

BROWNSVILLE COLLEGIATE

BROWNSVILLE COLLEGIATE

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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INTRODUCTION

Hannah Johns, Director of Operations, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann III	Chair
Tony Pasquariello	Vice Chair
St. Claire Gerald	Trustee
John Greenstein	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
John Kim	Trustee
Ekwutozia U. Nwabuzor	Secretary
Brett Peiser	Ex-Officio Trustee
Joseph F. Wayland	Treasurer
Chrystal Stokes Williams	Trustee

Joel Tracy has served as the Principal since 2016.

MISSION and GRADES SERVED

INTRODUCTION

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 and 6th grades and served grades 5-8 during the 2017-18 school year.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2017 of 308 students, Brownsville Collegiate Charter School had low attrition and ended the 2017-18 school year with 300 students in grade 5-8. BVC continued to enroll in all grades after BEDS day to address attrition over the course of the year. The chart below shows the demographic breakdown of BVC's student population as of the last day of school.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14						74	72	77	56					279
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

STRATEGY

Brownsville Collegiate Charter School's educational program rests on three pillars:

1. We believe that creativity flourishes within structured academic environments.
Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
2. We have very high academic and behavioral expectations.
High expectations demand significant amounts of extra support before, during, and after school, as well as on Saturdays.
3. We know that without great teachers, nothing else matters.
Teachers must have the time and professional tools and resources to do their jobs effectively.

At Brownsville Collegiate, we do not believe that there is a panacea that makes a school work. Nor do we pretend that what we do is "rocket science" or necessarily innovative. BVC teachers work hard and use common sense because elevating student achievement and transforming lives requires constant attention to hundreds of different elements – not one, magical 100% solution but rather one hundred, individual 1% solutions.

DESIGN

Brownsville Collegiate Charter School's school design includes seven core components.

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Focus on Literacy. Many of our students beginning in Grade 5 are 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 2017-18, BVC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- 20 minutes of Independent Reading four times per week;
- 30 minutes of guided reading groups for the lowest 15% - 20% of readers on each grade
- Requiring students to read grade level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent independent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

Target Curriculum Focused on Basic Skills. BVC does not use an off-the-shelf curriculum. Rather, BVC develops 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.

BVC teachers 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, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. BVC teachers create a comprehensive curriculum for their subject, saved on the school’s shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. 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 Common Core Mathematics and English Language Arts exams, BVC administered four internally-aligned Interim Assessments and one Final Exam in Math, Reading, Writing, 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. In addition, Regents exams in Living Environment and Algebra were administered in 8th grade. 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 afterschool and on Saturdays.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Brownsville Collegiate has a longer-than-usual school day and longer-than-usual school year. During the 2017-18 school year, Brownsville Collegiate was open 188 instructional days for

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students (205 days for teachers). For most students, the regular school day began at 7:30 AM and ended at 4:00 PM. 100% of students received in school tutoring at least once a week. We also offered 15 Saturday school sessions for 40 – 50 students.

With hour-long periods four days a week and an alternating A/B/C/D Schedule with 60-minute classes on Fridays to allow for significant staff meeting and professional development time, students at Brownsville Collegiate received weekly:

- 9 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of Social Studies
- 5 periods of Science
- 4 periods of Specials (Fitness, Visual Arts, Performing Arts)

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

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. In the school's whole-school Friday Base Camp, the goals for the day consistently revolved around the question, "Who are we and where are we going?" To which our students respond: "We are BVC Bears!" "We are going to college!"

Brownsville Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. 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. Students also won T-shirts from their namesake advisories. Our 5th grade students visited the University of Pennsylvania, our 6th grade students visited Yale University, our 7th grade students visited Harvard, and our 8th grade students visited Stanford University during trips throughout the year.

During the regular school day, students struggling to regularly complete homework assignments on-time and at high quality to spend their recess period in Homework Center working on that night's homework assignments.

From 4:00 to 5:00 PM, BVC offers a variety of electives, including cheerleading, track, flag football, and basketball.

