444.2	1.52
8	73.4	455	449.1	0.60
All	81.4	452	443.2	0.95

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	49.3	50.0
5	70.5	50.0
6	46.9	50.0
7	58.8	50.0
8	53.3	50.0
All	55.4	50.0

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 100% in reading. Therefore, **this goal was met**. At the grade level, growth was strongest in 5th and 6th grade.

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	82%	59
4	50%	74
5	144%	47
6	175%	53
7	59%	43
8	117%	49
All	100%	325

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 119% in reading. Therefore, **this goal was met**, exceeding the target by 9 percentage points. At the grade level, growth was strongest in 6th and 8th 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	85%	21
4	49%	16
5	159%	20
6	177%	28
7	59%	27
8	183%	24
All	119%	136

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

In 2023-24, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 58% 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	52%	12	85%	47
4	40%	17	54%	57
5	158%	7	137%	40
6	105%	15	177%	38
7	47%	14	110%	29
8	0%	6	133%	43
All	58%	71	109%	254

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 3rd and 8th grade 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	24%	59	27%	51
4	19%	74	20%	59
5	11%	47	8%	38
6	21%	53	25%	40
7	9%	43	6%	35
8	27%	49	27%	45
All	19%	325	20%	268

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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%	325	100%	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%	136	119%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	109% ⁷	71	58%	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%	268	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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELA GOAL

In 2023-2024, Brooklyn Excelsior met four of its five measures for ELA. In addition, the school also met two of its four 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.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

The iReady end-of-year growth measure assessment was administered to all students with only one week remaining in the school year. In years past, iReady assessments were administered in late May or early June, which proved more conducive to student focus and attention. An increase in the number of internal NHA ELA assessments added to testing anxiety and contributed to student test-burnout. The scholars were less familiar with computerized testing, as all interim exams were administered on paper. The late-June testing environment was not conducive to student achievement and there was less emphasis and urgency communicated to scholars regarding the importance of this growth measure.

According to test data, many students completed the exam quickly, did not spend sufficient time on each question, and it was determined that some were clicking answers rather than reading the questions. Academic testing incentives were not in place and students demonstrated a lack of motivation. The iReady data representing the students in their 2nd year at BECS was incongruous with the growth of this same subgroup measured by the state assessments, as the iReady environmental testing factors contributed negatively to results.

The school is taking steps in the 2024-2025 school year to improve the outcome of iReady test results. Interim tests will be administered at intervals that are further apart from each other to thwart student burnout and increase time on instruction. Academic incentives and student achievement goals will be

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

better communicated to students, parents, and teachers. Leadership will increase the frequency with which iReady goals and progress monitoring are reviewed and revised, with an increase in parent communication around said progress and academic growth goals. Utilization of the iReady digital instructional platform will be monitored bi-weekly and ongoing professional development on effective iReady usage will be provided.

ELA Measure 1: In 2023-24, 55% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 20 percentage points below the target; therefore, the goal was not met. At the grade level 5th and 6th grade had the strongest performance.

ELA Measure 2: In 2023-24, Brooklyn Excelsior's PI in ELA was 137.3, exceeding the state's MIP of 113 by 24.3 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 11 percentage points. Therefore, the goal was met.

ELA Measure 4: In 2022-23, Brooklyn Excelsior's effect size on the ELA exam was 0.95, which significantly exceeded the target of 0.3. Therefore, the goal was met. All grade levels met the target of 0.3 except for 4th grade. Performance was strongest in 5th and 7th grade.

ELA Measure 5: In 2022-23, Brooklyn Excelsior's mean growth percentile in ELA was 55.4. This exceeded the target of 50 and therefore the goal was met. At the grade level, performance was strongest in 5th grade.

ELA ACTION PLAN

- We will strengthen the Intervention Assistance Team to attain earlier awareness of student needs and adopt early plans for intervention. We will continue to hold our retention meetings after the second quarter to allow for earlier intervention. Small group afterschool intervention tutoring will continue to be utilized.
- Social Studies and Science teachers will formulate reading questions to mirror those of ELA and reinforce ELA skills through the content areas.
- We will continue to closely monitor data from benchmark assessments and adapt our instruction to cater to the needs of our students.
- We will continue using *aimswebPlus* for Benchmarking and progress monitoring all K-8 students. Frequency of progress monitoring is dependent on each child's tier allowing us to more frequently monitor the progress of our Tier 3 scholars.
- We will continue using Corrective Reading as an intervention tool to support students who scored in the bottom quartile on Aimsweb Benchmark assessments in grades 3-8. This curriculum addresses decoding and comprehension skills while improving their background knowledge. Corrective Reading uses direct instruction to help students master vital decoding and comprehension skills.
- We will continue using Reading Mastery with all K-2 students for explicit phonics instruction. Students will take a placement test in the Fall to determine the most appropriate Reading Mastery grade level.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Classroom teachers and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.
 - Deans are aligning additional state-test prep resources to the NHA Common Core Curricular tools.
- Programs such as Coach and Engage NY are used to supplement and bolster instruction and are assigned/taught during 3-8 intervention and small group workshop rotations.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.
 - Goalbook and iReady programs and curriculums were purchased and implemented to support accommodations, modifications, and scaffolding within instruction.
- In ELA, we know that the importance of reading complex texts can't be understated. Not only do we need to ensure students are reading complex texts, but we also need to ensure that they are discussing those texts with their classmates. 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.
- We will continue to utilize NHA's writing curriculum this year. The curriculum spans 6-8 weeks and covers writing genres such as response to literature, informative/explanatory writing, and narrative writing. We will engage in more data driven team meetings around the effectiveness of our writing instruction through analysis of grammar exit tickets and assessments. Additionally, feedback on constructed responses during the shared reading block can include praise and corrections around the student's writing conventions. Finally, modeling inference and explaining answers as a way of wrapping up a writing piece. In grades 6-8, students will have more practice and opportunities to practice their short and extended responses. Each lesson provided by NHA has a 45-minute lesson that supports practicing short responses daily. Also, teachers are expected to provide consistent feedback on constructed responses they are assigning using state writing rubrics.
- Deans will continue to coach classroom teachers and paraprofessionals on their instructional practices and lesson planning efforts related to ELA instruction.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

Brooklyn Excelsior 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 and reasoning. Students work with real contexts, problems, situations, and models so they can 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	60	0	1	0	0	0	0	0	61
4	76	1	3	0	0	0	2	0	82
5	38	0	10	0	0	0	0	0	48
6	58	0	2	0	0	0	1	0	61
7	74	2	1	0	0	0	0	0	77

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

8	33	2	9	0	0	0	0	23	67
All	339	5	26	0	0	0	3	23	396

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	60	26	43%	51	25	49%
4	76	26	34%	59	21	36%
5	38	27	71%	31	24	77%
6	58	12	21%	42	12	29%
7	74	36	49%	59	32	54%
8	33	5	15%	28	3	11%
All	339	132	39%	270	117	43%

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%	35.7%	29.2%	9.7%

$$\begin{aligned}
 \text{PI} &= 35.7 + 29.2 + 9.7 = 74.6 \\
 &+ 29.2 + 0.7 = 29.9 \\
 &+ (.5) * 9.7 = 4.9 \\
 \text{PI} &= 109.4
 \end{aligned}$$

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In 2023-24, Brooklyn Excelsior's PI in math was 109.4, which fell below state's MIP of 115.3 by 5.9 points. Therefore, the goal was not 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.

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	49%	51	55%	350
4	36%	59	46%	353
5	77%	31	33%	343
6	29%	42	37%	268
7	54%	59	47%	291
8	11%	28	47%	178
All	43%	270	44%	1783

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	76.1	450	447.8	0.16
4	91.1	442	442.8	-0.05
5	83.8	453	442.7	0.81
6	85.5	435	442.4	-0.59
7	82.1	459	446.3	1.00
8	73.4	447	441.5	0.36
All	81.4	447.3	444	0.25

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

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

⁹ 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	Mean Growth Percentile	
	School	Target
4	50.0	50.0
5	61.7	50.0
6	29.7	50.0
7	76.0	50.0
8	52.0	50.0
All	52.3	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 93% in math. Therefore, **this goal was not met**, falling short of the target by 7 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	81%	59
4	72%	74
5	111%	44
6	111%	54
7	62%	45
8	170%	49
All	93%	325

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 math. Therefore, **this goal was not met**.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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
3	124%	20
4	75%	31
5	136%	16
6	135%	24
7	62%	25
8	150%	24
All	100%	140

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 88% 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%	12	77%	47
4	61%	17	74%	57
5	111%	7	111%	37
6	93%	15	114%	39
7	25%	12	75%	33
8	317%	5	169%	44
All	88%	68	94%	257

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	17%	59	18%	51
4	14%	74	15%	59
5	16%	44	14%	36
6	13%	54	17%	41
7	2%	45	3%	36
8	20%	49	22%	46
All	14%	325	15%	269

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%	325	93%	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%	140	100%	No

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ¹⁰	94% ¹¹	68	88%	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%	269	15%	No

SUMMARY OF THE MATHEMATICS GOAL

In 2023-2024, Brooklyn Excelsior met one of its five measures for mathematics. The school met none of its four 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.	No
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	No

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

	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 mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The iReady end-of-year growth measure assessment was administered to all students with only one week remaining in the school year. In years past, iReady assessments were administered in late May or early June, which proved more conducive to student focus and attention. An increase in the number of internal NHA ELA assessments added to testing anxiety and contributed to student test-burnout. The scholars were less familiar with computerized testing, as all interim exams were administered on paper. The late-June testing environment was not conducive to student achievement and there was less emphasis and urgency communicated to scholars regarding the importance of this growth measure. According to test data, many students completed the exam quickly, did not spend sufficient time on each question, and it was determined that some were clicking answers rather than reading the questions. Academic testing incentives were not in place and students demonstrated a lack of motivation. In addition, mid-year math teacher turnover had a negative impact on student learning. Due to staffing vacancies, the math scope and sequence was deviated from, the scope and sequence of math skills were set off-course, and math intervention services were less consistent this year compared to past years.

There will be a greater emphasis this year on tracking the student achievement of students in their 2nd year at BECS, as analysis of this subgroup test data has not been a focus of the leadership team. A greater focus on progress monitoring of math growth goals by standards will be implemented. The math curricular tools will be better utilized for analysis of student achievement scores on both formative and summative in-class exit tickets and assessments. Math intervention schedules will be adhered to with greater consistency, with an increase in targeted math intervention progress monitoring and planning for targeted intervention. Teachers and interventionists will be provided additional professional development around effective math instruction and better utilization of math intervention materials.

Math Measure 1: In 2023-24, 43% of students enrolled in at least their second year scored at or above proficient on the NYS math exam. This was 32 percentage points below the target; therefore, the goal was not met. At the grade level 5th and 7th grade had the strongest performance. Most notably, 5th grade exceeded the 75% target.

Math Measure 2: In 2023-24, Brooklyn Excelsior’s PI in math was 109.4, which fell below state’s MIP of 115.3 by 5.9 points. Therefore, the goal was not met.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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. The school fell short of the target by only 2 percentage points.

Math Measure 4: In 2022-23, Brooklyn Excelsior's effect size on the math exam was 0.25, which was slightly below the target of 0.3. Therefore, the goal was not met. However, the school's effect size was still above 0, meaning the school performed above expected based on the percentage of economically disadvantaged students. Performance was strongest in 5th, 7th, and 8th grade where students performed significantly above expected and exceeded the goal target.

Math Measure 5: In 2022-23, Brooklyn Excelsior's mean growth percentile in math was 52.3. This exceeded the target of 50 and therefore the goal was met. At the grade level, the goal target was met in all grades except 6th.

ADDITIONAL CONTEXT AND EVIDENCE

In 2023-24, the Regents Algebra I exam was administered to 23 students. Each student assessed 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	23	23	100%

MATHEMATICS ACTION PLAN

- BECS has implemented the Illustrative Math curricular program for grade 6-8 and the Bridges math curricular program in K-5. These programs align to the common core standards.
 - We will continue to incorporate Bridges Number Corner during K-5 math blocks to support number sense development.
- We will continue to use the Ready Common Core Workbooks schoolwide to supplement and bolster math instruction. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop and on reteach days.
 - We will increase the use of our Ready Math program specifically in middle school by training our interventionists supporting middle school math instruction on how to use the curriculum during small group instruction.
- Math Stories are used across all grades and reinforce foundational math skills. These Math Stories pose real-world images and scenarios that deepen students' conceptual and application-based understanding of mathematics.
- We will continue using Math Next Steps guides that accompany each unit assessment. These guides include intervention suggestions based on assessment results. Teachers and interventionists are given Bridges and/or Bridges Intervention lessons or activities that address the deficits identified from the unit assessment data. Interventionists are paired with scholars who have been identified as needing intensive intervention. These small groups rotate based on the unit assessments that are taken every 4 - 5 weeks.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.
 - Goalbook and iReady programs and curriculums were purchased and implemented to support accommodations, modifications, and scaffolding within instruction.
- We are also embedding high quality instructional practices right into google slide decks for each Bridges and Illustrative 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.
- Deans will continue to coach classroom teachers and paraprofessionals on their instructional practices and lesson planning efforts related to math instruction.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 3: SCIENCE

Students will be proficient in science.

BACKGROUND

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

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

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 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	31	8	26%
8	46	24	52%
All	77	32	42%

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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
5	31	8	26%	<i>Pending public release of data</i>		
8	46	24	52%			
All	77	32	42%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

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, 42% 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to meet science proficiency.
- We will continue to utilize STEM Scopes, a science curricular tool for grades 3-8 that aligns to state standards. This step will help prepare students for the NYSTP when they reach grades 5 and 8.
 - This curriculum allows scholars to form their own ideas about science using the 5E process. This process encourages scholars to continue making hypotheses and testing these hypotheses while they engage in hands-on experimentation. STEMScopes comes with all materials needed for experiments and exploration. It also includes built in scaffolding for ELL scholars and scholars who need additional support. Teachers can connect science to math with STEMScopes' math in action component.
- Teachers also use the Measuring Up science workbooks as an additional resource to supplement STEMScopes. This resource will be used during small group instruction during science class and lab.
- Deans will continue to coach classroom teachers on their instructional practices and lesson planning efforts related to 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