Uncommon Brownsville South Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

Matt Scheiblin, Manager, Data Reporting and Analysis 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)
Linton Mann III	Chair	Executive, Academic
Brett Peiser	Other	N/A
Chrystal Stokes Williams	Trustee/Member	Advocacy, Audit
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Shakima Jones	Parent Rep	Academic, Advocacy, Finance
Eric Woolway	Trustee/Member	Academic
Jabali Sawiki	Trustee/Member	Academic
Ann Mathews	Trustee/Member	Academic
Crystal McQueen-Taylor	Parent	Academic, Advocacy

Aliya McDaniel has served as the Principal of the Elementary Academy since 2021.

Dare'ra Spragg has served as the Principal of the Middle Academy since 2022.

Chantelle McLean has served as Director of Operations of the Elementary Academy since 2022.

Jeremiah Pickert has served as Director of Operations of the Middle Academy since 2024.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

Uncommon Brownsville South Charter School is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. In pursuit of its mission, the school successfully completed its 15th year of operation in June 2024. Uncommon Brownsville South Charter School is organized into two academies: the Elementary Academy, serving students in grades K-4 and the Middle Academy, which serves students in grades 5-8.

Uncommon Brownsville South Charter School design includes seven core components.

Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Uncommon Brownsville South Charter School students, therefore, is tied to mastering this fundamental skill. In 2023-24, Uncommon Brownsville South Charter School provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1st grade, and for at least 30 minutes each night starting in 2nd grade.
- Students write in every class and use the Writer's Workshop method to cultivate creativity and voice.

Grades 5-8

- Scholars have two and a half hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

Target Curriculum Focused on Basic Skills. Uncommon Brownsville South Charter School does not use an off-the-shelf curriculum. Rather, Uncommon Brownsville South Charter School uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Uncommon Brownsville South Charter School teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Uncommon Brownsville South Charter School administered two internally aligned Interim Assessments (2 in ELA for grades 3 and 4 and 3 in ELA for grades 5-8, as well as 3 in Math for all grades). These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually. Uncommon Brownsville South Charter School teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Uncommon Brownsville South Charter School also utilized the information to target content and skills-driven tutoring and small-group instruction.

Our CAT team also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our schools.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

Make More Time. In order to provide students with a comprehensive, college preparatory education, Uncommon Brownsville South Charter School has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Uncommon Brownsville South Charter School provides its students with every possible opportunity to learn.

Uncommon Brownsville South Charter School students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Uncommon Brownsville South Charter School students, freshman year of college will be a natural extension of their educational experience at Uncommon Brownsville South Charter School.

Uncommon Brownsville South Charter School students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2023-24, Uncommon Brownsville South Charter School created a calm, composed, and disciplined environment to maximize the amount of time on-task.

Insist on Family Involvement. Uncommon Brownsville South Charter School's educational program is structured so that families must be involved in their child's academic pursuits. In 2023-24, Uncommon Brownsville South Charter School families:

- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	88	86	90	84	88	72	55	63	61	N/A	N/A	N/A	N/A	687
2022-23	63	85	77	89	84	64	76	55	53	N/A	N/A	N/A	N/A	646
2023-24	55	67	84	83	78	65	74	77	67	N/A	N/A	N/A	N/A	650

GOAL 1: ENGLISH LANGUAGE ARTS

All students will become proficient in reading and writing of the English language.

BACKGROUND

Uncommon Brownsville South Charter School's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Uncommon Brownsville South Charter School created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

Uncommon Brownsville South Charter School's ELA program emphasizes both strong reading and strong writing. In reading, the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are three 50-minute long literacy blocks each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the three literacy blocks.

In the middle grades (5-8) rather than separating reading and writing, students have a 2-hour English class. This aligns more closely to the Common Core Learning Standards, whereby students' written work must be based on a text they have read.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

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	77	0	0	0	0	0	6	83
4	73	0	0	0	0	0	7	78
5	58	2	0	0	0	0	2	65
6	74	0	1	0	0	0	1	74
7	73	1	0	0	0	0	1	77
8	58	3	5	0	0	0	2	67
All	413	6	6	0	0	0	19	444

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	77	32	42%	55	27	49%
4	73	38	52%	59	33	56%
5	58	19	33%	45	15	33%
6	74	28	38%	48	19	40%
7	73	46	63%	50	37	74%
8	58	37	64%	37	27	73%
All	413	200	48%	294	158	54%

ELA Measure 2 - Absolute

[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.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

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
	22%	30%	34%	15%

PI	=	30	+	34	+	15	=	79
				34	+	15	=	49
					+	8	=	7.5
						PI	=	**136**

RESULTS AND EVALUATION

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

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

[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.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	49%	55	45%	49011
4	56%	59	50%	50315
5	33%	45	45%	51215
6	40%	48	46%	52303
7	74%	50	55%	52660
8	73%	37	53%	52446
All	54%	294	49%	307950

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	95.5	447.0	437.4	0.93
4	91.7	449.0	441.2	0.77
5	95.2	442.0	439.1	0.32
6	93.5	452.0	438.7	1.51
7	94.6	450.0	442.0	0.92
8	86.2	457.0	447.2	1.12
All	92.9	449.4	440.5	0.95

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

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	50.7	50.0
5	48.6	50.0
6	49.2	50.0
7	56.5	50.0
8	46.1	50.0
All	50.1	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: Internally developed

Based on data from the Interim Assessments administered in 2023-2024, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2024-2025. Students in Grades 3-4 took 2 interim assessments and students in grades 5-8 took 3 interim assessment during the 2023-2024 school year. All students, regardless if they were attending in-person hybrid or remote learning took these assessments. Those students who were remote only learning for the 2020-2021 school year, were administered these assessments remotely. The chart below represents the percentage of students who are advanced or proficient on their interim

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

assessments. These numbers are consistent with those assessments that were completed during the 19-20 school year, where they attended more in-person learning.

