



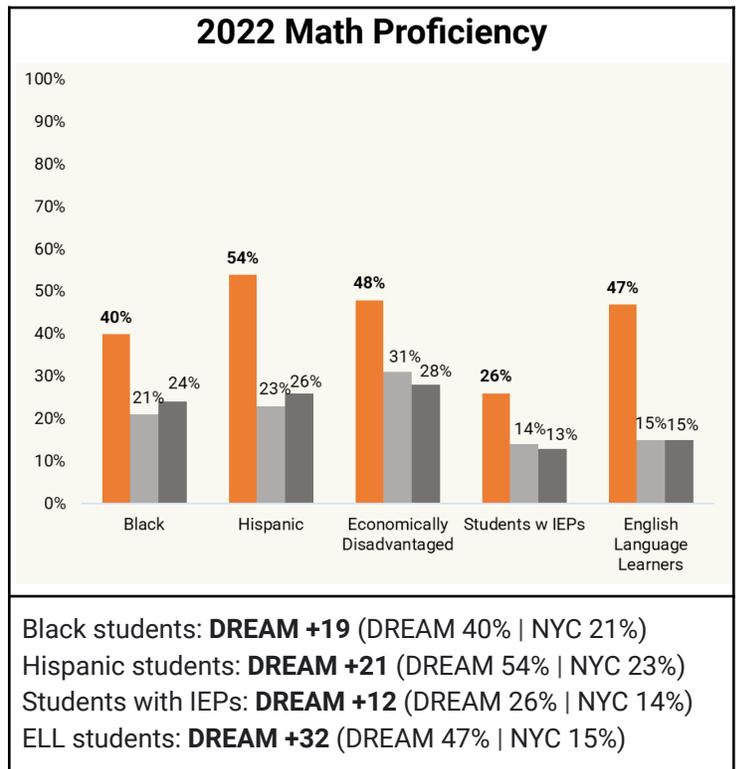
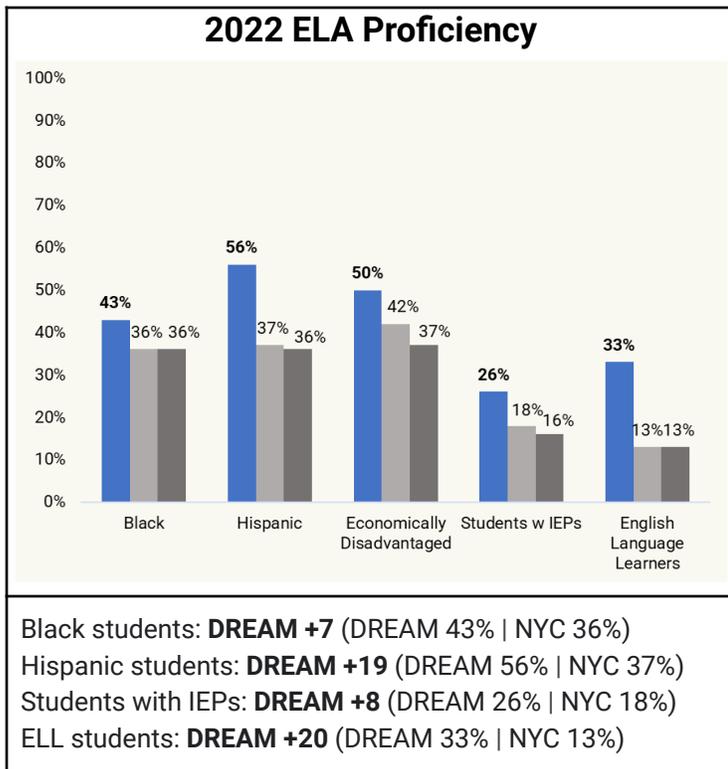
Student Achievement Data | 2021-2022 School Year

DREAM students—94% of whom are Black and/or Hispanic and 29% of whom have identified special needs—made significant progress on the multi-year journey to address pandemic learning loss, outperforming the vast majority of their charter, New York City (NYC), & New York State (NYS) peers in the 2021-2022 school year.

- For the most vulnerable student populations, DREAM’s proficiency rates were significantly higher than those of NYC and NYS peers. This includes Black and Hispanic students, students with IEPs (SwIEPs), and English language learners.
- In grades K-2, DREAM students outperformed 95% of schools in CSGF’s national portfolio of over 150 charter organizations.
- In grades 3-8, DREAM students made gains that outpaced their peers in NYC and NYS public schools, as well as compared to charter schools statewide. Students in grades 6-8 performed exceptionally well: increasing their percent proficiency from 2021 by +13% in ELA and +26% in Math. Overall, the charter sector outperformed the City and State in Math.

Comparison to NYC & NYS Results

DREAM’s 2022 proficiency compared to **NYC** +3% in ELA and +11% in **Math**. Compared to **NYS**, DREAM’s proficiency was +6% in **ELA** and + 10% in **Math**. **Proficiency rates were significantly higher for populations that most closely mirror DREAM’s community.**



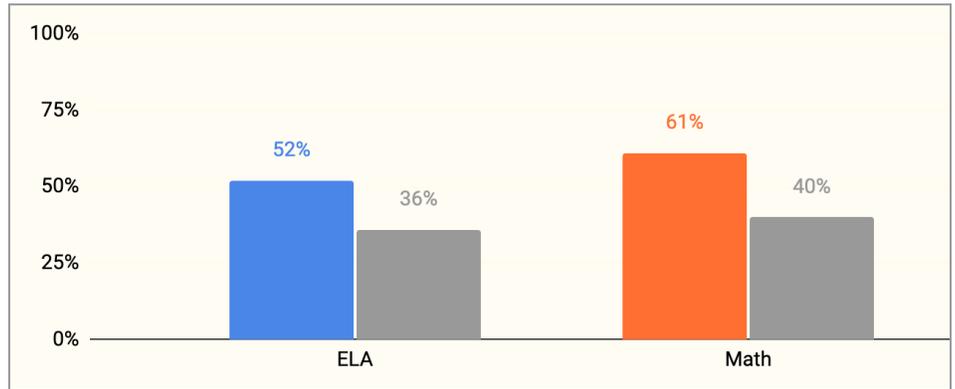
Snapshot Comparison to Charter Peers

Grades K to 2

DREAM K-2 students outperformed the national CSGF portfolio average in both ELA and Math in 2022 on the NWEA MAP test.

Relative to students in characteristically similar grantee schools, DREAM K-2 students performed **+16 percentile points** in ELA and **+21 percentile points** in Math.

■ DREAM ELA
■ DREAM Math
■ CSGF Peers



From Fall 2021 to Spring 2022, DREAM outperformed 95% of schools in CSGF's national portfolio.

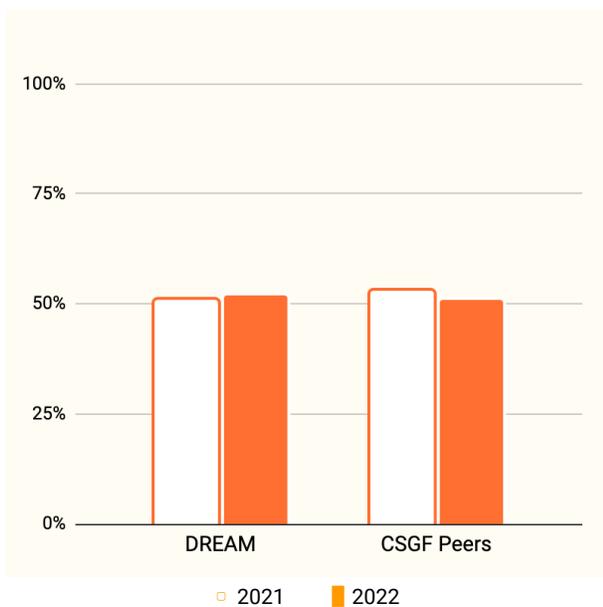
Compared to students with similar starting scores in Fall 2021, in Spring 2022 the median DREAM student outperformed **70%** of students in K-2 ELA and **81%** of students in K-2 Math.

Grades 3 to 8

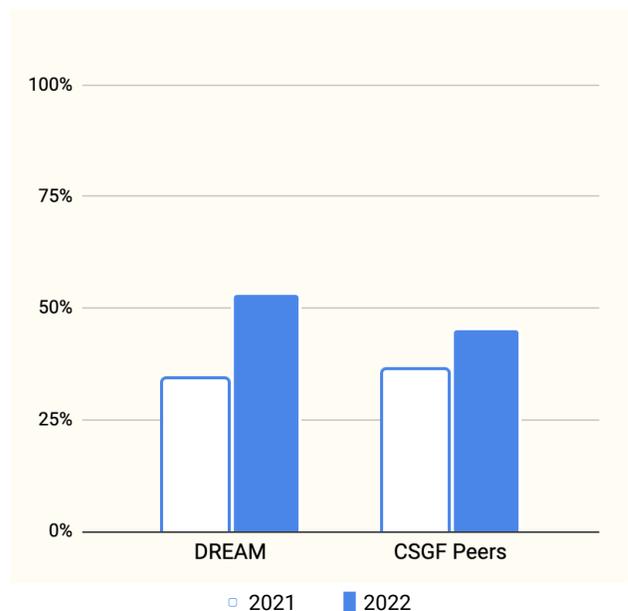
DREAM students fared better with pandemic recovery and made more progress in the 21-22 school year compared to all charter schools in NYS.

Relative to students in NYS charter schools, compared to 2021 performance DREAM students grew: **+1 percentage point** in ELA (compared to -2% among NYS charter schools) and **+19 percentage points** in Math (compared to +9% among NYS charter schools).

ELA Comparison (2021 to 2022)



Math Comparison (2021 to 2022)



The DREAM Difference

DREAM's longstanding commitment to its **Grow the Whole Child** model—champions rigorous academics, social emotional learning, family & community engagement, and health & wellness—meant that students had a strong foundation and comprehensive set of tools to learn and grow, even when faced with unprecedented challenges brought on by the pandemic.

- **In-Person Learning.** DREAM was among the first of New York City's schools to safely re-open its doors for in-person learning in October 2020 and among the first to run an in-person out-of-school time program.
- **Relationships with Families.** Building upon an established foundation of trust with families, throughout the pandemic DREAM distributed more than 11,000 weekly distributions of fresh produce and nonperishable goods, free of charge to families. DREAM also made more than \$250k in direct financial aid for families who could not emergency public funds or whose pandemic related needs were particularly acute.
- **Staffing + Co-Teaching Model.** DREAM made strategic choices to increase educator presence in our schools to help ensure a low vacancy rate among teachers and school staff. Coupled with co-teaching in all classrooms - already a core practice - DREAM kept classrooms staffed. Deep experience in meeting the needs of diverse learners also meant that DREAM teachers were more adept at individualized learning, with more tools in their toolkits that better prepared them for combatting the pandemic's effects on *all* students.
- **Focus on Acceleration.** DREAM's strategic decision to focus on acceleration - not remediation - ensured a high support model of instruction that resulted in DREAM students making significant progress on what DREAM expects to be a multi-year journey to address the extent of learning loss caused by the pandemic.
- **Social-Emotional Learning.** At DREAM, the focus on interpersonal connection and relationships has always served as a foundation and springboard for success in the classroom.
- **Strong, Diverse Leadership.** DREAM retained 100% of its school principals and 80% of its management team throughout the two peak years of the pandemic, leading to stable, consistent leadership within schools and across the network.