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 characteristics wherever they find themselves and are rewarded with paycheck dollars when they model these characteristics well or go above and beyond. Earning dollars on one's paycheck allows students access to more fun opportunities at school (trying new activities, demonstrating leadership and professionalism, and participating in community service). During the 2017-18 school year, Brownsville Collegiate students:

- Visited Bear Mountain and spent a day hiking;
- Participated in team building activities at Brooklyn Bridge Park

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- Visited 6 college campuses;
- Went to museums, sporting events and restaurants with staff members;
- Played games, and participated in Dance Competitions;
- Participated in math and chess competitions;
- Performed in a musical productions; and
- Participated in grade level and school wide field day competitions.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2017-18, BVC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Paycheck system that defined clear expectations of and immediate responses to positive behavior;
- Paycheck and detention system that defined clear expectations of and immediate responses to negative or inappropriate behavior;
- Rubric system that provided immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

Insist on Family Involvement. BVC's educational program is structured so that families must be involved in their child's academic pursuits. In 2017-18, BVC families:

- Picked up their child's report card in person at the school three times;
- Met with teachers and staff on dozens of 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, bi-weekly advisory phone calls, and e-mails;
- Were called at home or at work each day if their child earned a detention or was tardy;
- Attended Family Involvement Committee meetings throughout the year to better understand the curricular program, learn about summer camp opportunities, discuss strategies for monitoring Internet and cell phone usage, and talk about how to communicate with their pre-teen;
- Were asked to offer input on the school on mid-year and year-end surveys, grading the school on how it was doing;
- Were offered the opportunity to watch their children perform at three public performances during the course of the year
- Participated in an array of charter school advocacy efforts, including a rally in Manhattan and a rally in Albany

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient readers and writers of the English language.

BACKGROUND

Reading instruction at Brownsville Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding.

In Writing classes at Brownsville Collegiate, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

Brownsville Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Leveled Reading Assessments
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Brownsville Collegiate Charter School administered four externally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2017-2018 school year, including one Final Exam. These assessments were created using an external vendor to increase the level of rigor and Common Core alignment of the literacy exams. They were also administered to all other Uncommon NYC middle schools, as well as our counterparts in Troy and Rochester. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, Uncommon NYC middle school teachers from each subject/grade level scored each exam and BVC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BVC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BVC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

After seeing the reading and writing performance of our students in the spring of 2017, we took the following steps:

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- Increasing student achievement in ELA became a school-wide Strategic Plan initiative for the sixth year in a row
- Reading and Writing teachers continued to use lessons from Curriculum Specialists across the network and tailored them for their individual classes to leverage the best lesson planning in Uncommon's middle schools;
- We continued to target students who scored a 1 or 2 on State ELA Exams through Saturday School and in-school tutoring to help remediate students' basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. These students were also prioritized for additional pre-State Exam tutoring.

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 2018. 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).

2017-18 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	74	1	0	0	0	75
6	87	0	0	1	0	88
7	72	0	0	0	0	72
8	63	0	0	0	0	63
All	296	1	1	0	0	298

RESULTS AND EVALUATION

On the 2017-18 NYS ELA exam, 37% of students in their second year at Brownsville Collegiate scored proficient. When looking at all students, including those that have been at Brownsville Collegiate for less than 2 years, 36% of students scored proficient.

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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Performance on 2017-18 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	N/A	N/A		
4	N/A	N/A		
5	34%	74	0%	5
6	33%	87	35%	71
7	35%	72	33%	67
8	44%	63	51%	57
All	36%	296	37%	200

EVALUATION

We did not achieve the goal of 75% of students meeting this measure in ELA for 2017-18. 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 2018-19 school year.

ADDITIONAL EVIDENCE

With the exception of 7th grades, we have seen that students who are enrolled longer at Brownsville Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in English language arts. We are hopeful that the network wide focus on improving these results, along with the dogged determination of our teachers, will yield stronger performance next year.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	31%	12	0%	7	0%	5
6	18%	66	27%	67	35%	71
7	25%	67	36%	66	33%	67
8	28%	65	42%	60	51%	57
All	27%	217	34%	200	37%	200

ENGLISH LANGUAGE ARTS

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 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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

This year, Brownsville Collegiate's PI is 116.5.

English Language Arts 2017-18 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25	39	25	11
	PI	=	39	+
			25	+
			25	+
				11
				=
				75
				36
				5.5
				=
				116.5

EVALUATION

17-18 comparative district data is not yet available. This report will be updated once the data is released.

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

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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

Students in their second year at Brownsville Collegiate outperformed Community School District 23 on 2017-18 administration of the Common Core English Language Arts exam by 11 percentage points. The school outperformed the district in grades 6-8 on an absolute level, though none of the fifth graders repeating the grade scored proficient. In 8th grade, Brownsville Collegiate's performance exceeded CSD 23 performance by 21 percentage points, demonstrating that the longer students are enrolled at Brownsville Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

2017-18 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				
4				
5	0%	5	19%	694
6	35%	71	27%	813
7	33%	67	23%	818
8	51%	57	30%	831
All	37%	200	26%	4613

ADDITIONAL EVIDENCE

Brownsville Collegiate students continue to outperform their district counterparts in English Language Arts across almost all grades. While the gap in performance between BVC's students and students in the district has decreased with the new Common Core standards, we know that there is still a good deal of work to do to prepare our students for the level of performance that we expect of them.

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
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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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	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5	31%	10%	0%	16%	0%	19%
6	18%	16%	27%	14%	35%	27%
7	25%	21%	36%	25%	33%	23%
8	37%	23%	42%	33%	51%	30%
All	27%	18%	34%	21%	37%	26%

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The table below shows that the school’s overall comparative performance is higher than expected to a meaningful degree. Students in grades 6-8 performed significantly better than predicted based on their free lunch status on the 2016-17 ELA exam, while students in the 5th grade who were new to the school performed worse than predicted. Overall, the table shows that students are BVC have outperformed their predicted performance level, with a statistically significant effect size of 0.38.

2016-17 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						
4						

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5	92.8	80	14	20	-6	-0.43
6	94.9	88	28	16	12	1.02
7	81.8	68	37	29.9	7.1	0.39
8	86.6	60	42	33	9.0	0.5
All	89.6	296	29.1	23.7	5.4	0.38

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

In the past four years, Brownsville Collegiate has exceeded its predicted performance on the NYS ELA exams. Additionally, in the 2016-17 school year, the school exceeded its predicted performance by a meaningful degree of over 0.3. The school will continue to move in a positive direction as was true in years past with enhanced ELA instruction. Predicted performance was meaningful and exceeded in both grades 7 and 8. This 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
2014-15	5-11	82.0	304	21.7	18.6	.24
2015-16	5-8	83.1	313	24.0	24.1	-0.01
2016-17	5-8	89.6	298	29.1	23.7	0.38

Goal 1: Growth Measure³

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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.

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

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Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

In the 2016-17 school year, Brownsville Collegiate's mean growth percentile exceeded the statewide median by 3.9 percentage points.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	-	50.0
5	56.4	50.0
6	55.8	50.0
7	52.4	50.0
8	50.3	50.0
All	53.9	50.0

ADDITIONAL EVIDENCE

The mean growth percentile for grades 7 exceeded the statewide median. Additionally, the mean growth for the school was 50.5%, exceeding the state's median of 50%.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5	53.9	45.0	56.4	50.0
6	50.9	47.9	55.8	50.0
7	48.8	61.1	52.4	50.0
8	50.5	45.9	50.3	50.0
All	51.0	50.5	53.9	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Brownsville Collegiate achieved three of the five relevant English Language Arts goals based on results of the 2016-17 and 2017-18 state exams. We are proud that our students continue to outperform the district in Grades 6 through 8 in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go in terms of absolute performance.

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

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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.	MIP for NY State has not yet been released at the time of this report
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 2016-17 results.)	Achieved

ACTION PLAN

As a result of the most recent state exams, the school has made increasing rigor and achievement and the use of student data to inform instruction in ELA a continued focus area for the leadership team. In order to achieve the goals in the coming years, the school has taken the following steps:

- Standardizing ELA curriculum across all NYS Uncommon Middle Schools
- Weekly data meetings with ELA teachers to inform next steps in their classrooms
- Instructional leaders are maintaining a strict focus on data driven instruction for ELA
- The school is continuing to refine expectations for our Independent Reading program in order to maximize this school-wide time each day and further incentivize student reading
- Building out our school library and implementing the Accelerated Reader program to measure and recognize the number of independent reading books our students are reading throughout the course of the school year
- ELA teachers each have a professional development goal around increasing the ratio of cognitive work for students

GOAL 2: MATHEMATICS

Goal 2: Mathematics

75% of students tested in their second year will be proficient.

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 take two hours of math per day, getting sufficient time to review basic computation skills and practice drilling mathematics computation and facts as well as time for independent practice of the skills and deeper problem solving. We offer 90 minutes of math instruction each day to ensure that students can compute and problem solve.

Brownsville Collegiate Charter School 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

Brownsville Collegiate Charter School administered 5 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2017-18 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. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. 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, Uncommon NYC middle school teachers from each subject/grade level scored each exam and BVC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, BVC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. BVC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

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.

MATHEMATICS

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5th through 7th grades in April 2018. 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.

2017-18 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	74	1	0	0	0	75
6	88	0	0	0	0	88
7	71	0	0	1	0	72
8	0	0	0	0	0	63
All		1	0	1	0	298

RESULTS AND EVALUATION

During the 2017-18 school year, 46% of all students tested across Grades 5-7 earned scores of 3 or 4 on the NYS Common Core math exam and 44% of students in their second year at the school achieved proficiency.

Performance on 2017-18 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	46%	74	0%	5
6	36%	88	36%	71
7	59%	71	57%	67
8	0	0	0	0

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.

MATHEMATICS

All	46%	233	44%	143
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ADDITIONAL EVIDENCE

While the school did not meet or exceed this goal this year, we are confident that our strong track record in mathematics as well as the deep level of Common Core alignment that our instructional leaders have conducted will help the school demonstrate strong performance going forward.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	17%	13	0%	7	0%	5
6	25%	66	40%	67	36%	71
7	35%	71	41%	66	57%	67
8	--	0	--	--		
All	40%	150	39%	140	44%	143

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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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 has an MIP level of 172.5 for the 17-18 Math exam.

Mathematics 2017-18 Performance Level Index (PI)

MATHEMATICS

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	41	34	43	21

$$\begin{aligned}
 \text{PI} &= 34 + 43 + 21 = 98 \\
 &= 43 + 21 = 64 \\
 &+ (.5)*21 = 10.5 \\
 \text{PI} &= 172.5
 \end{aligned}$$

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

Brownsville Collegiate students performed 26 percentage points higher on average than students in CSD 23.

2017-18 State Mathematics 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				
4				
5	0%	5	17%	594
6	36%	71	20%	812
7	57%	67	18%	818
8				
All	44%	143	18%	2324

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](#).

MATHEMATICS

EVALUATION

Once again, Brownsville Collegiate met its comparative measure with its percentage of students scoring proficient exceeding the percentage of students in CSD 23 scoring proficient or advanced proficient across grades 5-8. While Brownsville Collegiate is still not satisfied with its performance and hopes to get all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

ADDITIONAL EVIDENCE

Despite changes to the NYS Math exam, Brownsville Collegiate students continue to outperform the district average for math across all grades and have done so for the past three years. The school hopes to bring more students to proficiency during the 2018-19 school year in order to provide a viable program that is truly preparing students for college level mathematics.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5	17%	9.9%	0%	19%	0%	17%
6	25%	15.9%	40%	12%	36%	20%
7	35%	15.8%	41%	15%	57%	18%
8	--		--	11%		
All	40%	13.8%	39%	14%	44%	18%

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.

MATHEMATICS

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 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In the 206-7 school year, Brownsville Collegiate exceeded expectations by a degree that was higher than expected to a large degree. Specifically, the school achieved an effect size of 0.87.

ADDITIONAL EVIDENCE

For the past three years, Brownsville Collegiate continues to exceed predicted performance in mathematics schoolwide. Brownsville Collegiate students who have spent more time at the school fare better each year in exceeding predicted performance.

2016-17 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	92.8	79	30	24.2	5.8	0.32
6	94.9	87	40	18.2	21.8	1.38
7	81.8	68	40	22.6	17.4	0.86
8						
All	90.4	234	36.6	21.5	15.1	0.87

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-11	80.6	238	37.8	25.0	0.65
2015-16	5-7	82.7	239	25.1	24.4	0.04
2016-17	5-7	90.4	234	36.6	21.5	0.87

MATHEMATICS

In addition, the school administered the NYS Common Core Algebra Regents in Grade 8 in lieu of the 8th grade State Math exam following guidance from NYSED which allowed students to forego the 8th grade math exam if they took the Regents instead. 86% of our 8th graders tested passed. We feel this shows that every year we have with the Common Core curriculum will only make our teachers and cohorts stronger. Additionally, we feel that the Regents results are representative of the strong mathematics instruction students are receiving to help prepare them for college as they are taking these Regents exams in 8th grade instead of waiting for high school, which is typical of many students in New York State.

Cohort Designation	Number in Cohort	Percent Passing
2015	68	55%
2016	71	62%
2017	61	79%
2018	64	86%

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

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.

MATHEMATICS

RESULTS AND EVALUATION

Brownsville Collegiate achieved the mean growth percentile goal. Overall, students had a mean growth percentile of 75.8, which is 25.8 points higher than the goal of 50%. In particular, our 5th and 7th grades exceeded the goal by nearly 30 points.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	-	50.0
5	79.7	50.0
6	68.5	50.0
7	80.3	50.0
8	-	50.0
All	75.8	50.0

ADDITIONAL EVIDENCE

For the past three years, we have been well above the state median. We feel energized by the results and look forward to seeing our results next year given our increased focus on common core rigor in mathematics.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5	59.2	51.1	79.7	50.0
6	65.2	56.1	68.5	50.0
7	62.2	58.0	80.3	50.0
8	0.0	0.0		50.0
All	62.3	55.1	75.8	50.0

SUMMARY OF THE MATHEMATICS GOAL

Brownsville Collegiate achieved 3 of the 5 measures in the mathematics goal for the 2017-18 school year. We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and want to be able to meet that goal in the coming years.

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

MATHEMATICS

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.	MIP has not yet been released at the time of this report
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 2016-17 results.)	Achieved

ACTION PLAN

The absolute performance across all grades in mathematics on the 2017-18 exam, while higher than in the previous year, has shown that our thinking about mathematics instruction will need to continue to evolve as we prepare our students to meet the demands of more challenging math curricula. In order to continue to improve our curricula in math, we have put a network wide focus on Explore problems. Similar to our ELA department, there are bi-weekly Math data meetings to review and respond to student data, and an increased attention to data driven instruction that will allow teachers to focus in on student needs in a timely way.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

The Science curriculum at BVC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth and sixth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills. In eighth grade Science, the Regents examinations in The Living Environment were administered for the first time. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

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 Living Environment Regents to all 8th grade students. 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

The school administered the Living Environment Regents exam to students in 8th grade in June of 2018 in lieu of the 8th grade NYS Science test.

SCIENCE

On the June 2018 Living Environment Regents, 83% of BVC 8th grade students scored a 65 or higher on the exam, which was equivalent to passing the exam.

Charter School Performance on 2017-18 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	83%	60	NA	NA
All	83%	60		

EVALUATION

This measure was met, with 83% of students achieving “proficiency” as measured by a passing grade of 65 or higher on the Regents exam (equivalent to “Level 3 or higher” on the State Science exam). We are excited to continue pursuing the ambitious, yet feasible goal of over 75% of our students achieving proficiency in the coming school year.

ADDITIONAL EVIDENCE

The table below shows performance of Brownsville Collegiate 8th graders on the Living Environment Regents exam for the past three years. In 2013 through 2016, the vast majority of students passed the Regents exam with a score of 65 or higher. As we backfill seats in upper grades and retain students longer, we are happy to report that 83% of students passed the exam and received Regents credit during 8th grade.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8	61%	72	74%	60	83%	60
All	61%	72	74%	60	83%	60

Goal 3: Comparative Measure

SCIENCE

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.

RESULTS

Comparative data was not available for the past two years for NYS Science exams or Regents by districts.

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				
8	83%	60		
All				

ADDITIONAL EVIDENCE

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Brownsville Collegiate will update this report when the data becomes available.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4						
8	61%	Data not released	74%	Data not released	83%	Data not released
All	61%		74%		83%	

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

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

Brownsville Collegiate looks forward to continuing to build on the success of its first several years of Regents exam administration in the following ways:

- Leveraging centralize lesson planning within Uncommon’s Brooklyn middle schools to continue to build up the rigor of our curriculum
- Implementing new Science curricular materials from Pearson that incorporate far more writing and critical thinking than in the past.
- Continuing to utilize our building’s shared science lab space for all 8th grade classes to allow for more high quality laboratory experiences
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to Common Core Regents expectations
- Revise assessments and scope and sequence for 5th-8th grade science to align all grades with Common Core science standard

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

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 WAS DESIGNATED A SCHOOL IN GOOD STANDING UNDER NCLB FOR THE 2017-18 SCHOOL YEAR EVALUATION

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing

