



# **BROOKLYN DREAMS CHARTER SCHOOL**

## **2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 1, 2016

By Brooklyn Dreams Charter School

Board of Trustees

259 Parkville

Brooklyn, NY 11230

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## INTRODUCTION

National Heritage Academies prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Tamara Charles	Trustee, Education Committee, Finance Committee
Richard Conti	President
Michael Leit	Treasurer, Audit/Compliance Committee, Finance Committee
Michele Morais-Weekes	Secretary, Education Committee, Audit/Compliance Committee
Katherine O'Neill	Trustee, Education Committee
Joanne Oplustil	Vice President, Finance Committee
Michelle Scotto	Trustee, Audit/Compliance Committee

**Omar Thomas has served as the principal since May, 2016.**

## INTRODUCTION

Since Brooklyn Dreams Charter School opened in fall 2010, we have not wavered from our original mission:

*“To offer the families of Brooklyn a school with a culture that values integrity, academic excellence, and accountability, where all students are given the opportunity for success in high school, college, and beyond by offering an academically rigorous and challenging K-8 educational program.”*

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In the 2015-16 school year, we served 648 students in grades K-8, of whom 85 percent qualify for free or reduced price lunch.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- **Character Development.** We continue to believe that great schools develop both a student’s heart and mind. Our character program is designed to support parents' efforts to teach strong character at home by reinforcing and modeling traditional human virtues, such as compassion and respect.
- **Academic Excellence.** We work intentionally to create a culture of academic excellence by providing students with a challenging learning environment. By providing an academically rigorous program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond.
- **Accountability.** At Brooklyn Dreams, staff, students, and parents are accountable for both their actions and results.
  - *Staff* – Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, classroom level, and student level. Using data to drive instruction, we are able to hold teachers accountable for student learning results.
  - *Students* – We encourage our students to take an active role in their education. Students are taught to act responsibly and take accountability for their learning.
  - *Parents* – We encourage parents and families to be involved in their child’s education because we recognize that parental involvement is a key indicator of student success. We work purposely to involve parents in their child’s education because it is crucial to maintaining the school culture we desire.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	40	51	50	42	42	-	-	-	-	-	-	-	-	245
2012-13	75	73	77	73	52	53	-	-	-	-	-	-	-	403
2013-14	66	78	79	78	74	51	51	-	-	-	-	-	-	479
2014-15	80	77	79	74	78	74	52	46	-	-	-	-	-	564
2015-16	69	79	77	78	79	74	79	54	57	-	-	-	-	648

# ENGLISH LANGUAGE ARTS

## Goal 1: English Language Arts

All 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<sup>1</sup>.

It is important to note that in spring 2013, the NYSTP changed significantly: For the first time, New York measured student learning using the new Common Core Learning Standards. This change created a new baseline for student academic performance – and significantly changed how the state defines proficiency. Like many schools across the state, Brooklyn Dreams' absolute proficiency changed as defined by this assessment.

### Goal 1: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in third through eighth grade in April 2016. 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).

2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	72	0	0	6	2	78
4	74	3	0	4	1	81
5	75	3	0	4	0	82

<sup>1</sup> When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State’s adoption of the Common Core Learning Standards for ELA and math.

<sup>2</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.

6	75	0	0	4	0	79
7	54	0	0	1	0	55
8	52	1	0	2	0	55
All	402	7	0	21	3	430

## RESULTS

In 2015-16, 36 percent of students in at least their second year at Brooklyn Dreams achieved Level 3 or higher on the 2015-16 New York State ELA Exam.

### Performance on 2015-16 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37.5%	72	36.9%	65
4	51.4%	74	51.5%	66
5	28.0%	75	31.1%	61
6	32.0%	75	31.8%	66
7	27.8%	54	30.0%	50
8	35.8%	53	34.8%	46
All	35.7%	403	36.4%	354

## EVALUATION

Brooklyn Dreams did not meet this measure in 2015-16. However, the school increased the percentage of students scoring proficient by ten percentage points over 2014-15.

## ADDITIONAL EVIDENCE

Students at Brooklyn Dreams who are in at least their second year outperformed students as a whole. However as the majority of students tested are in at least their second year the scores are fairly similar, as there is significant overlap between the two groups of students.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20%	69	31%	67	36.9%	65
4	22%	64	29%	70	51.5%	66
5	15%	47	18%	65	31.1%	61
6	11%	46	36%	42	31.8%	66
7	-	-	17%	40	30.0%	50
8	-	-	-	-	34.8%	46
All	18%	226	26%	284	36.4%	354

### Goal 1: Absolute Measure

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

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>3</sup>

## RESULTS

Brooklyn Dream's did met the 2015-16 overall AMO target of 104.

English Language Arts 2015-16 Performance Level Index						
Number in Cohort	Percent of Students at Each Performance Level					
	Level 1	Level 2	Level 3	Level 4		
	23.8%	40.4%	28.5%	7.2%		
PI = 40.4 + 28.5 + 7.2 = 76.2						
28.5 + 7.2 = 35.7						
PLI = 111.9						

## EVALUATION

Brooklyn Dreams met the 2015-16 AMO target.

### Goal 1: Comparative Measure

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

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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>

<sup>3</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<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](#).

## RESULTS

In 2015-16, 36 percent of Brooklyn Dreams students scored at or above Level 3 on the New York State ELA exam, compared to 43 percent of students enrolled in district public schools.

2015-16 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	36.9%	65	46%	2,873
4	51.5%	66	49%	2,744
5	31.1%	61	41%	2,669
6	31.8%	66	38%	2,074
7	30.0%	50	39%	2,139
8	34.8%	46	47%	2,160
All	36.4%	354	43%	14,659

## EVALUATION

Brooklyn Dreams did not meet this threshold in 2015-16. While 43 percent of the local school district's students were at Levels 3 and 4, 36 percent of the Brooklyn Dreams two year+ students were proficient. However, it is important to note that over the past two years, Brooklyn Dreams narrowed the gap by seven percentage points and three percentage points respectively.

## ADDITIONAL EVIDENCE

Proficiency rates at Brooklyn Dreams increase by eleven percentage points in 2015-16, and the local district increased their proficiency rate by eight percentage points. While Brooklyn Dreams made significant strides toward proficiency, and has narrowed the gap between the local district, the school still has proficiency rates that are lower than CSD #22.

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 Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	20%	35%	31%	35%	36.9%	46%
4	22%	37%	29%	36%	51.5%	49%
5	15%	35%	18%	33%	31.1%	41%
6	11%	30%	36%	35%	31.8%	38%
7	-	-	17%	33%	30.0%	39%
8	-	-	-	-	34.8%	47%
All	18%	34%	26%	35%	36.4%	43%

### Goal 1: Comparative Measure

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

## METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

In 2014-15 Brooklyn Dreams achieved an Effect Size of 0.44 which is above the threshold for performing “Higher than expected to a meaningful degree”

**2014-15 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	84.6	78	28	20.6	7.4	0.52
4	82.3	77	29	20.9	8.1	0.59
5	88.8	73	18	15.5	2.5	0.21
6	90.6	51	33	15.3	17.7	1.46
7	61.7	50	16	25.6	-9.6	-0.61
8	-	-	-	-	-	-
All	82.4	329	25	19.5	5.5	0.44

### School’s Overall Comparative Performance:

***Higher than expected to a meaningful degree***

## EVALUATION

Brooklyn Dreams met this measure in 2014-15.



## ADDITIONAL EVIDENCE

Brooklyn Dreams has made meaningful progress on this measure for the last four years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-5	82.4%	179	20.1	20.4	-0.03
2013-14	3-6	89.4%	254	17.6	18.6	-0.08
2014-15	3-7	82.4%	329	25	19.5	0.44

### Goal 1: 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 state's unadjusted median growth percentile.

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>6</sup>

## RESULTS

In 2015-16 Brooklyn Dreams had a Mean Growth Percentile (MGP) that was above the state average, with a score of 56.5

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	59.5	50.0
5	58	50.0
6	58.5	50.0

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

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

7	53.5	50.0
8	52.5	50.0
All	<u>56.5</u>	50.0

## EVALUATION

The school did not meet this measure with the school aggregate and all grade levels performing below the state average for growth.

## ADDITIONAL EVIDENCE

In 2013-14 growth was below the state average in both the aggregate and in each grade level. In 2014-15 student growth was at the state average, with an aggregate growth score of 50, and in 2015-16 growth was well above the state average with a score of 56.5.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	43.5	44	59.5	50.0
5	44	41.5	58	50.0
6	48.5	60	58.5	50.0
7	--	64	53.5	50.0
8	--	--	52.5	50.0
All	45	50	56.5	50.0

### Goal 1: Optional Measure

Each year, the school will administer a nationally-normed standardized assessment in grades K-8. The median percentile for students enrolled for 3+ years will be = 50 on the spring test.

### METHOD

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2015-16 school year.

### RESULTS

Brooklyn Dreams met this goal with a median RIT score percentile of 60 for students in at least their third year at the school.

Grade	Median RIT Score Percentile
2	66
3	62
4	59
5	59
6	52
7	60.5
8	58
All	60

### EVALUATION

Brooklyn Dreams met this goal overall, and in every grade level for 2015-16.

### Goal 1: Optional Measure

Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the majority of grades and subject comparison categories (e.g. grade 2 reading is one category, grade 3 reading is another category, etc.) will score at or above the 50th percentile of public schools nationally as measured by beginning to end-of-year growth in grades 2-8.

### METHOD

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2015-16 school year.

### RESULTS

NWEA 2015-16 Fall-Spring Meeting Typical Growth Percentile	
Grade	Reading
K	99
1	63
2	13
3	15
4	15
5	20
6	36
7	59
8	38

### EVALUATION

Brooklyn Dreams did not meet this goal. With only 3 of the 9 grade levels having growth about the 50h percentile they did not meet the threshold for this goal.

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While Brooklyn Dreams has not met all of its ELA goals, it has demonstrated progress by meeting four of its seven goals.

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 Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	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 local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district 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 state's unadjusted median growth percentile.	Achieved
Comparative	Each year, the school will administer a nationally-normed standardized assessment in grades K-8. The median percentile for students enrolled for 3+ years will be = 50 on the spring test.	Achieved
Growth	Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the majority of grades and subject comparison categories (e.g. grade 2 reading is one category, grade 3 reading is another category, etc.) will score at or above the 50th percentile of public schools nationally as measured by beginning to end-of-year growth in grades 2-8.	Not Met

## ACTION PLAN

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

- Update our curricular tools. As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in ELA. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition. We will also provide more professional development for teachers around using the curricular tools for better implementation.
- Modify our assessment strategy. In the first four years of our charter term, we administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness

standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:

- Administer the NWEA MAP in the fall and spring in reading.
- In 2015-16, we adopted a formative assessment framework in grades K-8 in ELA that is aligned to the state's Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
- Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
- Implement flexible groupings during workshop. Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student's individual learning needs. Utilization of blended learning platforms, specifically iReady, will be used to allow scholars to practice concepts to develop mastery. We will implement data days after students take benchmark tests to target areas that need to be retaught.
- Provide extended day/year academic intervention. Students will have the opportunity to attend after-school and summer-learning programs. These sessions will emphasize an intensified approach to intervention that focuses on fewer high-priority reading skills. Additionally, we will continue to partner with the READ Alliance to provide one-on-one tutoring to students in grades K-1, as well as students in grade two who demonstrate academic need for the program. We will also utilize intervention block to allow for more time to address scholar deficiencies.

## MATHEMATICS

### Goal 2: Mathematics

All students will be proficient in math.

#### 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 .

It is important to note that in spring 2013, the NYSTP changed significantly: For the first time, New York measured student learning using the new Common Core Learning Standards. This change created a new baseline for student academic performance – and significantly changed how the state defines proficiency. Like many schools across the state, Brooklyn Dreams' absolute proficiency changed as defined by this assessment.

#### Goal 2: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in third through eighth grade in April 2016. 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.

2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>7</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	72	1	1	5	2	79
4	74	4	0	3	1	81
5	74	3	0	5	0	82
6	75	0	0	4	0	79
7	53	0	0	2	0	55
8	54	0	0	1	0	55
All	402	8	1	20	3	431

## RESULTS

At Brooklyn Dreams, 38 percent of students who attended the school for two or more years were proficient.

Performance on 2015-16 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	52.8%	72	47.7%	65
4	45.9%	74	50.0%	66
5	37.8%	74	41.0%	61
6	36.0%	75	36.4%	66
7	18.9%	53	20.4%	49
8	23.6%	55	25.0%	48
All	37.2%	403	38.0%	355

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<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.

## EVALUATION

Brooklyn Dreams did not meet this measure with 38 percent of returning students scoring proficient on the state test.

## ADDITIONAL EVIDENCE

Brooklyn Dreams has had a steady level of proficiency over the last 3 years, with rates of 39%, 40% and 38%.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	48%	69	60%	67	47.7%	65
4	38%	64	41%	70	50.0%	66
5	38%	47	34%	65	41.0%	61
6	28%	46	38%	42	36.4%	66
7	-	-	18%	40	20.4%	49
8	-	-	-	-	25.0%	48
All	39%	226	40%	284	38.0%	355

### Goal 2: Absolute Measure

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

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>8</sup>

## RESULTS

Brooklyn Dream's met the overall 2015-16 AMO target of 101, exceeding it by nine points.

### Mathematics 2015-16 Performance Level Index (PLI)

<sup>8</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.



Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	23.8	39.0	22.1	15.1

$$\begin{aligned}
 \text{PI} &= 39.0 + 22.1 + 15.1 = 76.2 \\
 &22.1 + 15.1 = 37.2 \\
 \text{PLI} &= 110.4
 \end{aligned}$$

## EVALUATION

Brooklyn Dream's met the 2015-16 AMO goal of 101 with a score of 110.

### Goal 2: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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>9</sup>

## RESULTS

Brooklyn Dreams came very close to meeting the proficiency level of the local district, falling two percentage points short at 38 percent vs. 40 percent.

2015-16 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	47.7%	65	46%	2,944
4	50.0%	66	45%	2,811
5	41.0%	61	42%	2,721
6	36.4%	66	38%	2,102
7	20.4%	49	37%	2,168
8	25.0%	48	34%	1,918
All	38.0%	355	40%	14,664

<sup>9</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](#).

## EVALUATION

Returning students at Brooklyn Dreams did not have a proficiency level above the local district, falling two percentage point short at 38 percent vs. 40 percent.

## ADDITIONAL EVIDENCE

While Brooklyn Dreams did not outperform the local district, they have been within one or two percentage points of the local district for the last 3 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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	48%	43%	60%	44%	47.7%	46%
4	38%	45%	41%	43%	50.0%	45%
5	38%	46%	34%	46%	41.0%	42%
6	28%	36%	38%	37%	36.4%	38%
7	-	-	18%	35%	20.4%	37%
8	-	-	-	-	25.0%	34%
All	39%	43%	40%	41%	38.0%	40%

### Goal 2: Comparative Measure

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

## METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

The overall school Effect Size for 2014-15 is 'higher than expected to a meaningful degree'. Furthermore 4 out of the 5 grade levels had a positive Effect Size showing that gains are generally widespread across the school and not concentrated in one particular area.

### 2014-15 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	84.6	78	58	29.7	28.3	1.48
4	82.3	77	43	29.7	13.3	0.7
5	88.8	73	36	24.7	11.3	0.64
6	90.6	51	39	20.1	18.9	1.12
7	61.7	50	20	30.4	-10.4	-0.57
8	-	-	-	-	-	-
All	82.4	329	40.9	27.2	13.7	0.74

#### School's Overall Comparative Performance:

*Higher than expected to a meaningful degree*

## EVALUATION

The school met this measure with an Effect Size of 0.74.

## ADDITIONAL EVIDENCE

The Effect Size in 2014-15 was 'higher than expected to a meaningful degree', and there has been a marked improvement in this metric over the last four years indicating that the school is moving in the right direction.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-5	82.4%	179	35.6	23.6	0.69
2013-14	3-6	89.4%	255	38.0	26.5	0.63
2014-15	3-7	82.4%	329	40.9	27.2	0.74

### Goal 2: Growth Measure<sup>10</sup>

<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>11</sup>

## RESULTS

Growth in 2015-16 was at the state average. Looking at individual grade levels sixth grade was above the state average while fourth, fifth, and seventh grade were a little below the state average.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	50	50.0
5	47.5	50.0
6	54	50.0
7	38	50.0
8	55	50.0
All	49	50.0

## EVALUATION

In 2015-16 Brooklyn Dreams did not meet this measure with a MGP of 49, which is 1 point below the state average of 50.

## ADDITIONAL EVIDENCE

In 2013-14 growth was below the state average in two of the three grade levels, along with being below in the aggregate. In 2014-15 growth was at the state average, and in 2015-16 growth was just below the state average with a score of 49.

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<sup>11</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	24	48.5	50	50.0
5	46	47	47.5	50.0
6	66	58	54	50.0
7	--	49	38	50.0
8	--	--	55	50.0
All	42	50	49	50.0

### Goal 2: Optional Measure

Each year, the school will administer a nationally-normed standardized assessment in grades K-8. The median percentile for students enrolled for 3+ years will be = 50 on the spring test.

### METHOD

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2015-16 school year.

### RESULTS

NWEA 2015-16 Median RIT Percentile	
Grade	Math
2	56
3	55
4	51
5	65
6	42
7	58
8	56
<b>ALL</b>	<b>54</b>

### EVALUATION

The school met this goal with a median RIT Score percentile of 54 for 3+ year students.

## Goal 2: Optional Measure

Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the majority of grades and subject comparison categories (e.g. grade 2 math is one category, grade 3 math is another category, etc.) will score at or above the 50th percentile of public schools nationally as measured by beginning to end-of-year growth in grades 2-8.

## METHOD

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2015-16 school year.

## RESULTS

NWEA 2015-16 Fall-Spring Growth Percentile	
Grade	Math
K	99
1	96
2	3
3	17
4	11
5	88
6	38
7	6
8	87

## EVALUATION

The school did not meet this goal with 4 out of the 9 grade levels having growth above the 50<sup>th</sup> percentile.

## SUMMARY OF THE MATHEMATICS GOAL

Brooklyn Dreams has met three of its seven math goals.

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 Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	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 local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district 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 state's unadjusted median growth percentile.	Did Not Achieve
Comparative	Each year, the school will administer a nationally-normed standardized assessment in grades K-8. The median percentile for students enrolled for 3+ years will be = 50 on the spring test.	Achieved
Growth	Each year, the school will administer a nationally-normed standardized assessment in grades K-8. In the spring of each year, the majority of grades and subject comparison categories (e.g. grade 2 math is one category, grade 3 math is another category, etc.) will score at or above the 50th percentile of public schools nationally as measured by beginning to end-of-year growth in grades 2-8.	Did Not Achieve

## ACTION PLAN

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

- Update our curricular tools. As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in math. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition. We will also provide more professional development for teachers around using the curricular tools for better implementation.
- Modify our assessment strategy. In the first four years of our charter term, we administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
  - Administer the NWEA MAP in the fall and spring in math.
  - In 2015-16, we adopted a formative assessment framework in grades K-8 in math that is aligned to the state's Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.

- Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
- Implement flexible groupings during workshop. Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student’s individual learning needs. Utilization of blended learning platforms will be used to allow scholars to practice concepts to develop mastery. We will implement data days after students take benchmark tests to target areas that need to be retaught.
- Provide extended day/year academic intervention. Students will have the opportunity to attend after-school and summer-learning programs. We will also utilize intervention block to allow for more time to address scholar deficiencies.



## SCIENCE

### Goal 3: Science

Students will be proficient in Science

### BACKGROUND

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

#### Goal 3: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2016. 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

At Brooklyn Dreams, 64% percent of students were proficient on the science test in 2015-16.

Charter School Performance on 2015-16 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All School Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	81.0%	63	81.7%	71
8	38.1%	42	39.6%	48
All	63.8%	105	64.9%	119

### EVALUATION

Brooklyn Dreams did not meet this goal with only 64% of two+ year students being proficient on the state test. This is the first year of eighth grade students

## ADDITIONAL EVIDENCE

While science proficiency in 4<sup>th</sup> grade increased from 2014-15 to 2015-16, 2015-16 was the first year that the school had 8<sup>th</sup> grade students to take the science test. Due to the lower results for 8<sup>th</sup> grade students the school average dropped year over year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	85%	66	81.4%	70	81.0%	63
8	-	-	-	-	38.1%	42
All	85%	66	81.4%	70	63.8%	105

**Goal 3: Comparative Measure**

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

## METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

## RESULTS

Brooklyn Dreams achieved a proficiency rate of 81 percent in science for 2014-15. Data for the local district is not yet available.

2015-16 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	81.0%	63	n/a	n/a
8	38.1%	42	n/a	n/a
All	63.8%	105	n/a	n/a

## SCIENCE

### EVALUATION

Brooklyn Dreams did not meet this goal with 64 percent of two+ year students being proficient on the state test. This is the first year of eighth grade students.

### ADDITIONAL EVIDENCE

In 2015-16 science proficiency at Brooklyn Dreams was down from 2014-15, and not above the goal of 75 percent proficient. It was the first year of eighth grade students taking the science exam.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	85%	87%	81.4%	85%	81.0%	n/a
8	-	-	-	-	38.1%	n/a
All	85%	87%	81.4%	85%	63.8%	n/a

### SUMMARY OF THE SCIENCE GOAL

Brooklyn Dreams did not meet its science goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	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 local school district.	N/A

### ACTION PLAN

Teachers will continue with implementation of the scope and sequence for science instruction. Professional development will be offered, as needed, to support the implementation of our science program.

## NCLB

### Goal 4: NCLB

See absolute measure.

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS

Brooklyn Dreams is in good standing for the 2015-16 school year.

### EVALUATION

Brooklyn Dreams met this goal.

### ADDITIONAL EVIDENCE

The school is and has historically been in good standing.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Choose an item.

### APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

**Goal 5:**

The school will be organizationally viable and financially sound.

**Measure 1:**

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

#### METHOD

The student attendance rate is determined using the school's Average Daily Attendance during the 2015-16 school year.

#### RESULTS

For 2015-16, the student attendance rate for Brooklyn Dreams Charter School was 94.47 percent.

#### EVALUATION

With an attendance rate of 94.47 percent, Brooklyn Dreams Charter School did meet the stated measure.

**Measure 2:**

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

#### METHOD

Brooklyn Dreams Charter School will retain an independent certified accounting firm to review the school's financial transactions during the 2015-16 school year.

#### RESULTS

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2015-16 school year. This audit is in process and will be submitted to the Institute on or before November 1, 2016.

## APPENDIX C: SUMMARY TABLES

### EVALUATION

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2015-16 school year. This audit is in process and will be submitted to the Institute on or before November 1, 2016.

#### Measure 3:

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

### METHOD

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

### RESULTS

The Board of Trustees completed an evaluation of NHA during the 2015-2016 school year.

### EVALUATION

Brooklyn Dreams Charter School met this measure by assessing the performance of its education management partner.

## APPENDIX C: SUMMARY TABLES

### Measure 4:

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

### METHOD

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

### RESULTS

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

### EVALUATION

The Board successfully met this measure in 2015-16.

### Measure 5:

Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

### METHOD

In consultation with its legal counsel, Brooklyn Dreams Charter School will be in compliance with all applicable state and federal laws, rules, and regulations.

### RESULTS

In consultation with its legal counsel, Brooklyn Dreams Charter School was in full compliance with all applicable state and federal laws, rules, and regulations.

### EVALUATION

Brooklyn Dreams met this goal by being compliant with all applicable state and federal laws, rules, and regulations.