		3	4	5	6	7	8
ELA	**Assessment #1**	38%	44%	52%	52%	56%	65%
ELA	**Assessment #2**	48%	54%	59%	51%	66%	68%
ELA	**Assessment #3**	N/A	N/A	57%	53%	59%	63%

SUMMARY OF THE ELA GOAL

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

Elementary and Middle School students at Uncommon Brownsville South Charter School met 4 of 5 of the eligible ELA goals for school year 2023-2024.

Given the internal assessments provided to students, Uncommon Brownsville South Charter School did meet the ELA goal for the 2023-2024 school year based on the interim assessments that were administered. While there is continued work to do to close the remote learning gap, we are confident in being able to execute our action plan below for the 2024-25 school year.

ADDITIONAL CONTEXT AND EVIDENCE

ELA ACTION PLAN

Uncommon Brownsville South Charter School is continuing to improve ELA performance for its students. Our action steps relate to Remediation and Observation & Feedback.

Remediation: We will continue to have a tutoring block in the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year's NYS ELA exam (as available), internal interim assessments, and daily classroom assessments (called "Exit Tickets").

Observation & Feedback: ELA teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take at least 90 minutes of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

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 ACCCOUNTABILITY PLAN PROGRESS REPORT

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	79	0	0	0	0	0	0	4	83
4	77	0	0	0	0	0	0	3	78
5	58	2	0	0	0	0	0	2	65
6	74	0	1	0	0	0	0	1	74
7	73	0	0	0	0	0	0	2	77
8	39	2	1	0	0	0	24	2	67
All	400	4	2	0	0	0	24	14	444

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	79	67	85%	57	50	88%
4	77	62	81%	60	50	83%
5	58	36	62%	45	30	67%
6	74	37	50%	48	26	54%
7	73	46	63%	50	38	76%
8	39	20	51%	25	16	64%
All	400	268	67%	285	210	74%

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
	12%	21%	43%	24%

PI	=	21	+	43	+	24	=	88
				43	+	24	=	67
					+	12	=	12
						PI	=	**167**

RESULTS AND EVALUATION

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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	88%	57	55%	51746
4	83%	60	58%	52842
5	67%	45	52%	50106
6	54%	48	49%	54151
7	76%	50	57%	53720
8	64%	25	44%	30074
All	74%	285	53%	292639

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.[6]

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95.5	469.0	442.7	1.83
4	91.7	459.0	442.6	1.16
5	95.2	457.0	439.1	1.51
6	93.5	462.0	440.0	1.73
7	94.6	454.0	442.6	0.97
8	86.2	451.0	439.2	0.76
All	93.4	460.3	441.4	1.42

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.[7]

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

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

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	47.5	50.0
5	70.4	50.0
6	68.7	50.0
7	40.6	50.0
8	62.5	50.0
All	58.1	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: Internally developed

Uncommon Brownsville South Charter School typically uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

During the 20-21 academic year Uncommon Brownsville South Charter School was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March of 2020, and shifted to optional hybrid learning in 20-21. Uncommon Brownsville South Charter School administered 2 internally developed and aligned Interim Assessments to both Elementary School students and Middle School students. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to

individuals, small groups, and classes whether the students were in-person during hybrid learning or entirely remote.

During remote learning that continued through the beginning of January 2021, Uncommon Brownsville South Charter School continued to have consistent Math instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

		3	4	5	6	7	8
MATH	**Assessment #1**	66%	63%	53%	46%	40%	42%
MATH	**Assessment #2**	74%	72%	64%	53%	50%	48%
MATH	**Assessment #3**	75%	70%	64%	53%	56%	43%

SUMMARY OF THE MATHEMATICS GOAL

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.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Elementary and Middle School students at Uncommon Brownsville South Charter School met 4 of 5 of the eligible mathematics goals for school year 2023-2024.

ADDITIONAL CONTEXT AND EVIDENCE

MATHEMATICS ACTION PLAN

Over the course of the past school year, Uncommon Schools has made continuous changes to its program in order to ensure that the curriculum, schedule, and instruction best support student learning in math, while accommodating and shifting to Remote Learning. Changes include: revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we plan to continue to implement a small group instruction into the day in the 2024-25 school year. In small group instruction, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scope and sequences as well as provide real-time feedback in-person as we continue in-person learning during the 2024-25 school year. We feel that our students will continue to benefit from in-person learning and resuming the small group instruction for our students.

GOAL 3: SCIENCE

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

The science curriculum at Uncommon Brownsville South Charter School has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Uncommon Brownsville South Charter School continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Uncommon Brownsville South Charter School students continue to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! Website that aligned to the Science materials that were presented in the videos and packets.

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 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	45	8	18%
8	N/A	N/A	N/A
All			

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.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

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

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5						
8						
All						

The NYCDOE did not release state science exam results for the 2023-24 school year.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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.	N/A

EVALUATION OF THE SCIENCE GOAL

Elementary and Middle School students at Uncommon Brownsville South Charter School met 0 of 1 of the eligible science goals for school year 2023-2024.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	59	29	49%
8	2022-23	Living Environment	44	24	55%
8	2023-24	Living Environment	61	26	43%

ACTION PLAN

In 2024-25, Uncommon Brownsville South Charter School will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Uncommon Brownsville South Charter School remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

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.

2023-24 ACCCOUNTABILITY PLAN PROGRESS REPORT

Accountability Status by Year	
Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

Uncommon Brownsville South Charter School received a “Good Standing” status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT