



Brooklyn Excelsior Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By: Brooklyn Excelsior Charter School
Board of Trustees
856 Quincy Street
Brooklyn, NY 11221

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
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Jennifer Wilkins	Trustee	N/A
Lucien Perry	Trustee	N/A

Sally Girouard has served as the principal since August 2019.

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SCHOOL OVERVIEW

Brooklyn Excelsior Charter School (BECS or Brooklyn Excelsior) is committed to providing a high-quality education to all 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 2020-21 school year, we served 704 students in grades K-8, of whom 86.8 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.

The COVID-19 pandemic required immediate transition to an entirely new model of teaching and learning. Brooklyn Excelsior began the school year with a third of its student population attending school in-person while the other two thirds were learning virtually. All students were fully virtual from November 25 – January 1 and we returned to an in-person model on January 4. Our commitment to broad school improvement remained apparent throughout our response. Key facets of our pandemic response included:

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- We initially focused on standards and skills crucial to success and suitable for remote learning in structured, guided, and accessible learning opportunities for all students.
- In the spring of 2020, we surveyed families for information on home technology access. We gave families Chromebooks and provided several families internet "hotspots." Families also can receive tech support from NHA's tech support team.
- Students received printed materials which supplemented teachers' remote instruction. Teachers also received many digital tools to use as needed and appropriate. All teachers already had created Google Classrooms when school first closed in March 2020, and they used that environment to generate lessons and lesson plans. All teachers provided synchronous instruction via Google Meet.
- When the school reopened to in-person learning on January 4, we held a parent orientation to provide training on Google Classroom and Clever, so parents felt comfortable with these virtual platforms.
- Our Back-to-school night was held both in-person and virtually. We bundled curricular materials and tools to pass out to families such as math manipulatives and ready workbooks, novels and shared reading books, and science and social studies materials.
- We monitored and checked for growth for all students using i-Ready assessments. Our upper elementary dean partnered with a representative from iReady to understand data.
- Special education students and at-risk students received the same learning opportunities as all other students received; they also received learning activities and services in accordance with IEPs.
- To ensure engagement, teachers tracked Google Classroom and Clever logins, as well as submission of assignments. Attendance was tracked using completed tasks, family reports, and activity on Google Classroom and other websites. Teachers also tracked connections with students and families and would provide a wellness check if a student didn't login during the day. If students were absent for multiple days, the schools Achievement Behavior Support Specialist and guidance counselor would reach out to those families and provide a wellness check.
- New training materials and PD helped teachers adapt to the new approach to instruction.
- Teachers began sharing weekly instructional plans with families. Communications with families were intensified and streamlined. Parent meetings and parent-teacher conferences were held virtually. We also held our Q&A about the high school admissions process for eighth grade students and families virtually.
- Food service continued providing food to families that need it.
- We provided virtual field trips to students by partnering with Brooklyn Botanic Gardens. Plants were shipped to the school to supplement the virtual field trip, which allowed students to still have the hands-on experience. Students also received DNA Lab Kits to allow for hands-on testing in the classroom.

To sustain students' and families' social, mental, and emotional health we continued our daily moral focus lessons and provided wellness checks with families. We also partnered with Tiny Broadway for a four-week social-emotional program for grades 3-5. We also provided food assistance to families in need of extra support.

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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
2016-17	50	64	74	84	81	78	58	71	75	-	-	-	-	636
2017-18	52	74	74	87	83	75	74	60	64	-	-	-	-	644
2018-19	60	65	67	73	80	82	77	72	55	-	-	-	-	631
2019-20	66	60	70	81	65	87	85	73	68	-	-	-	-	655
2020-21	72	83	69	71	90	74	86	86	73	-	-	-	-	704

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE 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.

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.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

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METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: i-Ready

Brooklyn Excelsior administered the i-Ready reading diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

RESULTS AND EVALUATION

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

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Brooklyn Excelsior was 79% in reading. Therefore, **this goal was not met**, falling short of the target by 21 percentage points. Students in 6th-8th grade showed the most progress towards meeting their spring growth target. At grade level, the goal was met in 7th and 8th grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	73%	61
4	33%	86
5	54%	73
6	97%	66
7	158%	69
8	168%	54
All	79%	409

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of students at Brooklyn Excelsior who were two or more grade levels below in the fall was 132% in reading. Therefore, **this goal was met**, exceeding the target by 12 percentage points. Students in 7th and 8th grade showed the most progress towards meeting their spring Typical Growth target. At grade level, the goal was met in 4th, 7th and 8th grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment

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By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	99%	20
4	138%	26
5	54%	33
6	93%	47
7	212%	41
8	231%	34
All	132%	201

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of students with disabilities was 74% in reading. Therefore, **this goal was not met**, falling short of the target by five percentage points. At the grade level, this goal was met in 4th, 5th and 8th grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment

By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	64%	12
4	80%	19
5	63%	15
6	18%	20
7	0%	15
8	311%	9
All	74%	90

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

In the Spring of 2020-21, 20% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Excelsior scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore **the goal was not met**. Students in 3rd grade showed the most positive results. Overall, the percent of students enrolled in at least their second year scoring at the mid on-grade level or above scale score was greater than the percent of all students, showing that students who have been at Brooklyn Excelsior longer are showing more progress.

End of Year Performance on 2020-21 i-Ready ELA Assessment

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By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	31%	62	35%	48
4	14%	86	13%	56
5	14%	73	20%	51
6	26%	69	19%	48
7	17%	70	16%	55
8	18%	56	17%	46
All	17%	416	20%	304

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In 2020-21, Brooklyn Excelsior met one of the four measures of the ELA goal. The median percent progress toward annual typical growth of students who were two or more grade levels below was 132%, exceeding the target by 12 percentage points. Brooklyn Excelsior came close to meeting their gap closing measure for students with disabilities, falling short of the target by only five percentage points.

2020-21 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	409	79%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	201	132%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	79%	90	74%	No

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific

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Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	304	20%	No
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ACTION PLAN

- We will strengthen the Intervention Assistance Team to attain earlier awareness of student needs and adopt early plans for intervention. We will continue to hold our retention meetings after the second quarter to allow for earlier intervention. Afterschool intervention tutoring will continue to be utilized and the school plans to implement a robust 10-week program in the 2021-22 school year.
- We have increased the number of Special Education teachers in our building and will fill vacancies for a social worker and technology support specialist.
- Social Studies and Science teachers will formulate reading questions to mirror those of ELA and reinforce ELA skills through the content areas.
- We will continue to closely monitor data from benchmark assessments and adapt our instruction to cater to the needs of our students.
- We will continue using *aimswebPlus* for progress monitoring for all K-2 students and for ELL and special education students in grades 3-8. We 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.
- BECS will continue using 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 continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.

subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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.

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.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready

Brooklyn Excelsior administered the i-Ready math diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

RESULTS AND EVALUATION

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

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 50% in math. This is less than the target of 100%, therefore, **this goal was not met**. Students in 5th and 7th grade showed the most progress towards meeting their spring growth target.

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End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	42%	63
4	41%	86
5	74%	72
6	50%	75
7	96%	78
8	0%	60
All	50%	434

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students who were two or more grade levels below grade level in the fall was 65% in math. This is less than 100%, therefore, **this goal was not met**. At grade level, this goal was met in 7th grade.

End of Year Growth on 2020-21 i-Ready Math Assessment By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	80%	22
4	36%	32
5	67%	27
6	52%	34
7	115%	39
8	25%	25
All	65%	179

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 51% in math. Therefore, **this goal was met**, exceeding the target by one percentage points.

End of Year Growth on 2020-21 i-Ready Math Assessment

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By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	24%	12
4	48%	19
5	75%	15
6	52%	22
7	92%	17
8	0%	9
All	51%	94

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

In the Spring of 2020-21, 15% of 3rd through 8th grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end math assessment. This was below the target of 75%, therefore **the goal was not met**. Students in 3rd and 5th grade showed the most positive results.

End of Year Performance on 2020-21 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	16%	63	18%	50
4	15%	86	11%	56
5	14%	72	18%	50
6	12%	75	14%	56
7	15%	78	17%	63
8	12%	60	12%	51
All	14%	434	15%	326

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In 2020-21, Brooklyn Excelsior met one of the four measures of the ELA goal. From fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 51% in math, exceeding the target by one percentage point.

2020-21 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?

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Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	434	50%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	179	65%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	50%	60	51%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	326	15%	No

ACTION PLAN

- BECS has implemented the Illustrative Math curricular program for grade 6-8 and the Bridges math curricular program in K-2. These programs align to the common core standards and are used in tandem with the Ready Math Instructional workbooks. Math Stories are used across all grades and reinforce foundational math skills. These Math Stories pose real-world images and scenarios that deepen students' conceptual and application-based understanding of mathematics.
- We will increase the support of our Ready Math program, increase the use of manipulatives, and supplement student learning by using the Bridges math curricular program.
- We will use digital versions of math programs for increase personalization of instruction and to augment and increase frequency of small group targeted skill lessons.
- We will continue to address areas of need with the use of Illustrative Math and DreamBox programs.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE 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. 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.

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.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

For the 2020-21 school year, the school administered a mock interim assessment for science to fourth and eighth grade students at Brooklyn Excelsior. A student scoring a scale score of 3.0 is considered proficient.

RESULTS AND EVALUATION

In 2020-21, 20 percent of fourth and eighth grade students at Brooklyn Excelsior scored at or above a scale score of 3.0 on the science mock interim taken in the spring. When comparing the number of tested eighth graders to previous years, the number is much lower in the 2020-21 school year due to challenges with students testing in a virtual learning environment.

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Grades	Percent at or Above 3.0	Number Tested
4	25%	73
8	4%	23
All	20%	96

ADDITIONAL CONTEXT AND EVIDENCE

For the past three years the state test was administered, science proficiency in fourth grade has almost met 100 percent. This is a significant achievement for our school. Additionally, for the past three years, this goal has been met.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	58	97%	63	98%	58
8	63%	56	59%	54	62%	45
All	81%	114	79%	117	83%	103

For the past three years the state test was administered, students enrolled in at least their second year achieving proficiency on the New York State science exam has exceeded the local district. Additionally, this goal was met at each grade level.

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	98%	80%	97%	84%	98%	75%
8	63%	34%	59%	30%	62%	27%
All	81%	65%	79%	63%	83%	53%

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In 2020-21, 20 percent of fourth and eighth grade students at Brooklyn Excelsior scored at or above a scale score of 3.0 on the science mock interim taken in the spring. Based on these results, the school needs to make more progress to meet their science goal. Brooklyn Excelsior has met the absolute and comparative goal the last three years the state test was administered (2016-17 to 2018-19).

ACTION PLAN

- We are developing and stabilizing our science teachers building wide.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to meet science proficiency.

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- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8.
- We are providing additional opportunities for students such as testing DNA in class virtually by providing supplemental DNA Lap Kids, as well as partnering with the Brooklyn Botanic Gardens to provide exploratory lessons.
- We have implemented a science lab to increase the frequency with which students are able to access hands-on materials and conduct scientific experiments that align to the Common Core Standards.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [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

In 2020-21, Brooklyn Excelsior was in Good Standing and therefore met their ESSA goal.

ADDITIONAL EVIDENCE

Since 2017-18, Brooklyn Excelsior has been in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing