



## **DREAM CHARTER SCHOOL**

# **2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Chief Education Officer, and Katie Doctor, Managing Director of Educational Strategy & Data prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name       | Board Position     |
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**Eve Colavito has served as the Chief of Schools at DREAM Charter School from 2009 through the 2018-19 school year.**

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 2018-19 school year, 86.4% of DREAM students qualified for free and reduced price lunch, 28.3% were students with disabilities (SWD), and 5.4% were English language learners (ELLs)<sup>1</sup>. 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

School Enrollment by Grade Level and School Year

| School Year | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | Total            |
|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|------------------|
| 2014-15     | 50 | 49 | 50 | 50 | 49 | 49 | 47 | 48 |    |    |    |    |    | 392              |
| 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 <sup>2</sup> |

<sup>1</sup> NYCDOE Demographic Snapshot

<sup>2</sup> There is one ungraded elementary student counted in the total.

### 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 9<sup>th</sup> grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 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>)

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

## GOAL 1: HIGH SCHOOL GRADUATION

### 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.

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.

#### RESULTS AND EVALUATION

DREAM Charter School achieved this measure having 100 percent of the 2017 Total Cohort earning at least 10 credits and 99 percent of the 2018 Total Cohort doing so and getting promoted to the next grade.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2018-19

| Cohort Designation | Number in Cohort during 2018-19 | Percent promoted |
|--------------------|---------------------------------|------------------|
| 2017               | 93                              | 100              |
| 2018               | 96                              | 99               |

**ADDITIONAL EVIDENCE**

This measure has been met both years DREAM Charter School has enrolled high school grades.

**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. In August of 2019, the 2017 cohort will have completed its second year.

**RESULTS AND EVALUATION**

DREAM Charter School achieved this graduation measure by having 79 percent of students in their second year in high school passing at least three Regents exams with a score of 65.

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

| Cohort Designation | School Year | Number in Cohort | Percent Passing Three Regents |
|--------------------|-------------|------------------|-------------------------------|
| 2017               | 2018-19     | 96               | 79%                           |

**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.

**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.

**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.

**RESULTS AND EVALUATION**

DREAM Charter School did not enroll students in their fourth year of high school in 2018-19.

**SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL**

DREAM Charter School achieved both graduation indicators that applied to the high school in 2018-19. 100 percent of the 2017 and 2018 Total Cohorts earned at least 10 credits and were promoted to the next grade. 79 percent of all students in at least their second year in the cohort passed at least three NYS Regents exams after two years in high school.

| 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.                                  | Achieved       |
| 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 New York State Regents exams required for graduation by the completion of their second year in the cohort.             | Achieved       |
| Absolute          | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.  | Not Applicable |
| Absolute          | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.   | Not Applicable |
| 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.                             | Not Applicable |
| 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. | Not Applicable |

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

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

#### 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,

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 have the opportunity to take AP Seminar and AP US History. 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.

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, 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 2018-19 as it was only the second year enrolling high school students.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

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

#### BACKGROUND

round

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.

### **Goal 3: Absolute Measure**

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

### **METHOD**

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 State English Language Arts Exam Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested <sup>3</sup> |     |        |         | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
|       |              | IEP                     | ELL | Absent | Refused |                |
| 3     | 51           |                         |     |        | 4       | 55             |
| 4     | 52           |                         |     |        | 2       | 54             |
| 5     | 54           |                         |     |        |         | 54             |
| 6     | 53           |                         |     |        | 1       | 54             |
| 7     | 52           |                         |     |        | 1       | 53             |
| 8     | 55           |                         |     |        |         | 55             |
| All   | 317          | 0                       | 0   | 0      | 8       | 325            |

### RESULTS AND EVALUATION

DCS did not achieve this measure overall; however, students in grades 3 (73%) came the closest to the target. Although some of the grade levels dropped after advancing to the next year's content, it was still a solid test administration.

### Performance on 2018-19 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students       |               | Enrolled in at least their Second Year |               |
|--------|--------------------|---------------|--|---------------|
|        | Percent Proficient | Number Tested | Percent Proficient                     | Number Tested |
| 3      | 75%                | 51            | 73%                                    | 49            |
| 4      | 56%                | 52            | 54%                                    | 46            |
| 5      | 44%                | 54            | 49%                                    | 45            |
| 6      | 34%                | 53            | 35%                                    | 49            |
| 7      | 50%                | 52            | 51%                                    | 51            |
| 8      | 38%                | 55            | 40%                                    | 52            |
| All    | 49%                | 317           | 50%                                    | 292           |

### ADDITIONAL EVIDENCE

The overall ELA proficiency has hovered around the 50 percent mark the past three years.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ELA Performance by Grade Level and Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2016-17  |               | 2017-18 |               | 2018-19 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 64%  | 42            | 56%     | 50            | 73%     | 49            |
| 4     | 50%  | 42            | 74%     | 46            | 54%     | 46            |
| 5     | 50%  | 46            | 43%     | 47            | 49%     | 45            |
| 6     | 32%  | 44            | 72%     | 50            | 35%     | 49            |
| 7     | 42%  | 43            | 33%     | 48            | 51%     | 51            |
| 8     | 48%  | 40            | 48%     | 50            | 40%     | 52            |
| All   | 48%  | 257           | 54%     | 291           | 50%     | 292           |

**Goal 3: Absolute Measure**

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

**METHOD**

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school’s students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

**RESULTS AND EVALUATION**

The ELA Performance Index (PI) calculates to 142, well above the target Measure of Interim Progress set by NYS of 105.

English Language Arts 2018-19 Performance Index

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
| 317              | 15  | 36      | 38      | 12      |

$$\begin{aligned}
 \text{PI} &= 36 + 38 + 12 = 86 \\
 &\quad\quad\quad + 38 + 12 = 50 \\
 &\quad\quad\quad + (.5) * 12 = 6 \\
 &\quad\quad\quad \text{PI} &= 142
 \end{aligned}$$

**Goal 3: Comparative Measure**

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

**METHOD**

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

**RESULTS AND EVALUATION**

DCS achieved this ELA measure. Students in at least their second year at the school outperformed the local district in all but two grades (6 and 8) and overall by 8 percentage points.

2018-19 State English Language Arts Exam  
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency              |               |                       |               |
|-------|--|---------------|-----------------------|---------------|
|       | Charter School Students In At Least 2 <sup>nd</sup> Year |               | All District Students |               |
|       | Percent  | Number Tested | Percent               | Number Tested |
| 3     | 73%  | 49            | 47%                   | 830           |
| 4     | 54%  | 46            | 43%                   | 887           |
| 5     | 49%  | 45            | 32%                   | 872           |
| 6     | 35%  | 49            | 45%                   | 895           |
| 7     | 51%  | 51            | 38%                   | 882           |
| 8     | 40%  | 52            | 45%                   | 879           |
| All   | 50%  | 292           | 42%                   | 5245          |

**ADDITIONAL EVIDENCE**

DCS consistently outperforms the local district in comparable grade levels year after year.

<sup>4</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

| Grade | Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students |          |                |          |                |          |
|-------|--|----------|----------------|----------|----------------|----------|
|       | 2016-17  |          | 2017-18        |          | 2018-19        |          |
|       | Charter School   | District | Charter School | District | Charter School | District |
| 3     | 64%  | 36%      | 56%            | 47%      | 73%            | 47%      |
| 4     | 50%  | 35%      | 74%            | 39%      | 54%            | 43%      |
| 5     | 50%  | 30%      | 43%            | 34%      | 49%            | 32%      |
| 6     | 32%  | 27%      | 72%            | 43%      | 35%            | 45%      |
| 7     | 42%  | 31%      | 33%            | 36%      | 51%            | 38%      |
| 8     | 48%  | 39%      | 48%            | 40%      | 40%            | 45%      |
| All   | 48%  | 30%      | 54%            | 40%      | 50%            | 42%      |

**Goal 3: Comparative Measure**

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

**METHOD**

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

**RESULTS AND EVALUATION**

DCS achieved this measure in 2017-18, the most recent data available, with an Effect Size of 1.28, far greater than the minimum goal of 0.3. The school’s overall comparative performance was higher than expected to a large degree.

2017-18 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 |           | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-----------|---|-------------|
|       |                                    |               | Actual                            | Predicted |   |             |
| 3     | 92.9                               | 52            | 55.8                              | 36.9      | 18.9                                    | 1.06        |
| 4     | 91.4                               | 53            | 71.7                              | 35.1      | 36.6                                    | 2.01        |
| 5     | 90.9                               | 53            | 41.5                              | 24.0      | 17.5                                    | 1.23        |
| 6     | 94.6                               | 53            | 71.7                              | 32.6      | 39.1                                    | 2.43        |
| 7     | 87.5                               | 55            | 34.5                              | 27.6      | 7.0                                     | 0.41        |
| 8     | 87.0                               | 52            | 48.1                              | 37.1      | 11.0                                    | 0.57        |
| All   | 90.7                               | 318           | 53.8                              | 32.1      | 21.6                                    | 1.28        |

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

The Effect Size in ELA has been greater than 0.3 for the past three years.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16     | 3-8    | 69.4                               | 286           | 38.5   | 32.1      | 0.39        |
| 2016-17     | 3-8    | 81.2                               | 315           | 45.6   | 29.0      | 0.98        |
| 2017-18     | 3-8    | 90.7                               | 318           | 53.8   | 32.1      | 1.28        |

Goal 3: Growth Measure<sup>5</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>6</sup>

### RESULTS AND EVALUATION

GCACS did achieve this growth measure in 2017-18. With an overall mean growth percentiles of 52.9, students in grades 4, 5, and 8 had MGPs greater than 50.

#### 2017-18 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 59.1                   | 50.0   |
| 5     | 57.9                   | 50.0   |
| 6     | 48.4                   | 50.0   |
| 7     | 47.6                   | 50.0   |
| 8     | 51.9                   | 50.0   |
| All   | 52.9                   | 50.0   |

### ADDITIONAL EVIDENCE

The mean growth percentiles have been greater than 50 the past three years in ELA.

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

| Grade | Mean Growth Percentile |             |             | Target |
|-------|------------------------|-------------|-------------|--------|
|       | 2015-16                | 2016-17     | 2017-18     |        |
| 4     | 61.7                   | 62.4        | 59.1        | 50.0   |
| 5     | 44.5                   | 60.5        | 57.9        | 50.0   |
| 6     | 49.1                   | 47.7        | 48.4        | 50.0   |
| 7     | 52.2                   | 57.0        | 47.6        | 50.0   |
| 8     | 50.8                   | 52.7        | 51.9        | 50.0   |
| All   | <b>52.6</b>            | <b>56.2</b> | <b>52.9</b> | 50.0   |

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

With the exception of having 75 percent of students score at levels 3 and 4 on the NYS ELA exam, DREAM Charter School achieved all ELA measures in grades 3-8. DREAM CS continues to outperform the local district, performed better than expected to a large degree on the comparative analysis and demonstrated growth greater than the statewide median of 50.

<sup>6</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

| Type        | Measure   | Outcome         |
|-------------|---|-----------------|
| Absolute    | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.  | Did Not Achieve |
| Absolute    | Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.  | Achieved        |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.  | Achieved        |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.) | Achieved        |
| Growth      | Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)  | Achieved        |

### ACTION PLAN

In anticipation of a slowing in ELA proficiency growth, DREAM has proactively invested in instructional management systems that will allow us to deliver high-quality ELA instruction at scale. DREAM is partnering with Lavinia Group in the development, implementation, and assessment of an intellectual preparation cycle in grades 3-8 that supports teacher content development and lesson preparation. This deliberate investment in our teachers and students offers a systematic way for teachers to internalize the content of their lessons. The protocol will enable teachers to facilitate learning more effectively and hold high expectations for student discourse and written work. The use of the protocol across grades will ensure quality preparation at scale and provide a clear criteria for successful integration of grade level standards and student level data into lesson plans.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### 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 school scores Regents on a scale from 0 to 100. 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.

### RESULTS AND EVALUATION

DREAM Charter School only enrolled two high school grades in 2018-19 belonging to the 2017 and 2018 cohorts. 53 percent of the 96 students in the 2017 cohort scored at a level 4 on the NYS CC English Language Arts Regents after two years in the cohort.

#### **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.

### RESULTS AND EVALUATION

84 percent of the 96 students in the 2017 cohort scored at a level 3+ on the NYS CC English Language Arts Regents after two years in the cohort.

**NOTE: The following high school ELA metrics do not apply to DREAM Charter School in the 2018-19 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.

### **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.

### **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.

### **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.

### **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 8<sup>th</sup> 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 8<sup>th</sup> 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.

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## **SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL**

Because DREAM Charter School does not yet have a high school cohort that has completed four years of high school, the following high school English Language Arts measures do not apply in 2018-19.

## GOAL 4: MATHEMATICS

### Goal 4: Mathematics

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

#### 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.

The Director of Math Curriculum and Instruction, Denise Barilar, joined DREAM in 2016-17 school year and plays a critical role in the vertical alignment and strengthening of our math program. Over the summer and throughout the year DREAM teachers receive training from Dr. Stephanie Smith a consultant who provides professional development on Cognitively Guided Instruction, a math instruction technique. Similar to the data cycle described for ELA, DREAM teachers analyze Math unit and interim assessment data to identify gaps in student learning and take targeted action to reteach and remediate as needed.

**Goal 4: Absolute Measure**

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

**METHOD**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested <sup>7</sup> |     |        |         | No Assessment | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|---------------|----------------|
|       |              | IEP                     | ELL | Absent | Refused |               |                |
| 3     | 52           |                         |     |        | 1       | 2             | 55             |
| 4     | 53           |                         |     |        |         | 5             | 58             |
| 5     | 53           |                         |     |        |         | 1             | 54             |
| 6     | 53           |                         |     |        |         | 1             | 54             |
| 7     | 55           |                         |     |        |         | 2             | 57             |
| 8     | 52           |                         |     |        |         | 2             | 54             |
| All   | 318          | 0                       | 0   | 0      | 1       | 13            | 332            |

<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

DREAM CS did not achieve this measure overall, however 76 percent of third grade students in at least their second year at the school performed at levels 3 and 4. Overall, 56 percent of grade 3-8 students in at least their second year tested at proficiency on the NYS mathematics exam.

#### Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students       |               | Enrolled in at least their Second Year |               |
|--------|--------------------|---------------|--|---------------|
|        | Percent Proficient | Number Tested | Percent Proficient                     | Number Tested |
| 3      | 76%                | 51            | 76%                                    | 49            |
| 4      | 57%                | 51            | 58%                                    | 45            |
| 5      | 61%                | 54            | 69%                                    | 45            |
| 6      | 36%                | 53            | 37%                                    | 49            |
| 7      | 59%                | 51            | 59%                                    | 51            |
| 8      | 38%                | 53            | 38%                                    | 50            |
| All    | <b>54%</b>         | 313           | <b>56%</b>                             | 289           |

### ADDITIONAL EVIDENCE

The DREAM CS math proficiency rates have been greater than 50 percent the past three years.

#### Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2016-17  |               | 2017-18 |               | 2018-19 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 79%  | 42            | 72%     | 50            | 76%     | 49            |
| 4     | 68%  | 41            | 76%     | 46            | 58%     | 45            |
| 5     | 70%  | 46            | 51%     | 47            | 69%     | 45            |
| 6     | 54%  | 43            | 62%     | 50            | 37%     | 49            |
| 7     | 35%  | 43            | 38%     | 48            | 59%     | 51            |
| 8     | 41%  | 39            | 38%     | 50            | 38%     | 50            |
| All   | 58%  | 254           | 56%     | 291           | 56%     | 289           |

**Goal 4: Absolute Measure**

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

**METHOD**

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

**RESULTS AND EVALUATION**

The math Performance Index (PI) calculates to 137, surpassing the Measure of Interim Progress (MIP) of 107.

| Mathematics 2017-18 Performance Level Index (PI) |   |         |         |         |
|--|---|---------|---------|---------|
| Number in Cohort                                 | Percent of Students at Each Performance Level |         |         |         |
|  | Level 1                                       | Level 2 | Level 3 | Level 4 |
| 3113   | 18  | 28      | 32      | 22      |

  

|    |   |    |   |   |   |        |   |     |
|----|---|----|---|---|---|--------|---|-----|
| PI | = | 28 | + | 3 | + | 22     | = | 72  |
|    |   |    |   | 2 |   |        |   |     |
|    |   |    |   | 3 | + | 22     | = | 54  |
|    |   |    |   | 2 | + | (.5)*2 | = | 11  |
|    |   |    |   |   |   | 2      |   |     |
|    |   |    |   |   |   | PI     | = | 137 |

**Goal 4: Comparative Measure**

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

**METHOD**

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>8</sup>

### RESULTS AND EVALUATION

DREAM CS achieved this math measure. Students in at least their second year at the school outperformed the local district overall 56% to their 37% and in each tested grade as well.

| Grade | Percent of Students at or Above Proficiency                 |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent   | Number<br>Tested | Percent               | Number<br>Tested |
| 3     | 76%   | 49               | 49%                   | 837              |
| 4     | 58%   | 45               | 38%                   | 892              |
| 5     | 69%   | 45               | 35%                   | 869              |
| 6     | 37%   | 49               | 39%                   | 888              |
| 7     | 59%   | 51               | 32%                   | 884              |
| 8     | 38%   | 50               | 21%                   | 486              |
| All   | 56%   | 289              | 37%                   | 4856             |

### ADDITIONAL EVIDENCE

As evidenced by the table below, DREAM CS has outperformed the local district for the past three years.

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

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students |            |                |            |                |            |
|-------|---|------------|----------------|------------|----------------|------------|
|       | 2016-17   |            | 2017-18        |            | 2018-19        |            |
|       | Charter School  | District   | Charter School | District   | Charter School | District   |
| 3     | 79%   | 39%        | 72%            | 45%        | 76%            | 49%        |
| 4     | 68%   | 33%        | 76%            | 34%        | 58%            | 38%        |
| 5     | 70%   | 35%        | 51%            | 36%        | 69%            | 35%        |
| 6     | 54%   | 28%        | 62%            | 31%        | 37%            | 39%        |
| 7     | 35%   | 24%        | 38%            | 30%        | 59%            | 32%        |
| 8     | 41%   | 15%        | 38%            | 18%        | 38%            | 21%        |
| All   | <b>58%</b>  | <b>33%</b> | <b>56%</b>     | <b>33%</b> | <b>56%</b>     | <b>37%</b> |

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

**Goal 4: Comparative Measure**

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

**METHOD**

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

**RESULTS AND EVALUATION**

DREAM CS achieved this measure in 2017-18, the most recent data available, with an Effect Size of 1.39, far greater than the minimum goal of 0.3. The school’s overall comparative performance was higher than expected to a large degree.

*2017-18 Mathematics Comparative Performance by Grade Level*

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 |           | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-----------|---|-------------|
|       |                                    |               | Actual                            | Predicted |   |             |
| 3     | 92.9                               | 52            | 71.2                              | 39.7      | 31.5                                    | 1.52        |
| 4     | 91.4                               | 53            | 75.5                              | 33.4      | 42.1                                    | 2.11        |
| 5     | 90.9                               | 53            | 49.1                              | 27.8      | 21.3                                    | 1.24        |
| 6     | 94.6                               | 53            | 62.3                              | 25.0      | 37.2                                    | 2.30        |
| 7     | 87.5                               | 55            | 32.7                              | 25.4      | 7.3                                     | 0.35        |
| 8     | 87.0                               | 52            | 38.5                              | 21.4      | 17.0                                    | 0.80        |
| All   | 90.7                               | 318           | 54.7                              | 28.7      | 26.0                                    | 1.39        |

**School’s Overall Comparative Performance:**

**Higher than expected to large degree**

ADDITIONAL EVIDENCE

The Effect Size in math has been far greater than 0.3 for the past three years.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16     | 3-8    | 69.4                               | 286           | 48.3   | 32.5      | 0.84        |
| 2016-17     | 3-8    | 81.3                               | 313           | 55.7   | 26.6      | 1.50        |
| 2017-18     | 3-8    | 90.7                               | 318           | 54.7   | 28.7      | 1.39        |

Goal 4: Growth Measure<sup>9</sup>

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>10</sup>

RESULTS AND EVALUATION

DREAM CS did not achieve this measure, having only grade 4 demonstrate a mean growth percentile greater than 50. Grade 3 experienced the greatest growth with an MGP of 60.4.

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

<sup>10</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile |        |
|-------|------------------------|--------|
|       | School                 | Target |
| 4     | 60.4                   | 50.0   |
| 5     | 42.3                   | 50.0   |
| 6     | 44.8                   | 50.0   |
| 7     | 33.3                   | 50.0   |
| 8     | 40.5                   | 50.0   |
| All   | 44.1                   | 50.0   |

### ADDITIONAL EVIDENCE

2017-18 is the only year in the past three in which the mean unadjusted growth percentile fell below 50.

### Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile |                    |                    |        |
|-------|------------------------|--------------------|--------------------|--------|
|       | 2015-16                | 2016-17            | 2017-18            | Target |
| 4     | 55.8                   | 64.6               | 60.4               | 50.0   |
| 5     | 43.1                   | 53.1               | 42.3               | 50.0   |
| 6     | 61.5                   | 63.9               | 44.8               | 50.0   |
| 7     | 68.0                   | 64.0               | 33.3               | 50.0   |
| 8     | 58.9                   | 73.0               | 40.5               | 50.0   |
| All   | <b><u>57.3</u></b>     | <b><u>63.6</u></b> | <b><u>44.1</u></b> | 50.0   |

### SUMMARY OF THE MATHEMATICS GOAL

DREAM Charter School continues to work toward increasing proficiency rates in math. Our scholars continue to outperform the local district, scored higher than expected to large degree on the comparative analysis, however the mean growth percentile in 2017-18 did not exceed the statewide median of 50.

| Type        | Measure   | Outcome         |
|-------------|---|-----------------|
| Absolute    | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.  | Did Not Achieve |
| Absolute    | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.  | Achieved        |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.  | Achieved        |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.) | Achieved        |
| Growth      | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)  | Did Not Achieve |

## ACTION PLAN

DREAM's Director of Math will continue to focus her time with academic deans in order to build efficacy and capacity. By doing so, she will be able to leverage her time with the highest need grades and course-correct with instructors and deans as interim assessment data is analyzed across the year. Academic deans will give lesson plan feedback aligned to an intellectual preparation framework created by our Director of Math Curriculum and Instruction.

In Middle School Math, investment is underway in bringing increased differentiation to our 6th and 7th grade math curriculums to ensure we are meeting the needs of all students and maximizing their academic growth. We are balancing our need for differentiation of curriculum with the fact that the majority of the MS math department is new this year. Since the team is new, our focus on intellectual prep practices that help teachers internalize a curriculum that is new to them is also a significant part of our strategy. The Middle School Math Academic Dean is closely monitoring teacher planning timelines and deliverables to ensure special education teachers create high-quality differentiated materials that anticipate and plan for misconceptions. Planning is in place to redesign the 8th grade math curriculum across the next 2 years with the end goal of transitioning to an 8th grade algebra curriculum by school year 2021-2022.

## HIGH SCHOOL MATHEMATICS

### 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 school scores Regents on a scale from 0 to 100. 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.

#### RESULTS AND EVALUATION

Although DREAM Charter School does not yet have students who have been in high school for four years, its students in the 2017 and 2018 cohorts have taken math Regents. Thus far, 10 percent of the 2017 cohort has passed a math Regents exam with a minimum of level 4 after just two years in the cohort. 11 percent of the 2018 cohort has also passed a math exam at the same level after just one year in high school. This measure is not yet applicable, but we would like to report the progress made.

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2017               |                  |                 | 94               | 12%             | 96               | 10%             |
| 2018               |                  |                 |                  |                 | 102              | 11%             |

### 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 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 mathematics exams. 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.

RESULTS AND EVALUATION

Although the 2017 cohort has only been in high school two years, 76 percent have already scored at least a 65 on a math Regents exam. 71 percent of the 2018 cohort have done so after one year in high school as well.

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2017               |                  |                 | 94               | 65%             | 96               | 76%             |
| 2018               |                  |                 |                  |                 | 102              | 71%             |

Note: The following accountability measures are not applicable to DREAM CS in the 2018-19 year.

**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.

**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.

**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.

**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.

**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 8<sup>th</sup> 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 8<sup>th</sup> 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.

### ACTION PLAN

The majority of students who enter 9th grade are new to DREAM and come into 9th grade with low 8th grade Math proficiency. Cohort 2018 entered 9th grade with only 24% math proficiency and 48% scoring a Level 1 on the 8th grade NYS Math Test. This is in line with both Cohort 2017 and Cohort 2018. In school years 2017-2018 and 2018-2019, all 9th grade students were enrolled in Algebra and students below proficiency were provided additional support through a supplementary intervention block. Upon careful assessment of this structure and the needs of our incoming students, DREAM's instructional leadership made the decision to redesign our 9th grade Math program whereby all students are enrolled in an additional math block every other day, on top of the daily math block. The additional time devoted to math in the 9th grade allows us to build the critical and necessary foundation for our students to reach grade-level proficiency by the end of the year.

### GOAL 5: SCIENCE

#### 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.

#### Goal 5: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

#### RESULTS AND EVALUATION

DREAM CS science students did not achieve this science measure. Grade 4 students had 91 percent scoring at performance levels 3 and 4, however just 50 percent of eighth grade scholars scored at proficient levels.

Charter School Performance on 2018-19 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency |               |   |               |
|-------|------------------------------------|---------------|---|---------------|
|       | All Students                       |               | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |               |
|       | Percent Proficient                 | Number Tested | Percent Proficient  | Number Tested |
| 4     | 92%                                | 50            | 91%   | 44            |
| 8     | 49%                                | 53            | 50%   | 50            |
| All   | 70%                                | 103           | 69%   | 94            |

ADDITIONAL EVIDENCE

NYS Science 8 scores dropped by 20 percentage points in 2017-18, causing the school to fall short on this absolute metric. Again in 2018-19, grade 8 maintained a 50% proficiency.

Science Performance by Grade Level and School Year

| 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     | 93%   | 42            | 91%     | 46            | 91%                | 44            |
| 8     | 70%   | 40            | 50%     | 50            | 50%                | 50            |
| All   | 82%   | 82            | 70%     | 96            | 69%                | 94            |

Goal 5: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state’s release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district’s **2017-18** data.

RESULTS AND EVALUATION

DREAM CS outperformed the local district 4 in 2017-18 in both tested science grades.

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

| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students |          |                |          |                |          |
|-------|--|----------|----------------|----------|----------------|----------|
|       | 2016-17  |          | 2017-18        |          | 2018-19        |          |
|       | Charter School   | District | Charter School | District | Charter School | District |
| 4     | 93%  | 83%      | 91%            | 86%      | 91%            |          |
| 8     | 70%  | 46%      | 50%            | 44%      | 50%            |          |
| All   | 82%  | 66%      | 70%            | 68%      | 69%            |          |

SUMMARY OF THE SCIENCE GOAL

Overall, DREAM CS science proficiency fell short of 75 percent at 69. Based on district 2017-18 science scores, DCS outperformed the local district in grades 4 and 8 in 2017-18.

| Type        | Measure  | Outcome         |
|-------------|--|-----------------|
| Absolute    | Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.  | Did Not Achieve |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | Achieved        |

ACTION PLAN

In the past, DREAM science teachers analyzed and planned based on ELA interim assessment data for nonfiction passages and reading informational standards. While we still believe science teachers play an important role in developing students’ literacy skills, we feel that a more formal data cycle for science assessments is needed and will help drive improvement in students’ academic performance in science. To improve academic performance in science, DREAM will enhance our formative assessment cycle to ensure science teachers are administering assessments aligned to the summative assessment, analyzing the results, and adapting instruction to accelerate student learning. Therefore, science teachers in school year 2019-2020 will have time and space to analyze both ELA assessments and science assessments to inform their teaching.

## HIGH SCHOOL SCIENCE

### 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. 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.

### RESULTS AND EVALUATION

Although this metric is not yet applicable, the 2017 and 2018 cohorts are making progress. In fact the 2017 cohort already has met the measure with 82% passing a science Regents after just two years in the cohort.

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

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2017               |                  |                 | 94               | 79%             | 96               | 82%             |
| 2018               |                  |                 |                  |                 | 102              | 78%             |

### 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.

## GOAL 6: SOCIAL STUDIES

### 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.

#### RESULTS

DREAM Charter School has not administered the U.S. History Regents yet because it has only enrolled grades 9-10 in the 2018-19 year.

#### Goal 6: Comparative Measure

Each year, the percent to 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.

#### 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.

#### RESULTS

70 percent of the 2017 cohort scored at a least a 65 on the Global History Regents after two years in high school.

**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.

**GOAL 7: ESSA**

**Goal 7: ESSA**

The school will remain in good standing according to the state’s ESSA accountability system.

**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 Charter School continues to be in Good Standing.

**ADDITIONAL EVIDENCE**

DREAM Charter School has been in Good Standing since opening in 2009.

Accountability Status by Year

| Year    | Status        |
|---------|---------------|
| 2016-17 | Good Standing |
| 2017-18 | Good Standing |
| 2018-19 | Good Standing |