



**DREAM
CHARTER SCHOOL**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Chief Education Officer, and Katie Doctor, Managing Director of Educational Strategy & Data prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Ashish Doshi	Chair, Finance Committee
Michele Joerg	Vice Chair
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Eve Colavito served as the Chief of Schools at DREAM Charter School from 2009 through the 2018-19 school year and now serves as Chief Education Officer at DREAM. The principals at DREAM Charter School are Renee Canales (ES), Elizabeth Dodge (MS) and Jared Francis (HS).

SCHOOL OVERVIEW

DREAM opened in 2008 as a New York City Department of Education-authorized (NYCDOE) charter school and currently serves 795 students in PreK-11th grade. In 2012 the school's charter was renewed for a five-year term and in 2017 the school moved from authorization by NYCDOE to the SUNY Charter Schools Institute (SUNY CSI). In 2019-20 the school will add its first 11th grade class and in 2021 will reach full scale to serve over 1,000 students in PreK-12.

DREAM is proudly an inclusive community school and has developed a reputation for supporting the needs of all learners. Currently the school demographics mirror those of Community School District 4 (CSD 4); in the 2019-20 school year, 89.4% of DREAM students qualified for free and reduced price lunch, 28.4% were students with disabilities (SWD), and 5% were English language learners (ELLs)¹. DREAM runs its own school food program, and therefore data from SIRS may reflect an incorrect percentage for students qualifying for free and reduced price lunch.

DREAM Charter School's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

DREAM's key design elements are:

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

Modifications to Program During Remote Learning

The DREAM Charter School Distance Learning Model consisted of three main components: Content Delivery, Mobile Devices/Internet Access, and Additional Supports, with the goal of providing effective instruction during the COVID-19 extended school closure so that all DREAM scholars had access to high-quality learning opportunities during distance learning. Content Delivery explains which resources scholars used for core instruction and which materials were used as supplemental resources to enhance core instruction. Mobile Devices outlines the measures DREAM Charter School took to ensure that any scholar who needed a mobile device to access the instructional resources was provided with one for the duration of the schools' closure. Lastly, additional supports were provided to each DREAM family to ensure the well-being of each scholar and their immediate

¹ NYCDOE Demographic Snapshot

family. All three components of the Learning Model were intended to reduce any disruption of learning for our scholars by providing alternative print and online assignments during the period of school closure this past Spring.

Content Delivery	Mobile Devices/Internet Access	Additional Supports
<p>Grade-specific instructional expectations, responsibilities and time parameters were outlined.</p> <p>Specific resources were listed.</p> <p>Students with specialized supports receive more frequent remote support.</p>	<p>All families surveyed by teachers to determine if they have a need for a mobile device at home to access instructional activities and internet access.</p> <p>Schools loaned Chromebooks to those students or parents who indicated they need a mobile device for use at home.</p> <p>Schools used their current inventory of Chromebooks (HS) and purchased additional Chromebooks as needed (ES/MS).</p>	<p>Guided touchpoints to invite scholar voice, establish space for processing, and maintain or strengthen pre-existing relationships.</p> <p>Clearly articulated communication pathways were developed to connect scholars and parents with the support they require.</p> <p>Proactive measures were identified and reported to identify at-risk scenarios and deploy help as soon as possible.</p> <p>High impact resources were identified and shared via weekly Family Communications and DREAM's Family Support website.</p>

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
2015-16	51	51	52	49	50	50	50	48	47					448
2016-17	54	54	54	54	54	54	54	52	52					482
2017-18	54	54	54	52	53	54	53	55	52	94				611
2018-19	54	53	55	53	54	54	54	54	54	97	98			682 ²
2019-20	52	54	54	54	54	54	54	54	54	119	104	98		805

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Note: DREAM CS enrolled its first grade 9 class in 2017-18, making it the 2017 cohort. Grade 10 was added in 2018-19 and grade 11 in 2019-20. The first cohort will graduate in 2021.

² There is one ungraded elementary student counted in the total.

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

June 2021 will mark the first time we have a graduating class.

PROMOTION POLICY

State Commissioner's Part 100.5 Diploma Requirements require students to earn at least 22 units of credit to earn a diploma. DREAM, like NYCDOE public schools, calculates credits towards graduation using a semester-based model, in which the State's requirement of 22 units of credit equates to 44 credits. Throughout this narrative, the NYCDOE semester-based credit model is used.

In accordance with Part 100 Regulations, students must earn 44 credits, distributed across specific subjects and aligned to specific NYSED learning standards, in order to graduate. To earn a local and Regents diploma DREAM students must earn 8 credits in English Language Arts, 6 credits in Math, 8 credits in Social Studies (4 in Global History, 2 in U.S. History, 1 in Government and 1 in Economics), 6 credits in Science (2 in Life Science, 2 in Physical Science, and 2 in Life Science or Physical Science), 2 credits in Languages Other Than English (LOTE), 2 credits in Visual Art or Performing Art, 4 credits in Physical Education, 1 credit in Health, and 7 Electives credits.

To accumulate a credit, students must be provided with the opportunity to receive 54 hours of instruction and must demonstrate mastery of the content and skills by earning a grade of 65% or higher. All credit-bearing courses address high school (i.e. commencement-level) learning standards and meet instructional time requirements. If a student fails a Regent exam required for graduation, they must attend Saturday Academy or summer school and retake the Regents exam the next time it is offered. If a student earns below a 65% in a course required for graduation, they must attend summer school if a summer school seat is available. Otherwise, they will likely have to repeat the course in the next year.

GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools can report on all the remaining required measures.

GOAL 1: HIGH SCHOOL GRADUATION

DREAM Charter School will maintain high graduation rates each year.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

DREAM CS achieved this measure having greater than 75% of both the first and second year high school cohorts earning enough credits to be promoted to the next grade.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	96	98%
2019	104	99%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

DREAM CS met this measure with 99 percent of the 2018 Total Graduation Cohort students having received credit for at least three Regents exams by the end of their second year in high school. 42 percent did so through Jan 2020, whereas the rest did so by having been exempted in June/August 2020.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2017	2018-19	96	79%
2018	2019-20	96	99%

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.³

The school's graduation requirements appear in this document above the graduation goal.

³ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

DREAM CS has its first 4 year graduation cohort in June 2021.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different	Met

	New York State Regents exams required for graduation by the completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

To ensure the 2017 cohort perseveres to graduate on time during hybrid learning DREAM is taking a multi-pronged approach. In addition to offering sufficient credit recovery opportunities, there are school-wide initiatives designed to support all students, in particular those most at-risk of not graduating on time. During remote instruction in the Spring, attendance was a pain point.

Throughout the summer DREAM leaders developed a plan to reset expectations with students and families and put systems in place that would improve remote attendance. One pivotal component has been reinvesting in our advisory program to ensure all students and families have a point of contact with an adult with whom they have a strong relationship. High school students start every day with a 20-30 minute advisory session. This consistent touch point builds a consistent routine that helps students start the day strong. In addition to community and relationship-building, advisors use that time to help students plan their daily schedule and course work as part of a rapid cycle of goal setting and reflection. These efforts have yielded substantial results and cohort 2017 has gone from 63% attendance in the spring to 90% attendance this fall.

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index ("CCCRI").

GOAL 2: COLLEGE PREPARATION

DREAM Charter School graduates will be prepared for academic institutions of higher education.

DREAM's 11th and 12th grade academic program is geared towards preparing students for success in college. In the 2019-20 school year, DREAM 11th graders had the opportunity to take AP Seminar and AP US History. AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. Typically, DREAM students take the PSAT 8/9 in 9th grade, the PSAT 10 in 10th grade, and the SAT in both the spring of 11th grade and fall of 12th grade. DREAM's 11th grade Math course prioritizes content aligned to SAT Math and all students will participate in levelled SAT Prep on Saturdays during 11th and 12th grade. Some test administrations were cancelled due to COVID.

In an effort to deliver information on the college admissions and selection process, DREAM CS offers a variety of ways for our families to engage in the vast amount of choices there are during this time in a student's life. We offer a college studio course in grades 9-12 that meets 2-3 times per week so every student has the opportunity to participate. In addition, students and families can take advantage of many college visits, attend guest speaker presentations or opt for a family workshop.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

- **Goal 2: Absolute Measure**
- Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.
- **Goal 2: Comparative Measure**
- Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.
- **Goal 2: Absolute Measure**
- Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

None of the College Preparatory metrics applied to DREAM Charter School during 2019-20 as it was only the third year enrolling high school students.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

Two to three times a week DREAM students in grades 10-12 take a College & Career Studio course where they learn about and prepare for key milestones in the college and career exploration and preparation process. For 100% remote students and when we are fully remote, that course is taught synchronously over Zoom. In addition, each high school student has monthly 1:1 check-ins with a youth development specialist or college counselor. Similar to the Studio course, these check-ins are milestone based and when we are remote they take place over Zoom. For cohort 2017, a big focus of spring and fall 2020 has been building balanced college lists with the right mix of likely, target, and reach schools to avoid under-matching during the application phase. In early October DREAM administered SAT school day to cohort 2017 students to provide them an opportunity to improve their SAT scores from the Spring.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

The elementary school English Language Arts curriculum is broken into four blocks: Shared Text, Writer's Workshop, Reader's Workshop, and Interactive Read Aloud. Lower elementary students also receive FUNdations, a Wilson Reading System program to teach phonics and phonemic awareness.

The Shared Text curriculum is developed around six thematic units in each grade. Students read a canon of texts to create a foundational bank of shared literary experiences. Together, the six units expose students to a wide variety of fiction and nonfiction texts, while learning the skills demanded by the common core standards. Texts read within the thematic units will provide an interdisciplinary connection between content.

Middle school students engage in ten thematic units over the course of the school year. Each unit theme (Survival, Culture, Perspectives, Institutions, Balance, Identity, Greed, Ethics, Bridges, and Citizenship) serves as a consistent thread that is integrated into all academic subjects, as well as Homeroom, Advisory, and Community Gatherings.

The middle school English Language Arts curriculum is broken down into three blocks—Literature, Writer's Workshop, and Guided Reading (which is taught during Focus). During Literature class, students and teachers engage in several novel studies. Each novel is purposefully selected to support the theme of the current integrated unit and, at times, to support the learning that is happening in Social Studies or Science. Students are exposed to a range of topics, genres, and authors through the Literature block and engage in in-depth discussion and analysis with their teachers and peers.

The purpose of our interconnected literacy program is to provide students a balanced and comprehensive understanding of literacy. Each block provides a separate, yet connected, way of approaching texts as readers and writers. Scholars learn how to think critically and analyze a wide variety of challenging texts, write in response to literature, and identify themselves as readers and writers as they choose to read and write on topics and in genres of their choice.

DREAM offers robust professional development designed to provide teachers with a variety of opportunities to develop their practice. Weekly PD sessions are held for all staff on Friday afternoons from 1:00pm to 4:00pm. PD is focused on school priorities, curriculum, student culture, staff culture and other relevant topics throughout the year. All DREAM classroom teachers receive professional development on how to administer the Fountas and Pinnell Benchmark Assessment and use the results to teach guided reading.

Teachers also use PD and other common planning times to conduct unit previews and reviews. The purpose of a unit preview is to intellectually prepare to teach the upcoming unit by internalizing desired outcomes, what evidence of student mastery will look like and sound like, and plan for student understanding. Unit previews allow for effective backwards planning, which increases the purposefulness and intentionality of instruction and allows teachers to make better instructional decisions every step of the way. At the end of each unit teachers analyze the unit

assessment results using our unit review protocol. This practice allows teachers to identify gaps in student learning and take targeted action to reteach and remediate as needed.

DREAM implements a robust interim assessment data cycle that empowers teachers to use the data collected through interim assessments to plan targeted re-teaching that develop the skills students need most. DREAM administers interim assessments four times a year - in October, December, February and June. Instructional leaders review the data to identify big picture trends, determine whether students are on-track to meet end of year goals, and select the priority standards teachers will focus on during Data Day. On Data Day, teachers analyze data and create an action plan for re-teaching priority standards. The backbone of DREAM's approach is "item analysis," which allows teachers to define precise student misunderstandings. Assessment questions are carefully written to assess specific sub-skills within standards, and include wrong answer choices that reveal information about why students are making specific mistakes. By unpacking a question at this depth, DREAM can truly understand and target student misconceptions within the standard. Teachers put these "re-teach" plans into action and administer a re-assessment to measure student learning. The re-assessment is carefully designed to mirror the format and rigor of the interim assessment. After collecting re-assessment data, teachers meet with their coach or grade team to define the impact of re-teach plans and identify causes for success or lack of success.

METHOD

Fountas & Pinnell diagnostic reading assessments were administered in October and December to grades K-8 and virtually in June to grades K-3. DREAM CS administered the Winter 2020 NWEA MAP in December.

RESULTS AND EVALUATION

In June, DREAM administered ELA interim assessment #4 to students in grades 3 through 8 remotely. Overall 35% of students scored proficient on those assessments, which was 14% lower than students performed on interim assessment #3 in February, which is indicative of both some learning loss over the spring and students' learning curve with taking assessments remotely on a computer.

IA4 % Proficient	
3rd	37%
4th	28%
5th	23%
6th	57%
7th	36%
8th	30%

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Assessing student progress in ELA at the end of 2019-20 was somewhat unreliable given the circumstances and time constraints for planning.

ACTION PLAN FOR ALL SUBJECT AREAS K-8

The school community worked throughout the summer to plan for a meaningful year of instruction whether remotely or in-person. Below summarizes the DREAM CS re-opening plan:

DREAM is committed to maintaining fidelity to our Grow the Whole Child vision and remaining focused on our existing strategic pillars - academic success; social emotional growth; health & wellness; family & community - as the DREAM network continues to scale. Our leadership team has developed a framework for reopening school that focuses on five core beliefs:

- The health and safety of everyone in our learning community - youth, staff, and families - is priority.
- DREAM students will learn as much as they would in a typical school year.
- DREAM will continue to invest in our Grow the Whole Child model and attend to students' social, emotional, and physical development.
- The practices, policies, and protocols that support a safe learning environment must be equitable, transparent, and fairly applied to all members of our community.

We will balance the needs of students and families with caring for our staff members and whenever possible try to find sustainable paths forward.

We have extensively researched best practice models and reopening plans from school systems in other states, collaborated with other charter network leaders in the NY/NJ area and nationally, and consulted with top medical professionals in order to make school reopening decisions that are informed with the best knowledge and information available regarding the health, safety, support, and continued academic growth for our students, families, and our staff.

Technology and Connectivity

To provide students with the capabilities to receive live instruction, virtually submit work and receive feedback, and engage in academic social interaction with teachers and peers, DREAM has scaled up to 1:1 devices to support learning. All DREAM scholars will be issued a laptop or tablet to be used for remote learning. DREAM has also assessed the internet connectivity needs of each student and to the extent practicable, will address internet access for students who do not currently have sufficient access. Our 1:1 model ensures that students will be able to participate in learning activities and demonstrate mastery of learning standards during remote learning.

DREAM's IT department will be responsible for providing IT support for students and families and the school will provide Professional Development for teachers and leaders on designing effective remote learning experiences and best practices for instruction in remote settings.

Scheduling for Students

In order to minimize the risk of exposure we will bring students back in person in smaller groups and create pods of students who primarily remain together to minimize overlap between pods.

DREAM will practice the following:

- Launching the school year at 50% capacity
- Students will be batched into pods of ~10-14 students
- Students who are in the same pod together will make any necessary transitions together and dismiss together
- Teachers will transition between classrooms to a limited set of cohorts

Hybrid/In-person School Schedules

- Pre-K students will be in person 2 days per week (Mon/Tues or Thurs/Fri, all students will be remote on Wednesday)
- Students in grades K-2 will be in person 4 days per week (all students will be remote on Wednesday)
- Students in grades 3-8 will be in person 2 days per week (Mon/Tues or Thurs/Fri, all students will be remote on Wednesday)
- High School students will be in person 2 days per week (Mon/Tues or Tues/Fri, all students will be remote on Wednesday)

We know that many students will return this fall with significant learning loss. DREAM is responding with an accelerated learning approach rather than remediation. Our core guiding question is “How will each student learn grade-level content?” Instead of going back and teaching students content they missed from the previous year, we will provide students access to grade-level work because we believe they’ll grow faster if we do so. Accelerated learning strategically prepares students for success in current grade-level content by addressing past concepts and skills in the purposeful context of current learning.

Our team has been working to prioritize the most critical prerequisite skills and content knowledge for each subject area and grade level. In ELA, this looks like deeply examining the appropriately-complex and culturally-relevant texts that students will read across the year, considering what content knowledge students will need to access this text. In math, this looks like prioritizing the major work of the grade and standards that directly lead students to preparation for that major work.

Instruction

We have updated our instructional plans to reflect a delivery model that leverages both in person instruction and remote instruction due to the dynamic nature and risk of COVID-19 and to ensure that all DREAM students learn as much as they would in a typical school year.

Elementary Schools

Synchronous

During remote learning elementary school students will receive 3.5 hours of synchronous instruction daily. To prioritize community building and social emotional development, all students will participate in a 40 minute Morning Meeting daily. During Morning Meeting there will be a 2:28 teacher to student ratio. On Mondays, the Morning Meeting will use the RULER curriculum to deliver an anchor SEL lesson that launches a theme that is revisited throughout the week.

For grade-level instruction in ELA and Math, each class will be divided into two groups. Group 1 will receive 1 hour 45 minutes of instruction from 8:45 until 10:30 and Group 2 will receive the same instruction from 10:45 - 12:30. During that time students will participate in Interactive Read Aloud (K-2), Shared Text (3-5), Math Workshop, and Story Problem with a 2:14 teacher student ratio. The two teachers will use all 6 co-teaching models as appropriate to the learning goals and student needs. For parallel teaching, station teaching, and alternative teaching they will use Zoom break-out rooms.

Students will also participate in a 60 minute WIN block. This intervention block will provide small group instruction in phonics, writing, guided reading, and guided math. Each day students will have 20-30 minutes of live Art, Music or PE instruction. Teachers will take period attendance for each synchronous session and students will be marked present for the day if they attend one or more synchronous sessions.

Asynchronous

When they are not in live classes, students will complete written responses for Interactive Read Aloud (K-2) or Shared Text (3-5) and update their independent reading log. Our K-3 students are using Seesaw for their learning management system, which allows younger students to record themselves practicing sight words, phonics, and counting after watching a teacher video modeling the task. Seesaw also allows them to illustrate, write, or record an audio reflection to a text to help teachers check for understanding.

For music, art, physical education, and science, students will complete one asynchronous assignment per week that has a teacher video introducing new material and launching the task. At the end of the day, teachers will check student work uploads and provide feedback via rubric in Schoology or Seesaw. At least one of each assignment type will be graded and entered into PowerSchool gradebooks by Monday 4PM weekly.

Family Outreach

Teachers will call families at least once a week to do a wellness check and discuss their child's progress with remote learning. They will log family calls in our network outreach tracker so that we can systematically respond to family needs, with particular follow-up protocols for food insecurity, emergency financial assistance, and mental health counseling referrals.

Middle School

Synchronous

During remote learning middle school students will receive ~4.5 hours of synchronous instruction daily. To prioritize community building and social emotional development, all students will start the day with a 30 minute Advisory group meeting. With an advisory group size of 7 students, advisors and students will be able to form strong adult-student and peer to peer relationships.

Each grade level has an ELA/Social Studies co-teaching pair and a Math/Science co-teaching pair. Each day, students will have four 45 minute live lessons in the 4 core subjects (ELA, Social Studies, Math, and Science) with a 2:28 teacher student ratio. During those lessons, the two teachers will use all 6 co-teaching models as appropriate to the learning goals and student needs. For parallel teaching, station teaching, and alternative teaching they will use Zoom break-out rooms.

Twice a week teachers will provide Office Hours for students seeking additional support with course material and assignments.

Students will participate in small group intervention 2-4 times a week. Each day students will have 45 minutes of live Art, Music or PE instruction. Teachers will take period attendance for each synchronous session and students will be marked present for the day if they attend one or more synchronous sessions.

Asynchronous

When they are not in live classes, students will complete assignments in Schoology, our learning management system. Some assignments will have a teacher video that launches the task by introducing new material and launching the task. At the end of the day, teachers will check student work uploads, grade assignments, and provide feedback. At least one assignment per course will be graded and entered into PowerSchool gradebooks by Monday 4PM weekly.

Family Outreach

Advisors will call families at least once a week to do a wellness check and discuss their child's progress with remote learning. They will log family calls in our network outreach tracker so that we can systematically respond to family needs, with particular follow-up protocols for food insecurity, emergency financial assistance, and mental health counseling referrals.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

DREAM CS did not have a fourth-year 2016 cohort in 2019-20. Of the 86 students in the 2017 Cohort with an ELA Regents score, 52 achieved a level 4+ equaling 60%. 55% of the 2018 did so as well.

Percent Achieving at Least Level 4 on the ELA Regents by Cohort and Year

Cohort Designation	2019-20	
	Number in Cohort	Percent Level 4
2017	97	60%
2018	96	55%
2019	NA	

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

99% of the 2017 cohort and 98% of the 2018 cohort either scored a Level 3 or higher or earned credit through exemption on the ELA Regents in 2020.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on a Regents ELA Common Core Exam by Fourth Year Accountability Cohort⁴

Cohort Designation	2019-20	
	Number in Cohort	Percent Passing
2017	97	99%
2018	96	98%
2019	104	Exempt

NOTE: The following high school ELA metrics do not apply to DREAM Charter School in the 2019-20 year because we do not have students who have been in the cohort for four years.

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

⁴ Based on the highest score for each student on a mathematics Regents exam

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Of the 57 students in the 2017 Cohort, 47 (82%) achieved a performance level of 3+ on the ELA Regents exam after three years in high school.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

DREAM 88 percent of the 2016 accountability cohort passed the ELA Regents with at least a 65. With the expansion to middle school grades, we are confident that the basic reading and writing skills will improve allowing students to develop better ELA strategies to dive further in depth when interacting with literature. Our goal is to push our scholars to not just pass the Regents, but pass with higher scores through higher rigor in the instruction.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met with 2017 Cohort
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts	N/A

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

	(Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN ACROSS SUBJECTS FOR 2020-21

High School

Synchronous

During remote learning high school students will receive ~4.5 hours of synchronous instruction daily. To prioritize community building and social emotional development, all students will start the day with a 30 minute Advisory group meeting. This spring, we noticed many high school students struggled with remote learning because of gaps in time management skills and independent work habits. To better support students, daily advisory sessions will use the Scrum framework to review what each student accomplished the previous day and clarify or adapt what they will accomplish in the day ahead.

Each day, students will have four 50 minute synchronous sessions in the 4 core subjects (ELA, Social Studies, Math, and Science). Two of the sessions will be lessons and two will be workshop sessions. In the lessons, teachers introduce new material and facilitate student discussions. In the workshop sessions students work on tasks that were launched during the previous lesson or tasks that will prepare the student for the next lesson. Each course has two teachers - one who teaches the lessons and one who facilitates the workshops. The lessons will always be taught in a 1:12 teacher student ratio. The workshops will have either a 1:25 or 1:12 teacher student ratio, depending on the course. Our special education teachers leading the workshops will be responsible for differentiating assignments and coursework to meet students' needs and provide access to grade-level tasks.

On Wednesday, students will participate in two to three 30 minute small group intervention sessions. These targeted tutorial sessions will offer just-in-time intervention students need to access the current grade-level coursework. Ninth graders who are significantly below grade level in ELA and/or Math will receive tier 2 reading and math intervention 4 times a week. Two times a week students will have 50 minutes of live Performing Arts, Visual Arts, or PE instruction. Teachers will take period attendance for

each synchronous session and students will be marked present for the day if they attend one or more synchronous sessions.

Asynchronous

When they are not in live classes, students will complete assignments in Schoology, our learning management system. In the spring, we found that student work completion and quality improved when assignments were directly connected to previous and/or upcoming synchronous lessons, and building on each other in a meaningful way. Many courses will use the 5E instructional model to design lessons and tasks.

Engage: The goal of the anticipatory lesson is excite students about the weeks content	Explore: Students independently explore content that will prepare them for the next synchronous lesson	Explain Goal: Students begin to explain and defend their thinking.	Elaborate: Students begin to apply their knowledge and skills to new contexts	Evaluate: Based on their activities this week students demonstrate their learning.
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At the end of the day, teachers will check student work uploads, grade assignments, and provide feedback. At least one assignment per course will be graded and entered into PowerSchool gradebooks by Monday 4PM weekly.

Family Outreach

Advisors will call families at least once a week to do a wellness check and discuss their child's progress with remote learning. They will log family calls in our network outreach tracker so that we can systematically respond to family needs, with particular follow-up protocols for food insecurity, emergency financial assistance, and mental health counseling referrals.

GOAL 4: MATHEMATICS

GOAL 4: MATHEMATICS

All Students at the DREAM Charter School will become proficient in Mathematics.

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

BACKGROUND

DREAM believes that scholars must develop a deep, conceptual understanding of math in order to be able to achieve the college or career of their choice. To achieve that depth of understanding, our Math curriculum is rooted in Cognitively Guided Instruction (CGI). CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. In the story problem (ES) and problem solving (MS) blocks, scholars are challenged to defend their strategies and reflect on their approach to solving the problem. Additionally, scholars will analyze the strategies of their peers and make generalizations and conjectures about mathematical concepts. Through analyzing, scholars learn more advanced strategies and gain a more complex understanding of mathematical concepts. In contrast to the traditional teaching method of direct modeling and practice, our approach allows scholars to develop meaningful and lasting mathematical understandings.

The purpose of the elementary school Math Workshop block is to address all of the Common Core standards at a given grade level. The math units that comprise the Math Workshop block address domains not mastered in the Story Problem block, such as measurement, data and geometry. Through the use of TERC Investigations and Context for Learning Mathematics our scholars are exposed to a variety of mathematical concepts and strategies. During the math block at DREAM our scholars learn how to apply different problem solving strategies by listening and observing their peers. Our math instruction is Common Core aligned with an emphasis on exploratory learning. Teachers act as strategic facilitators of this process to surface and make connections among mathematical concepts. Middle school teachers use the Mathematics in Context (MiC) curriculum in which each unit is organized by domain including Number, Geometry, Algebra, and Statistics and Probability. The curriculum uses realistic, real-world contexts that engage and motivate students and uses various representations that will encourage retention and flexible thinking.

During Story Problem and Problem Solving, students are presented with a purposefully planned word problem. After a brief launch, students spend several minutes solving the problem, using

multiple strategies of their choice. During this time, the teacher circulates in order to gather data and choose 2-3 scholars to share their work. During the share, students dictate their strategy to the teacher as s/he images the student's work for all to see. After the share, the teacher engages students in a discourse about the shared strategies, in which students share computational strategies to construct deeper understandings about Operations and Algebra.

An additional part of the math program at DREAM consists of math routines. These routines are short but important. They force students to think critically and flexibly and allow teachers to assess student thinking in a short period of time. Routines should be planned purposefully to meet the needs of the scholars in the class. Math routines develop strong scholar counting skills, number sense, fluency, and deepen the understanding of key mathematical concepts. These routines include: Counting Around the Room, True/False Number Sentences, Number Strings, and more.

METHOD

DREAM CS administered the Winter 2020 NWEA MAP to all participating students in 2019-20. The NWEA MAP assessments in Math and ELA are aligned with NYSLS (as are the NYS tests) and nationally benchmarked.

RESULTS AND EVALUATION

DREAM collaborated with other NYC charter school networks to create a bank of "guided math" lessons that are levelled and standard-specific. We did not administer an end of year assessment in Math.

ACTION PLAN

In math, we are prioritizing the major work of the grade and standards that directly lead students to preparation for that major work. DREAM is using a tool which outlines standards that should be addressed before and within core instruction. The former are prior knowledge and skills students need to access the grade-level standard. The latter are standards without which students will have an entry point but will benefit from instruction that weaves in this prior-grade content. To support accelerated learning, DREAM will invest in training teachers to diagnose students' unfinished learning and provide just-in-time intervention.

HS Math

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

DREAM did not have a fourth year accountability cohort in 2019-20. Students in 2017 accountability cohort had all taken two math Regents prior to 2019-20. 11 percent of the 2017 accountability cohort achieved a performance level of 4 or better after three years in the cohort.

Percent Achieving at Least Level 4 on a Mathematics Regents by Cohort and Year

Cohort Designation	2019-20	
	Number in Cohort	Percent Level 4
2017	97	11%
2018	96	4%
2019	104	Exempt

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

DREAM CS met this measure with students who have only been in high school for three years. 84 percent of 2017 accountability cohort achieved an annual performance level of at least 3 on a math Regents. Most DREAM CS students pass multiple math Regents, but we are still working to increase student scores to level 4.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort⁵

Cohort Designation	2019-20	
	Number in Cohort	Percent Passing
2017	97	84%
2018	96	63%
2019	104	Exempt

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

⁵ Based on the highest score for each student on a mathematics Regents exam

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Of the 56 students in the 2017 accountability cohort for which we know scored at a 1-2 performance level on the NYS 8th grade math exam, 46 (82%) have already performed at a 3 or higher on a math Regents exam.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

While DREAM met the goal for the percentage of students passing a Regents mathematics exam, we have not yet met the goal for the percentage of students achieving a college and career ready score on a Regents mathematics exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	Met

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

	or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

In addition to the previously outlined plans for 2020-21, DREAM is working to increase the percentage of students achieving a college and career ready score on a Regents mathematics exam. Ninth graders who are significantly below grade level in Math will receive targeted Math intervention using the Math 180 program.

GOAL 5: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 5: Science

All students at DREAM Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

DREAM believes that scholars should learn science in a hands-on, interactive way. As scientists, DREAM scholars ask questions, make hypotheses, conduct experiments and draw conclusions based on their results. Elementary school science lessons come from an inquiry-based curriculum, which means the scholars discover the answers to their own questions and construct their own knowledge about the world around them. We do not use textbooks, but we do read nonfiction texts. Our middle school science curriculum is based off of the Common Core State Standards and NYS Science Core Curriculum and includes physical setting and living environment content, with an emphasis on inquiry and problem solving skills. Each middle school science unit focuses on two of our integrated themes and challenges students to apply science content to their personal lives. Students are encouraged to reflect on how their choices today impact both their health and environment tomorrow. Students learn to support their viewpoints with evidence and use inquiry as a driving force for exploring the natural world.

METHOD

We did not administer an end of year assessment in Science.

RESULTS AND EVALUATION

Not applicable

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Not applicable

ACTION PLAN

Please refer to the section regarding the 2020-21 plans.

HIGH SCHOOL SCIENCE

High School Science

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

This measure has been met by the 2017 cohort after three years in high school. 82 percent of the 2017 cohort has sat and passed a NYS Science Regents with a 65 or better.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20	
	Number in Cohort	Percent Passing
2017	97	82%
2018	96	77%
2019	104	Exempt

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 6: SOCIAL STUDIES

High School Social Studies

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

All students at DREAM Charter School will demonstrate proficiency in the social sciences.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The 2017 cohort was scheduled to take the NYS US History Regents in June 2020, so all are exempt from doing so.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20	
	Number in Cohort	Percent Passing
2017	97	Exempt
2018	96	N/A
2019	104	N/A

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Looking at the 2017 cohort, DREAM CS met this measure after just three years in the cohort. *2 percent of this group has passed the Global History Regents.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20	
	Number in Cohort	Percent Passing
2017	97	82%
2018	96	Exempt
2019	104	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

DREAM Charter School 2019-20 Accountability Plan Progress Report

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

DREAM CS continues to be in good standing year after year, therefore achieved this measure. New York State has not identified the school for comprehensive or targeted improvement.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing