



**Brooklyn Excelsior
Charter School**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2017

By Brooklyn Excelsior Charter School

Board of Trustees

856 Quincy Street

Brooklyn, NY 11221

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INTRODUCTION

National Heritage Academies prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Corey Martin	President
Stephanie Cuba	Vice President
Rudyard Ceres	Treasurer
Omar Wasow	Secretary
Andra Wishom	Trustee
Carol Schulhof	Trustee

Christopher Petty has served as the principal since March 2016.

INTRODUCTION

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

The school will maintain its focus on four key design elements as it pursues its mission: "Working in partnership with parents and the community, Brooklyn Excelsior will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations."

We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In the 2016-17 school year, we served 636 students in grades K-8, of whom 90 percent qualify for free or reduced price lunch.

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

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

INTRODUCTION

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	71	77	81	80	83	81	78	86	89	726
2013-14	64	80	74	81	84	78	72	82	90	705
2014-15	79	80	84	80	86	72	75	74	77	707
2015-16	70	82	78	77	76	77	78	77	69	684
2016-17	50	64	74	84	81	78	58	71	75	636

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission. Teachers are also using iReady instruction materials in conjunction with Reading Street and Holt literature to provide additional instructional opportunities for priority material emphasized in New York State Standards, and Reading Mastery and Corrective Reading intervention programs.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grades in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	78	7	3	0	0	78
4	79	17	4	0	0	79
5	76	11	2	0	0	76
6	54	9	0	0	0	55
7	72	13	4	0	0	72
8	69	9	3	0	0	69
All	427	66	16	0	0	428

RESULTS

In 2016-17, 35 percent of students enrolled in at least their second year achieved a level 3 or higher on New York State ELA exam.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37.2%	78	38.1%	63
4	34.2%	79	35.6%	59
5	23.3%	73	23.7%	59
6	16.4%	55	15.0%	40
7	40.3%	72	46.7%	60
8	42.0%	69	44.1%	59
All	32.9%	426	35.0%	340

EVALUATION

Brooklyn Excelsior did not meet this measure in 2016-17.

ADDITIONAL EVIDENCE

In 2016-17, Brooklyn Excelsior increased the percentage of students scoring proficient on the New York ELA exam by 8 percentage points from 2015-16. This was after increasing the percentage of proficient students by 10 percentage points the year prior, making for a 18 percentage point gain over a two year period.

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

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	14.8%	61	35.7%	56	38.1%	63
4	14.5%	69	29.3%	58	35.6%	59
5	15.6%	64	19.0%	58	23.7%	59
6	15.0%	60	29.6%	54	15.0%	40
7	23.1%	65	15.6%	64	46.7%	60
8	19.4%	72	32.8%	61	44.1%	59
All	17.1%	391	26.8%	351	35.0%	340

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Brooklyn Excelsior met the 2016-17 ELA goal, with a PLI score of 112, which is 1 point higher than the threshold.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22.9%	42.1%	28.8%	6.1%

$$\begin{aligned}
 \text{PI} &= 42.1 + 28.8 + 6.1 = 77.0 \\
 & \quad \quad \quad 28.8 + 6.1 = \underline{34.9} \\
 \text{PLI} &= 111.9
 \end{aligned}$$

EVALUATION

Brooklyn Excelsior met the PLI target in 2016-17.

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

Brooklyn Excelsior met this goal. In 2016-17, 35 percent of Brooklyn Excelsior students scored at or above level 3 on the New York State ELA exam compared to 25 percent of district students.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	38.1%	63	31.4%	522
4	35.6%	59	29.7%	553
5	23.7%	59	24.9%	497
6	15.0%	40	12.8%	390
7	46.7%	60	19.7%	395
8	44.1%	59	28.1%	370
All	35.0%	340	25.1%	2727

EVALUATION

Brooklyn Excelsior met this goal in 2016-17, with 9.9 percent more students meeting the proficiency target than the local district. Proficiency rates were higher than the local district in five out of the 6 grades tested.

ADDITIONAL EVIDENCE

Brooklyn Excelsior has outperformed the local district for the last 3 years, with the outperformance increasing each year.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	14.8%	17.8%	35.7%	33%	38.1%	31.4%
4	14.5%	25.1%	29.3%	31%	35.6%	29.7%
5	15.6%	11.0%	19.0%	26%	23.7%	24.9%
6	15.0%	15.1%	29.6%	13%	15.0%	12.8%
7	23.1%	13.6%	15.6%	16%	46.7%	19.7%
8	19.4%	18.1%	32.8%	24%	44.1%	28.1%
All	17.1%	17.0%	26.8%	24%	35.0%	25.1%

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16, Brooklyn Excelsior did not meet this goal with an effect size of 0.02, which was slightly higher than expected, but not above the threshold of 0.30.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.9	71	34%	27.7%	6.3%	0.34
4	88.2	74	31%	27.3%	3.7%	0.21
5	90.7	70	17%	19.9%	-2.9%	-0.19
6	86.8	71	25%	21.6%	3.4%	0.22
7	74.4	74	18%	26.4%	-8.4%	-0.50
8	77.9	65	32%	30.9%	1.1%	0.06
All	84.8	425	26.1%	25.6%	0.5%	0.02

School's Overall Comparative Performance:

Slightly higher than expected

EVALUATION

In 2015-16 Brooklyn Excelsior did not meet this goal. Results for 2016-17 are not yet available.

ADDITIONAL EVIDENCE

Brooklyn Excelsior has not met this goal over the last few years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	2013-14	3-8	90.3%	483	19.0%	17.3%
2014-15	2014-15	3-8	88.7%	459	16.2%	16.9%
2015-16	2015-16	3-8	84.8%	425	26.1%	25.6%

Additionally, we also evaluated Brooklyn Excelsior's performance using a regression analysis based on average scaled scores. Average scaled scores help capture differences between students that are just below the proficiency line, and students that are far below proficient. This metric has a direct correlation to the percentage of questions that were answered correctly on the state test.

The charts below compare the proficiency regression analysis that is run by CSI for all schools with a scaled score regression analysis. This analysis shows that regression based on average scaled scores would meet the CSI definition as higher than expected to a large degree.

ELA Scaled Score Regression

	2013-14	2014-15	2015-16
CSI Proficiency Regression	0.12	-0.01	0.02
Scaled Score Regression	0.45	0.49	0.59

Goal 1: Growth Measure⁴

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 state's unadjusted median growth percentile.

METHOD

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

In 2015-16, Brooklyn Excelsior had a Mean Growth Percentile (MGP) that was above the state average, with a score of 53.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	49.5	50.0
5	43.5	50.0
6	63	50.0
7	56	50.0
8	--*	50.0
All	53	50.0

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

EVALUATION

Brooklyn Excelsior met this goal in the aggregate and in 2 out of the 4 grade levels for which we have results.

*8th Grade ELA growth results are missing due to NYC charter schools office not submitting the 8th grade scores to the state until after the score submission window was closed.

ADDITIONAL EVIDENCE

Brooklyn Excelsior has seen accelerating growth, with growth rates at the school increasing over the last 3 years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	44.5	39.5	49.5	50.0
5	42.5	48.5	43.5	50.0
6	37.5	41	63	50.0
7	45	54.5	56	50.0
8	44	47.5	--*	50.0
All	43	49.5	53	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Brooklyn Excelsior met three of the five ELA goals listed below. Additionally, the school made progress toward the absolute 75 percent proficiency goal, increasing the percentage of students proficient by 10 percent.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Met
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.	Met
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Not Met
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 state's unadjusted median growth percentile. (Using 2015-16 results.)	Met

ACTION PLAN

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program to help generate sustainable academic gains.

- *Progress monitoring:* Beginning with the 2017-18 school year, *aimswEBPlus* will be used for progress monitoring for all K-2 students and for ELL and special education students in grades 3-8. We will also use this tool to measure the progress of all students in the bottom quartile in all grades. The program will support school efforts in screening, progress monitoring, and data management.
- *Intervention:* Beginning in 2017-18, BECS will implement Corrective Reading and Reading Mastery to help low performers in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. Reading Mastery and Corrective Reading use direct instruction to help students master vital decoding and comprehension skills. We will also use Ready Common Core Workbooks schoolwide to differentiate small-group instruction. New instructional coaches and paraprofessionals will support these new tools. The new tools will supplement our continued use of Generation Ready Math and Reading (2014-15).
- *Classroom Chromebooks:* BECS has added 10 new Chromebooks in every classroom for grades K-5. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning.

