

Brownsville Collegiate Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Monia Johnson (Director of Operations) prepared this 2018-2019 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee Name	Position on the Board
Linton Mann III	Chair
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Melika Feurtado has served as the Principal of the school since July 2019. Monia Johnson has served as the Director of Operations of the school since July 2019.

The mission of Brownsville Collegiate Charter School (BVC) is to prepare each student for college. Brownsville Collegiate Charter School opened on August 31, 2009. The school opened with 5th grade and now serves 5th – 8th grade since 2009.

The Brownsville Collegiate Charter School design includes seven core components.

Focus on Literacy. Many of our students beginning their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of BVC students, therefore, is tied to mastering this fundamental skill. In 2018-19, BVC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours and a half-of daily literacy instruction;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry an independent reading book, checked out from our Library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

Target Curriculum Focused on Basic Skills. BVC does not use an off-the-shelf curriculum. Rather, BVC uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's share drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. BVC teachers will then save their lessons to our school's share drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of

continuous reflection and improvement. In addition to the New York State Social Studies, Mathematics, English Language Arts, and Science exams, BVC administered three internally-aligned Interim Assessments (4 in Math) and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. BVC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. BVC also utilized the information to target content- and skills-driven tutoring and small-group instruction.

Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our Brooklyn Schools.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Brownsville Collegiate Charter School has an extended school day and school year. For most students, the regular school day begins at 7:10 AM and ended at 4:00 PM

With hour-long periods 5 days a week, (all subjects on Monday – Thursday) allow for significant staff meeting and professional development time, all students at Brownsville Collegiate received the following weekly:

- 5 periods of Mathematics
- 5 periods of combined English Language Arts 120 minutes (Reading and Writing)
- 4 periods of Independent Reading
- 4.5 periods of Social Studies
- 4.5 periods of Science
- 4 periods of Enrichment (5th-8th)
- 1 period of positive peer community building (Morning Circle)
- 1 period of study hall (Friday's)

Brownsville Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

From 4:15 PM - 5:30, BVC offers a variety of extracurricular activities such as basketball, flag football, soccer, volleyball, cheerleading, step, chess, and track and field.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Brownsville Collegiate students, freshman year of college will be a natural extension of their educational experience at BVC.

Brownsville Collegiate students began talking about college on the first day of school as their advisories are named after the best of the best colleges and universities in the country. Through informal conversations in advisory and in classes, students learned about the college application

process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

BVC's school culture is based on its five core BEARS values of "Belief," "Engagement," "Appreciation," "Resilience," and "Sankofa." Brownsville Collegiate students are expected to consistently demonstrate these values wherever they find themselves and are rewarded with merits when they model these values well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service).

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2018-19, BVC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations and immediate responses to negative or inappropriate behavior;
- Rubric system that provided immediate feedback to classes at the end of each class each day.

Insist on Family Involvement. BVC's educational program is structured so that families must be involved in their child's academic pursuits. In 2018-19, BVC's families:

- Picked up their child's report card in person at the school three times;
- Met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- Maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and emails were notified at home or at work each day if their child earned a detention;
- Were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- Were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year, and;
- Were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community.

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School Enrollment by Grade Level and School Year

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						68	89	77	68					302
2015-16						86	89	79	75					329
2016-17						79	93	69	64					305
2017-18						75	88	72	63					298
2018-19						55	83	77	64					279

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

ALL UNCOMMON NEW YORK CITY STUDENTS WILL BE PROFICIENT READERS AND WRITERS OF THE ENGLISH LANGUAGE.

Background

The Brownsville Collegiate Charter School English Language Arts curriculum reflects our understanding that literacy is the foundation upon which all future knowledge is built. We provide our scholars with 160 minutes of reading instruction each day. Our reading program overcomes our scholars' early literacy deficits by aggressively accelerating them through a coherent set of curricula that addresses five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Computer Reading Program; reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

Reading

Scholars spend four 50minute blocks each-week doing Read for College Comprehension. During this time, scholars delve into authentic literature and practice independent reading strategies. Scholars spend two 45-minute blocks each week doing Guided Reading using the STEP assessment. During this time, teachers use the assessment data as tools that are organized into a developmentally sequenced set of tasks that can help them understand the developmental status of individual students and a class of students at any given point. They also help a teacher analyze students' progress over time.

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At BVC, students receive 60 minutes of reading and writing instruction daily, independent reading on several mornings of the week, as well as a robust library with word incentives, including special sweaters for students who reach up to 1,000,000 words. During independent reading, students can read an independent reading book on their level. Their levels are determined by the STAR Reading Assessment 4 times a year. The mobile school library carried books ranging across all grade levels to support scholars' growth and knowledge. Scholars were given point goals every month to aid in increasing reading levels.

BVC administers several different assessments throughout the year for various grade levels. School-created assessments include: bimonthly writing compositions and quarterly Interim Assessments. A full-time Learning Support Coordinator helps the Principal develop and lead extensive and intensive professional development to ensure that BVC's English Language Arts Goals are met.

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 5th 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 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	55	0	1	0	0	55
6	83	0	1	0	0	83
7	77	1	0	0	0	77
8	64	0	0	0	0	64
All	279	1	2	0	0	279

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

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RESULTS AND EVALUATION

This is the 10th year that BVC has administered the NYS ELA assessment. We did not achieve the goal of 75% of students meeting this measure in ELA for 2018-2019. However, we feel energized to embrace the challenge of significant growth that we will need to make in order to achieve the goal. ELA continues to be an important focus area for the school in the 2019-2020 school year. Our principal is putting ELA curriculum and focus at the forefront of the curriculum.

We believe that the steps we continue to take will help to increase student performance on the exam in the coming year.

- We are continuing to prioritize our teacher professional development with a renewed focus on differentiation to meet individualized teacher needs. This includes strengthening our curriculum and lesson plan alignment, providing real-time (in the moment) feedback, developing individual performance goals and implementing measures for accountability. These outlined areas of focus will enable our teachers to further drive student achievement and provide our students with the knowledge and skills to demonstrate proficiency on the examinations.
- Our school is focusing on driving the rigor in each classroom, and particularly in our reading and writing classes. Driving rigor in classrooms includes maintaining fidelity to our meticulously developed lesson plans, prioritizing time for student independent practice, and ensuring that teachers are collecting and responding to data throughout their instruction. By providing students with increased opportunities to practice and demonstrate new knowledge and skills, our school will prepare them for higher achievement more broadly.
- Our school hosts weekly subject data meetings to dive deeply into student performance on lesson standards. This focus enables teachers to adjust lessons as needed in response to student data.
- Read for College 30-60 minute blocks each day will help to increase reading comprehension.

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	0	0	0	0
4	0	0	0	0
5	16%	55	9%	11
6	40%	83	45%	55
7	25%	77	25%	67
8	43%	74	55%	40
All	31%	279	33.5%	173

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ADDITIONAL EVIDENCE

The school's goal remains to see that at least 75% of students reach proficiency on the NYS ELA exam, and we are looking forward to implementing a higher level of rigor and complementary instructional supports in our English Language Arts classes and overall school day to better prepare our students to meet and exceed this bar.

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	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0%	7	0%	5	9%	11
6	27%	67	35%	71	45%	55
7	36%	66	33%	67	25%	67
8	42%	60	51%	57	55%	40
All	26%	200	30%	200	33%	173

Goal 1: 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

In 2018-2019, Brownsville Collegiate Charter tested students had a PI value of 100 MIP for 2018 and 2019 for NY State has not yet been released at the time of this report. Based on the Accountability Identification Report data shared by NY State for 2017-18, our school met Higher MIP and State Long Term Goal for ELA.

English Language Arts 2018-19 Performance Index

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Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	37%	29%	23%	10%

$$(81)+(64 \times 2)+(28 \times 2.5)/(103+81+64+28) \times 100=100$$

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

In 2018-2019, Brownsville Collegiate Charter School tested students in at least their second year outperformed all tested students in the same grades in Community District 23 on the English Language Arts exam. The school had 33% of students perform at proficiency compared to the district's 27%. This data further supports that the longer students are enrolled at BVC, the more prepared they are for college. This demonstrates that when students are enrolled at BVC the more prepared they are for rigorous curriculum and to succeed in college.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	0	0	0	0
4	0	0	0	0
5	9%	11	23%	662
6	45%	55	25%	781
7	25%	67	21%	787
8	55%	40	35%	783

² 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](#).

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All	33%	173	26%	3013
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ADDITIONAL EVIDENCE

Over the past three years, the school has outperformed the community district overall and across almost every grade on the English Language Arts exam.

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	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0%	7%	0%	5%	9%	11%
6	27%	67%	35%	71%	45%	55%
7	36%	66%	33%	67%	25%	67%
8	42%	60%	51%	57%	55%	40%
All	26%	200	30%	200	33%	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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

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RESULTS AND EVALUATION

The table below shows that the school's overall comparative performance is higher than expected. In 2017-2018, the aggregate effect size for Brownsville Collegiate Charter school was 0.31. While we did meet the measure overall for all grades, specifically students in grades 5th, 7th, and 8th did see a higher actual than predicted rate. We are continually pushing our student growth and are eager to see the magnitude of the work we are doing this year with 2018-19 data.

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	0	0	0	0	0	0
4	0	0	0	0	0	0
5	93.4	55	33.8	23.0	10.8	0.76
6	89.7	83	33.3	34.8	-1.5	-0.08
7	82.8	77	34.7	29.5	5.2	0.28
8	85.7	64	44.4	37.5	6.9	0.36
All	81.1	279	36.1	31.1	5	0.31

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

For the past two years, Brownsville Collegiate Charter School has exceeded its predicted performance on the NYS ELA exams. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	5-8	83.1	313	24	24.1	-0.01
2016-17	5-8	89.6	298	29.1	23.7	0.38
2017-18	5-8	81.1	279	36.1	31.1	0.31

Goal 1: Growth Measure³

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 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.⁴

According to the results, BVC met their goal. The school’s overall Mean Growth Percentile was 56.6, which is greater than 50. This measure was met when averaged across all grades within the school. Individually, our school did not meet the goal in 5th, 6th, 7th, and 8th grade.

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

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	65.0	50.0
6	56.6	50.0
7	54.8	50.0
8	50.8	50.0
All	56.6	50.0

ADDITIONAL EVIDENCE

In 2016-2017, we met this measure. We spent time examining and analyzing teacher practice and support during the 2017-2018 school year to make progress toward this benchmark. This included better guided reading instruction and building a more cohesive English Language Arts curriculum. We are excited to meet this measure in all grades and look forward to seeing an increase in what the next academic school year will bring.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target

⁴ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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4	N/A	N/A	N/A	50.0
5	45	56.4	65.0	50.0
6	47.9	55.8	56.6	50.0
7	61.1	52.4	54.8	50.0
8	45.9	50.3	50.8	50.0
All	50.5	53.9	<u>56.6</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its tenth year of state testing, Brownsville met 2 out of the 4 applicable English Language Arts goals and we feel confident we will reach 1 of 2 absolute goals once the MIP data is released.

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.	N/A
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

Literacy is the foundation on which all other learning rests, and accordingly, English Language Arts (ELA) instruction lies at the core of BVC's curriculum. BVC has demonstrated progress towards all remaining goals, and is continuously improving upon its literacy instruction. Brownsville Collegiate realizes that, similar to most urban public schools, this is still an area for growth.

Based on historical accountability progress performance, BVC urgently made adjustments to improve outcomes for students since last year. This year we intend to strengthen skills as well as systems for responding to data. Our Dean of Curriculum and Instruction will hold weekly practice groups with their newest teachers to give feedback and improve instruction provided to students, Instructional Leaders will review teacher lesson plans weekly and provided feedback before implementation, and leaders will increase the amount of real time feedback given to teachers during the school day. Additionally, our instructional leadership along with the Uncommon

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Curriculum and Development team will lead professional development sessions in addition to Weekly Data Meetings and Creating Response to Data Lessons. As a result, we intend to see an increase in student performance on the NYS ELA exam for this coming year and make more progress toward our absolute, growth and comparative ELA accountability goals and measures for school year 2019-2020.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

STUDENTS WILL DEMONSTRATE COMPETENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students receive 90 minutes of Math instruction per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

BVC uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

BVC administered 5 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2018-19 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Brownsville Collegiate also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to May.

Goal 2: Absolute Measure

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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 5th through 7th 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 ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	55	1	0	0	0	55
6	85	0	0	0	0	86
7	76	1	0	0	0	77
8	0	0	0	0	0	0
All	216	2	0	0	0	218

RESULTS AND EVALUATION

On the 2018-19 NYS Math exam, 46% of students in their second year at Brownsville Collegiate (Grades 5-7 combined) Charter scored advanced or proficient.

While we keep making progress, In the 10th Year of the administration of the New York State mathematics examination, the school did not meet its measure of at least 75% of students reaching

⁵ 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.

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proficiency on the State exam. In evaluating our scholars' results, we are strengthening our math curriculum and teacher development to help bring all our scholars, not just those in at least their second year, closer to meeting the 75% goal of proficiency. We are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar.

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	0	0	0	0
4	0	0	0	0
5	34%	55	36%	11
6	59%	88	65%	55
7	35%	76	37%	67
8	0	0	0	00
All	43%	219	46%	133

ADDITIONAL EVIDENCE

We have seen growth in the percentage of 5th and 6th grade students achieving proficiency in the NY State Math exam compared to last year. Our 7th grade data declined in comparison to last year. The school's goal remains to see that at least 75% of students reach proficiency on the NYS Math exam, and we are looking forward to implementing a higher level of rigor and complementary instructional supports in our Math classes and overall school day to better prepare our students to meet and exceed this bar.

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Percent Passing with a 65	Number Tested
8	2016-17	76%	63
8	2017-18	86%	64
8	2018-19	71%	59

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The chart above represents the percentage of BVC 8th grade cohort who passed the Algebra 1 regents with a score of 65. From our 2018-2019 8th grade cohort, 71% of the 59 students who took the exam passed with at least a 65%.

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	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0%	7	0%	5	36%	11
6	40%	67	36%	71	65%	55
7	41%	66	57%	67	37%	67
8	0	0	0	0	0	0
All	40.5%	147	31%	143	46%	133

Goal 2: 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

Brownsville Collegiate achieved a Performance Level Index of 125.2. The 2019 MIP for NY State has not yet been released at the time of this report. Therefore, Brownsville Collegiate cannot report if this measure was achieved.

Mathematics 2017-18 Performance Level Index (PI)

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Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
216	30%	25%	24%	21%

$$(54)+(52 \times 2)+(45 \times 2.5)/(65+54+52+45) \times 100=125.2$$

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

The percentage of Brownsville Collegiate Charter School students scoring proficient on the NYS mathematics exam exceeded the percentage of students in Community School District 23 in all grades. Most notably, the 6th grade cohort (in at least 2nd year) outperformed the district by scoring 41% higher.

Brownsville Collegiate Charter School met its comparative measure with its overall percentage of students scoring proficient exceeding the percentage of students in the Community School District.

Brownsville Collegiate School is still not satisfied by this performance and hopes to get all students to proficiency as quickly as possible. The school is glad to offer students a viable alternative to reaching math proficiency.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	0	0	0	0
4	0	0	0	0
5	36%	11	22%	673
6	65%	55	24%	775

⁶ 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](#).

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7	37%	67	24%	786
8	0	0	0	0
All	46%	133	23%	2234

ADDITIONAL EVIDENCE

Year over year, the school has outperformed the community district overall and across almost every grade on the NYS Math exam.

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	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	19%	0%	17%	36%	22%
6	40%	12%	36%	20%	65%	24%
7	41%	15%	57%	18%	37%	24%
8	0	0	0	0	0	0
All	27%	15%	31%	N/A	46%	N/A

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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

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RESULTS AND EVALUATION

The table below shows that the school's overall comparative performance is much higher than expected. In 2017-2018, the aggregate effect size for Brownsville Collegiate was 0.92. We are thrilled that we met this measure in all grades. Specifically students in grades 5 and 7 did see a much higher expected outcome. We are continually pushing our student growth and are eager to see the magnitude of the work we are doing this year with 2018-19 data.

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						
4						
5	93.4	55	45.9	26.5	19.4	1.13
6	89.7	83	36.4	27.8	8.6	0.40
7	82.8	77	57.7	27.9	29.8	1.31
8	0	0	0	0	0	0
All	88.8	279	45.9	27.4	18.5	0.92

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

Across 2015-2016, 2016-2017 and 2017-2018, Brownsville Collegiate Charter School is encouraged by the significant increase in aggregate effect sizes. Over the past several years, BVC has exceeded its predicted performance on the NYS Math exams. This demonstrates that the school is moving in a positive direction with Math instruction. It also shows that as students spend more time with our school, their performance improves and moves further away from predicted performance based on income.

As the school continues to strengthen its Mathematics Program, the effect size is anticipated to increase.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	5-8	82.7	238	37.8	25	0.65

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2016-17	5-8	90.4	234	36.6	24.4	0.04
2017-18	5-8	88.8	279	45.9	27.4	0.92

Goal 2: Growth Measure⁷

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.⁸

RESULTS AND EVALUATION

The school's overall Mean Growth Percentile was 67.0 which is greater than 50. This measure was met when averaged across all grades within the school.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	71.2	50.0
6	61.0	50.0
7	70.8	50.0
8	0.0	50.0
All	67.0	50.0

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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ADDITIONAL EVIDENCE

In 2016-2017, we met this measure and we spent time examining and analyzing teacher practice and support during the 2017-2018 school year to make progress toward this benchmark. This included a more cohesive Math curriculum. We are very excited to see that those efforts paid off and will continue working towards meeting this goal in future years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	0	0	0	50.0
5	51.1	79.7	71.2	50.0
6	56.1	68.5	61.0	50.0
7	58.0	80.3	70.8	50.0
8	0.0	0.0	0.0	50.0
All	62.3	75.8	67.0	50.0

SUMMARY OF THE MATHEMATICS GOAL

In its 10th year of state testing, Brownsville Collegiate met 3 out of the 4 applicable Mathematic goals and we feel confident we will reach 1 of 2 absolute goals once the MIP data is released.

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

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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.	N/A
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.)	Achieved

ACTION PLAN

Brownsville Collegiate Charter School has come close to meeting most of its math accountability goals for school year 2018-2019 and has demonstrated progress towards remaining goals.

Over the course of the past school year Uncommon Schools has made continuous changes to its program in order to ensure that its curriculum, schedule, and instruction best support student learning in math. Changes include: switching from Saxon math to a Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we will continue to implement a small group instruction into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

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GOAL 3: SCIENCE

Goal 3: Science

STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE UNDERSTANDING AND APPLICATION OF SCIENTIFIC PRINCIPLES.

BACKGROUND

Brownsville Collegiate Charter Science curriculum is aligned to the NY State standards and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

The science curriculum is created within the Uncommon Schools Network. Lesson plans associated multi-media resource materials and assessments are aligned to NYS standards. The curriculum is designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments, reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th 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

In 8th grade, students took the Living Environment Regents instead of the New York State Science exam and 66% scored proficient.

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

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	0	0
8	66%	63
All	66%	63

ADDITIONAL EVIDENCE

For 8th grade, 66% of students scored proficient on the high school level science exam, which shows that we are preparing our students for science in high school.

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Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Science	78%	62
8	2017-18	Science	69%	75
8	2018-19	Science	66%	62

In 8th grade, students took the Living Environment Regents instead of the New York State Science exam and 66% scored proficient. As showcased year over year, BVC has the capacity to reach our goals although it has declined over the past 3 school year cycles. BVC will continue to commit to the highest achievement for our scholars.

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						
8	74%	60	83%	60	66%	62
All	74%	60	83%	60	66%	62

Goal 3: Comparative Measure

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

METHOD

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

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RESULTS AND EVALUATION

The district comparative data was not available for the 2018-2019 State Science Exam or Living Environment Regents Exam while completing this report so we are using 2017-18 data for comparison purposes. Brownsville Collegiate had 72% of students score as proficient or advanced compared to 30% of Community School District 23. Comparatively, Brownsville Collegiate scored exceptionally well in comparison to the District scores. A strong Science curriculum continues to be at primary focus of BVC and Uncommon Charter Schools as a network.

2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	0	0	0	0
8	72%	54	30%	351
All	72%	54	30%	351

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	0	0	0	0	0	0
8	74%	38%	83%	30%	72%	Data Not Released
ALL	74%	38%	83%	30%	72%	Data Not Released

SUMMARY OF THE SCIENCE GOAL

Students at Brownsville Collegiate Charter School take the Living Environment Regents in place of the 8th Grade NY State Science exam. The data reported above is in comparison to the Living Environment data provided by the district of comparison.

Type	Measure	Outcome
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⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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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.	N/A
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.	N/A

ACTION PLAN

In 2019-20, Brownsville Collegiate will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Brownsville Collegiate remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing under the state's ESSA accountability system.

Goal 4: 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

Brownsville Collegiate received a "Good Standing" status under ESSA. The school has diligently worked to meet each ESSA requirements and comply with all stated guidelines for testing and we will maintain this going forward.

Accountability Status by Year

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