MATHEMATICS

Goal 2: Mathematics

Students will be proficient in mathematics.

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. Teachers are also using iReady instruction materials in conjunction with Math Expressions and Big Ideas to provide additional instructional opportunities for priority material emphasized in New York State Standards and a hands-on math model based on cognitively guided instruction for grades K-2.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in third through eighth grades in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	76	7	3	0	0	77
4	78	17	4	0	0	78
5	75	11	2	0	0	75
6	53	9	0	0	0	55
7	72	13	4	0	0	72
8*	41	8	3	0	1	69
All*	395	65	16	0	1	426

*27 eighth grade students took the algebra exam

RESULTS

In 2016-17, 33 percent of students enrolled in at least their second year achieved a level 3 or higher on the New York Math Exam.

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Performance on 2016-17 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	35.5%	76	32.8%	61
4	32.1%	78	33.9%	59
5	29.7%	74	28.3%	60
6	38.9%	54	40.0%	40
7	43.1%	72	45.0%	60
8	7.3%	41	9.1%	33
All	32.7%	395	32.9%	313

*27 eighth grade students took the algebra exam

EVALUATION

Brooklyn Excelsior did not meet this goal in 2016-17.

ADDITIONAL EVIDENCE

Brooklyn Excelsior did not meet this goal in 2016-17, but increased proficiency by 5 percentage points from 2015-16. Additionally, the school increased proficiency by 8 percentage points in 2015-16, for a two year proficiency gain of 13 percentage points.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18.0%	61	35.7%	56	32.8%	61
4	18.6%	70	37.9%	58	33.9%	59
5	34.4%	64	21.1%	57	28.3%	60
6	20.0%	60	35.2%	54	40.0%	40
7	23.1%	65	25.8%	62	45.0%	60
8	6.9%	72	5.3%	38	9.1%	33
All	19.9%	392	28.0%	325	32.9%	313

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State mathematics exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Brooklyn Excelsior did not meet the 2016-17 Math goal with a PLI of 98, which is 11 points lower than the goal of 109.

Mathematics 2016-17 Performance Level Index (PLI)									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	34.5	32.6	24.3	8.6					
	PI	=	32.6	+	24.3	+	8.9	=	65.5
					24.3	+	8.6	=	<u>32.9</u>
							PLI	=	98.4

EVALUATION

Brooklyn Excelsior did not meet this goal in 2016-17.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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.⁸

⁷ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

RESULTS

Brooklyn Excelsior met this goal. In 2016-17, 33 percent of Brooklyn Excelsior students scored at or above level 3 on the New York State ELA exam compared to 20 percent of district students.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	32.8%	61	33.9%	528
4	33.9%	59	24.5%	555
5	28.3%	60	22.3%	493
6	40.0%	40	7.9%	380
7	45.0%	60	9.5%	388
8	9.1%	33	9.0%	322
All	32.9%	313	19.5%	2666

EVALUATION

Brooklyn Excelsior has met this measure in 2016-17, outperforming the district by 13 percentage points.

ADDITIONAL EVIDENCE

Brooklyn Excelsior has met this measure for the last 3 years, and outperformed by a wider margin each year, going from a 3 percentage point margin in 2014-15 to a 13 percentage point margin in 2016-17.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	18.0%	23%	35.7%	29%	32.8%	33.9%
4	18.6%	22%	37.9%	25%	33.9%	24.5%
5	34.4%	16%	21.1%	24%	28.3%	22.3%
6	20.0%	12%	35.2%	10%	40.0%	7.9%
7	23.1%	11%	25.8%	13%	45.0%	9.5%
8	6.9%	11%	5.3%	17%	9.1%	9.0%
All	19.9%	17%	28.0%	20%	32.9%	19.5%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree)

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

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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16, Brooklyn Excelsior did not meet this measure, having an effect size of 0.11, which is lower than the threshold of 0.30.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.9	71	34	30.2	3.8	0.17
4	88.2	75	40	29.7	10.3	0.51
5	90.7	69	19	23.0	-4.0	-0.21
6	86.8	71	28	23.5	4.5	0.22
7	74.4	71	27	24.2	2.9	0.15
8	77.9	41	7	16.3	-9.3	-0.49
All	85.3	398	27.4	25.2	2.3	0.11

School's Overall Comparative Performance:

Slightly higher than expected

EVALUATION

In 2015-16, Brooklyn Excelsior did not meet this measure, having an effect size of 0.11, which is lower than the threshold of 0.30.

ADDITIONAL EVIDENCE

In 2015-16, Brooklyn Excelsior did not meet this measure, having an effect size of 0.11. However that was a gain of 0.20 effect sizes over 2014-15, and after the large proficiency gains in 2016-17 the school will likely have another large increase in effect size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	90	454	25.9	22.5	0.15
2014-15	3-8	89	460	19.2	21.2	-0.10
2015-16	3-8	85.3	398	27.4	25.2	0.11

Additionally we also evaluated Brooklyn Excelsior’s performance using a regression analysis based on average scaled scores. Average scaled scores help capture differences between students that are just below the proficiency line, and students that are far below proficient. This metric has a direct correlation to the percentage of questions that were answered correctly on the state test.

The charts below compare the proficiency regression analysis that is run by CSI for all schools with a scaled score regression analysis. This analysis uses student scaled scores to reveal a greater degree of positive movement, which would meet the CSI definition as higher than expected to a meaningful degree.

	Math Scaled Score Regression		
	2013-14	2014-15	2015-16
CSI Proficiency Regression	0.15	-0.1	0.11
Scaled Score Regression	0.35	0.08	0.52

Goal 2: Growth Measure⁹

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 state’s unadjusted median growth percentile.

METHOD

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 2015-16 and also

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

RESULTS

In 2015-16, Brooklyn Excelsior had a Mean Growth Percentile (MGP) of 59, which was well above the state average of 50.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	59	50.0
5	49.5	50.0
6	68	50.0
7	62.5	50.0
8	55	50.0
All	59	50.0

EVALUATION

Brooklyn Excelsior met this goal, scoring nine points above the threshold of 50. Additionally four of the five grade levels had growth above 50, and the other grade level had a score of 49.5, which is very close to the threshold.

ADDITIONAL EVIDENCE

Brooklyn Excelsior met growth in math for the first time in 3 years in 2015-16.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2015-16	
4	45.5	37.5	59	50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

5	57.5	45.5	49.5	50.0
6	56	47	68	50.0
7	29.5	28.5	62.5	50.0
8	35	38.5	55	50.0
All	44.5	39.5	59	50.0

SUMMARY OF THE MATHEMATICS GOAL

Brooklyn Excelsior met two of the five goals listed. On the absolute 75 percent proficiency goal the school has made progress over the last 3 years, increasing proficiency rates by 13 percentage points during that time. Additionally the school increased their effect size in the regression analysis by 0.20 points in 2015-16. With large proficiency gains in 2016-17, we would expect that the effect size would meaningfully increase again this year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Met
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.	Met
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Not Met
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 state's unadjusted median growth percentile.	Met

ACTION PLAN

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program to help generate sustainable academic gains.

- *Progress monitoring:* Beginning with the 2017-18 school year, *aimswebPlus* will be used for progress monitoring for all K-2 students and for ELL and special education students in grades 3-8. We will also use this tool to measure the progress of all students in the bottom quartile in all grades. The program will support school efforts in screening, progress monitoring, and data management.
- *Classroom Chromebooks:* BECS has added 10 new Chromebooks in every classroom for grades K-5. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning.

SCIENCE

Goal 3: Science

Students will be proficient in Science.

BACKGROUND

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

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

In 2016-17, 81 percent of students enrolled in at least their second year achieved a level 3 or higher on the New York state Science exam.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	58	97%	78
8	63%	56	57%	68
All	81%	114	79%	146

EVALUATION

Brooklyn Excelsior met this measure in 2016-17, exceeding the goal by six percentage points.

ADDITIONAL EVIDENCE

Brooklyn Excelsior met this measure for the first time in three years. However, over that time frame Brooklyn Excelsior has increased the percentage of students proficient by 17 percentage points.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	95.6%	69	98.2%	57	98%	58
8	32.4%	71	48.3%	60	63%	56
All	63.6%	140	72.6%	117	81%	114

Goal 3: Comparative Measure

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

METHOD

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.

RESULTS

Science results for 2016-17 cannot be compared to the local district as science scores have not been released publicly.

2016-17 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	58		
8	63%	56		
All	81%	114		

EVALUATION

The goal cannot be evaluated at this time.

ADDITIONAL EVIDENCE

Brooklyn Excelsior has met this measure in both 2014-15 and 2015-16. With the large increase in proficiency this year, it is likely the school will meet this measure in 2016-17.

Science Performance of Charter School and Local District

by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	95.6%	80%	98.2%	84%	98%	
8	32.4%	33%	48.3%	35%	63%	
All	63.6%	59%	72.6%	60%	81%	

SUMMARY OF THE SCIENCE GOAL

Brooklyn Excelsior met the absolute 75 percent proficiency measure, and is likely to meet the comparative measure. The school has met the comparative measure in both 2014-15 and 2015-16.

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.	Met
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.	TBD

ACTION PLAN

Based on our analysis of performance against charter goals and other available data, BECS will begin using STEMScopes for grades 6-8 to help sustain and further our recent academic gains.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

Brooklyn Excelsior was a focus school as of 2015-16.

EVALUATION

Brooklyn Excelsior was a focus school based on 2014-15 data. In 2015-16, the school made progress toward exiting focus school status. If the school makes progress again in 2016-17, the school will be in good standing.

ADDITIONAL EVIDENCE

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Focus School
2016-17	Focus School

APPENDIX A: OPTIONAL GOALS

Goal 5:

Each year, the school will average a student attendance rate at or above 93%.

METHOD

The student attendance rate is determined using the school’s Average Daily Attendance during the 2016-17 school year.

RESULTS

For 2016-17, the student attendance rate for Brooklyn Excelsior Charter School was 89.6 percent.

2016-17 Attendance

Grade	Average Daily Attendance Rate
K	87.6%
1	90.4%
2	89.8%
3	90.1%
4	88.6%
5	87.4%
6	94.5%
7	91.7%
8	88.7%
Overall	89.6%

EVALUATION

With an attendance rate of 89.6 percent, Brooklyn Excelsior did not meet the stated measure. Brooklyn Excelsior met this goal in 2014-15 and 2015-16.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	95%
2015-16	94.5%
2016-17	89.6%

Goal 6:

The school will be organizationally viable and financially sound.

APPENDIX B: SUMMARY TABLES

Goal 6: Measure 1

Each year, the school will receive an unqualified audit from an independent certified public accounting firm hired by the board.

METHOD

Brooklyn Excelsior Charter School's Board of Trustees will retain an independent certified public accounting firm to review the school's financial transactions.

RESULTS

Brooklyn Excelsior has contracted with an independent certified public accounting firm to complete an audit of the 2016-17 school year. This audit is in process and will be submitted to CSI on or before November 1, 2017.

EVALUATION

Brooklyn Excelsior will meet this measure by receiving an unqualified audit from an independent certified public accounting firm hired by the board.

Goal 6: Measure 2

Each year, the school will maintain a positive cash flow as measured using financial statements and the annual audit report.

METHOD

Brooklyn Excelsior Charter School will retain an independent certified accounting firm to review the school's financial transactions.

RESULTS

Brooklyn Excelsior has contracted with an independent certified public accounting firm to complete an audit of the 2016-17 school year. This audit is in process and will be submitted to CSI on or before November 1, 2017.

EVALUATION

Brooklyn Excelsior Charter School will meet this measure by maintaining a positive fund balance for the school year ending in 2017.

Goal 6: Measure 3

Each year, the school's Board of Trustees will assess the performance of its education management partner. The review will be used to identify the management partner's successes and opportunities to improve its future performance, as well as ensure the Board and management partner's relationship is effectively serving the school.

APPENDIX B: SUMMARY TABLES

METHOD

The Brooklyn Excelsior Charter School Board of Trustees will assess the performance of its education management partner.

RESULTS

The Board of Trustees completed an evaluation of NHA during the 2016-17 school year.

EVALUATION

Brooklyn Excelsior met this goal.

Goal 6: Measure 4

Each year, the school's Board of Trustees will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

METHOD

Throughout the school year, the Board of Trustees are presented with a number of issues which require legal review. Policies, documents, and issues are shared with the Board's independent legal counsel for analysis and recommendations.

RESULTS

The Board appointed its legal counsel during its annual meeting. The Board's legal counsel thoroughly reviewed all issues and provided the Board with timely and thoughtful responses to aid in its decision-making.

EVALUATION

The Board successfully met this measure in 2016-17.