



**Beginning
with Children**
Charter School 2

**Beginning with Children Charter
Charter School 2**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By

The Beginning with Children Foundation
and School Leader
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The Beginning with Children Foundation, and School Leader Esosa Ogbahon, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

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Esosa Ogbahon has served as the Principal since February 2012.

INTRODUCTION

Beginning with Children Charter School 2 (BwCCS 2) is a nurturing community that fosters a love of learning and the development of character for students in grades K-1. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. BwCCS 2 students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

Key design elements include:

- Extended school day with an emphasis on the development of literacy and mathematical skills, devoting at least 50% of the academic time to these subjects;
- Unrelenting school culture that fosters a love of learning and the school's core values of G.R.I.T.: Good Judgment, Resilience, Intellect & Integrity, and Teamwork;
- Data-driven analysis to inform teaching, curriculum and staff development;
- Staffing model that includes at least two teachers in each classroom for grades K-2 and Collaborative Team Teaching (CTT) to support the education of at-risk and special needs students;
- A comprehensive intervention program including Saturday academy, after school tutoring and embedded enrichment and intervention activities to ensure academic success;
- Clearly articulated behavioral expectations for children and adults;
- Dynamic community partnerships which support enrichment programs that teach students to become life-long learners and active citizens and provide service learning opportunities;
- Parent/guardian involvement at all levels of the school community;
- Individualized Teacher Development plans and relentless coaching towards excellence
- A partnership with BwCF as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	50	50												100
2013-14	55	55	43											153
2014-15	45	52	54	42										193

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

BwCCS 2 students will become proficient readers and writers of the English language.

Background

At BwCCS 2 we believe that all children can succeed. Our literacy curriculum is built around the Common Core-aligned Journeys reading program. The program is supplemented by SRA Reading Mastery, Jolly Phonics, Waterford and teacher-created materials. In the early elementary grades our curriculum focuses on developing students' decoding and comprehension skills.

During our 90-120 minute reading block our teachers use a workshop approach that scaffolds instruction by first modeling for students, then guiding the students' practice, and finally moving to independent practice.

Our students are assessed 3 times a year using the Strategic Teaching and Evaluation of Progress (STEP) Assessment. The assessment provides students, teachers, parents and administrators with detailed information about students' mastery of letter recognition, phonemic awareness, reading accuracy, fluency, oral comprehension, silent comprehension, written comprehension, retelling and spelling. With the addition of grade 2 in 2013, we incorporated Rally Mock State Assessment to gain insight into our students' preparation for the NYS English Language Arts assessment. This past year we begun to develop other interim progress monitoring measures to support teaching and learning, as well as, sharpen our sense of how students are developing.

All assessment data is collected and stored in an online data management system that is accessible to teachers, administrators and parents. The data is analyzed quarterly and used to customize instruction to meet the needs of our students. For example, the data is used to create reading groups and set learning and instructional goals within the groups.

In each classroom two teachers support at least three reading groups. The groups are flexible and change as new data is collected and analyzed.

Through professional development, teachers are supported in analyzing student data and creating next steps for themselves and their students. In this way, we are best able to prepare our students for future success.

In Beginning with Children Charter School 2's third year, the instructional staff deepened its knowledge of the school's Common Core aligned math and literacy curriculum. Beginning with Children Charter School 2 (BwCCS 2) continued to utilize *Journeys* by Houghton Mifflin and *Math in Focus*, Singapore Math. All staff continued to receive training in both programs during our two week Summer Institute in August and throughout the school year to further their understanding of the curricula. Literacy teachers also collaborated with Community Partnership Charter School to develop a writing curriculum adapted from the TCRWP Writing Units to align with Journeys writing and raise the level of rigor.

In addition to deepening their understanding of the curricula, staff used both *Journeys* and *Math in Focus* as the basis of new report cards. With the support of the Beginning with Children Foundation, BwCCS 2 introduced new standards-based reports. The report cards were assessment based and provided our students' families with a clear understanding of their child's progress towards meeting Common Core standards.

We also implemented frequent data and coaching meetings in all grades. The meetings were an opportunity for school leadership and teaching staff to assess the implementation of our curriculum and plan courses of action. The meetings focused on both assessment data and qualitative data. The goals of the meetings were to understand both students' strengths and areas for growth and instructional staff's strengths and areas for growth.

BwCCS 2 further developed its robust assessment practice. In addition to in-program assessments and analysis in *Journeys* and *Math in Focus*, instructional staff administered and analyzed the STEP assessment for all students in order to monitor their acquisition of literacy skills. The school also administered the Rally Mock Assessment to all of our second grade students in order to benchmark our students' performance on Common Core standards. The data gathered from these assessments informed the differentiation practices of classroom teachers, ESL staff and SETSS staff.

Finally, BwCCS 2 continued its summer and after school programs. The target populations for both programs were students who were performing below grade level in English Language Arts. The after-school program provided students in small groups with extra support in identified areas of weakness. The summer program combined literacy, math and arts instruction to give students in small groups a well-rounded summer experience.

Goal 1: 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 English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2015. 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).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	43			1	44

Results

This was our first year of testing, so this measure does not yet apply. However, the overall performance of test takers fell significantly short of the absolute measure goal.

**Performance on 2014-15 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	32.5	43	33.4	36

Evaluation

This goal does not yet apply.

Additional Evidence

The 14-15 school year is the BwCCS2's first testing year, making a year-over-year trend analysis impossible.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					33.4	36

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.

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

The overall PLI for all grades was 111.5. All tested students have a PLI value that exceeds the 2014-15 English language arts AMO of 97.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	20.9	46.5	30.2	2.3

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 46.5 & + & 30.2 & + & 2.3 & = & 79 \\
 & & & & 30.2 & + & 2.3 & = & \underline{32.5} \\
 & & & & & & \text{PLI} & = & 111.5
 \end{array}$$

Evaluation

This goal was met. BwCCS2’s overall PLI exceeded the 2014-15 English language arts AMO by 14.5 points. While the majority of students were not proficient, a larger percentage of those students performed at Level 2 than Level 1, indicating a larger percentage of partially proficient students than below proficient students.

Goal 1: Comparative Measure

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

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

Does not yet apply.

2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33.4	36	29.5	346

Evaluation

Does not yet apply.

Additional Evidence

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 Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					33.4	29.5

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.

³ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

Method

N/A (see results below)

Results

2013-14 results are not available for BwCCS2. The 2014-15 school year is the BwCCS2’s first testing year.

Goal 1: Growth Measure⁴
Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

N/A (see results below)

Results

The 2014-15 school year is the BwCCS2’s first testing year, making a growth analysis impossible.

Goal 1: Optional Measure
Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

At BwCCS 2 all students take the TerraNova, a nationally recognized standardized exam that compares student performance to national norms. 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 towards the goal of reducing by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Results

2014-15 Grade	Cohort Size	Average NCE			Goal Achieved?
		2013-14 Avg NCE	Target	2014-15 Avg NCE	
K	45	n/a	n/a	49.40	n/a
1	46	59.30	>= 59.31	51.80	NO
2	44	65.34	>= 65.35	61.75	NO
3	36	62.82	>= 62.82	57.41	NO
All	171	62.44	>=62.45	53.91	NO

Evaluation

Early norm referenced testing shows that BwCCS 2 students in grades 1-3 are outperforming average national norms in reading, while Kindergarten students are performing just below by less than 1 percentage point. Kindergarten students scored a mean normal curve equivalent (MNCE) score of 49.40. Grade one students attained a MNCE of 51.80 in ELA, which means that first grade students performed just above the national mean. Second grade students attained a MNCE of 61.75, and 3rd grade students attained a MNCE of 57.41. These score indicates that, on average, BwCCS 2 2nd and 3rd grade students scored significantly above average in ELA when compared to their grade level cohorts nationally. While on average students scored higher than the national mean, no growth can be seen in grades 1-3, and, therefore BwCCS2 did not meet this growth measure.

Goal 2: Optional Absolute Measure

Each year, 75 percent of all tested K-2 students will achieve grade level reading comprehension competency as assessed using STEP guided reading level benchmark assessments.

Method

All students take the University of Chicago developed STEP literacy assessment. The assessment is administered individually to each student. Before each assessment cycle, the staff collectively norms the comprehension portion of the assessment. Once a set of acceptable responses is created, it is shared electronically for all staff to reference. During the administration of the assessment, the staff is required to write student responses verbatim. For the summative STEP assessment at the end of the school year, students are not assessed by their classroom teacher. They are assessed by another member of the teaching staff.

Results

The following table presents the STEP assessment results for all students.

Grade	Percent of Students Achieving Proficiency	
	Percent	Number Tested
K	62.50%	48
1	54.72%	53
2	58.18%	55
3	62.79%	43
K+3 Combined	59.30%	199

Evaluation

With about 60% of students scoring at/above grade level proficiency, the school was 15 percentage points below the target of 75% percent proficient and therefore did not meet the measure. In Kindergarten, 62.50% of students met or exceeded grade level expectations, falling 12.5 percentage points below the absolute goal. First grade students fell short by 20.28 percentage points with 54.72% meeting or exceeding grade level expectations. In second grade, 58.18% of students met or exceeded, falling 16.82 percentage points below the absolute goal. Third grade students performed at a similar proficiency level, with 62.79% of students meeting or exceeding. This fell short of the absolute goal by 12.21 percentage points.

Summary of the English Language Arts Goal

BwCCS2 could not assess achievement of absolute, comparative or growth measures in relation to the NYS ELA assessment because we did not have students in the New York State Testing Grades in 2013-14.

Separately, BwCCS2 did not meet its TerraNova growth measure. While on average BwCCS2 students scored higher than the national mean, no growth can be seen in grades 1-3. These two data points suggest a need for increased effectiveness in teaching and learning.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the	Does not apply

	state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Does not apply
Growth	Each year, on the national norm-referenced TerraNova mathematics assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Achieve
Absolute	Each year, 75 percent of all tested K-2 students will achieve grade level reading comprehension competency as assessed using STEP guided reading level benchmark assessments.	Did Not Achieve

Action Plan

In order to raise the percentage of students performing at/above grade level in English Language Arts we:

- Identified students for summer school reading intervention
- Are using current data to identify at-risk students for targeted small group instruction from the start of the school year
- Implemented 4 additional Tier 2 intervention periods per week per grade level. These intervention supports are in addition to any mandated services
- Hired full-time music, PE/drama and science teachers to allow classroom teachers to more fully focus on English Language Arts instruction
- Created a school-wide guided reading model to create a common language and understanding of this best practice
- Created detailed reading block schedules for each grade level that align blocks of reading instruction to common core standards and assessment outcomes
- Designed a teacher schedule that allows for 4 common planning periods for all grade level teams
- Created social studies curricular units that support the development of common core text-based writing skills and background knowledge
- Created curricular supplements to meet the identified needs of our ELLs in the areas of segmentation and rhyming
- Provided teachers with professional development on HMH Journeys our core reading program
- Trained or retrained teachers on the STEP literacy assessment
- Conducted vertical alignment meetings to support the transferring of instructional knowledge between grade level teams
- Participated in the New York City Charter Center’s Collaborative Assessment Scoring of NYS Tests to further refine our understanding of how students demonstrate mastery of New

York State standards

- Provide ongoing weekly professional development and coaching for all teachers

MATHEMATICS

Goal 2: Mathematics

BwCCS II students will become proficient in the understanding and application of mathematical skills and concepts.

Background

BwCCS 2 continued to implement the Math in Focus program during its 60-75 minute math block. Some of the key elements of BwCCS 2's math program are described below.

Math in Focus is a Common Core Standards-aligned math program. The program supports teachers in providing students with systematic and explicit instruction in the key areas of math as identified by the authors of the Common Core State Standards and Trends in International Mathematics and Science Study. Those key areas are: making sense of problems and solving them; reasoning abstractly and quantitatively; constructing viable arguments and assessing the work of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for, and expressing regularity in repeated reasoning. The Math in Focus Curriculum emphasizes depth of mathematical topics rather than breadth. Math in Focus lessons are organized in a way that meets the needs of students. Specifically, Math in Focus uses a concrete-pictorial-abstract approach to introduce topics to students.

BwCCS 2's initial implementation of Math in Focus was supported by pre-service professional development and in-service professional development by a Singapore Math implementation consultant.

Key Attributes of the BwCCS 2's implementation of the Math in Focus program include the following:

- Consistent terminology is used throughout the program
- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent use of Interactive Whiteboard lessons
- Frequent use of in-program unit assessments to assess learning and plan for future instruction
- Imbedded ELL supports through the use of consistent language and concrete-pictorial-abstract progression
- A focused, coherent curriculum that emphasizes teaching to mastery
- A visual, balanced approach that meets students' needs
- Confidence in knowing that the program has informed the creation of the common core math standards

Since no program can cover all of the students' diverse needs, we supplement Math in Focus with Every Day Counts Calendar Math, the Dreambox computer program, the AIMSweb Test of Early Numeracy and teacher created materials.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd grade in April 2015. 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.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁵			Total Enrolled
		IEP	ELL	Absent	
3	44				44

Results

This was our first year of testing, so this measure does not yet apply.

**Performance on 2014-15 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	59	44	62.1	37

Evaluation

This goal does not yet apply.

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.

Additional Evidence

The 2014-15 school year is the BwCCS 2's first testing year, making a year-over-year trend analysis impossible.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					62.1	37

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁶

Results

The overall PLI for all grades was 149.8. All tested students have a PLI value that exceeds the 2014-15 Mathematics AMO of 94.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9.1	31.8	29.5	29.5

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 31.8 & + & 29.5 & + & 29.5 & = & 90.8 \\
 & & & & 29.5 & + & 29.5 & = & 59 \\
 & & & & & & \text{PLI} & = & 149.8
 \end{array}$$

⁶ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

This goal was met. BwCCS 2's overall PLI exceeded the 2014-15 Mathematics AMO by 55.8 points. While many students were not proficient, a larger percentage of those students performed at Level 2 than Level 1, indicating a larger percentage of partially proficient students than below proficient students.

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

Results

The overall percent of students, enrolled in at least their second year at BwCCS 2, achieved proficiency rates that far exceeded aggregate district cohort proficiency rates by 26.2 points.

**2014-15 State Mathematics 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	
	Percent	Number Tested	Percent	Number Tested
3	62.1	37	35.9	425

Evaluation

This measure was met. The average proficiency of BwCCS 2 students was 62.1 percent compared to 35.9 percent of the district.

⁷ 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](#).

Additional Evidence

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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					62.1	35.9

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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

2013-14 results are not available for BwCCS 2. The 14-15 school year is the BwCCS 2's first testing year.

Goal 2: Growth Measure⁸

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

Method

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

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁹

Results

The 2014-15 school year is the BwCCS2's first testing year, making a growth analysis impossible.

Goal 2: Optional Growth Measure

Each year, on the national norm-referenced TerraNova mathematics assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Method

At BwCCS 2 all students take the TerraNova, a nationally recognized standardized exam that compares student performance to national norms. 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 towards the goal of reducing by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year.

Results

2014-15 Grade	Cohort Size	Average NCE			Goal Achieved?
		2013-14 Avg NCE	Target	2014-15 Avg NCE	
K	45	n/a	n/a	70.33	n/a
1	46	77.50	>= 77.51	51.80	NO
2	44	70.52	>= 70.53	61.75	NO
3	36	72.02	>= 72.03	57.41	NO
All	171	73.44	>=73.45	67.46	NO

Evaluation

Early norm referenced testing shows that BwCCS 2 students are outperforming average national norms in math. Students in Kindergarten attained a mean normal curve equivalent (MNCE) score of 70.33 in math. This score indicates that, on average, BwCCS 2 Kindergarten students scored significantly above average in math when compared to Kindergarten students nationally. Grade one students attained a MNCE of 51.80 in math, second grade students attained a MNCE of 61.75, and 3rd grade students attained a MNCE of 57.41, all three grades showing scores above average as well. While on average students scored higher than the national mean, no growth can be seen in grades 1-3, and, therefore BwCCS 2 did not meet this growth measure.

Summary of the Mathematics Goal

BwCCS2 could not assess achievement of absolute, comparative or growth measures in relation to the NYS Math assessment because we did not have students in the New York State Testing Grades in 2013-14. However, with 60% of students scoring at/above grade level proficiency, the school was 15% percentage points shy of the target of 75% percent proficient.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least	Achieved

	their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Growth	Each year, on the national norm-referenced TerraNova mathematics assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Achieve

Action Plan

In order to raise the percentage of students performing at/above grade level in math we:

- Identified students for summer school math intervention
- Are using current data to identify at-risk students for targeted small group instruction from the start of the school year
- Implemented 4 additional Tier 2 intervention periods per week per grade level. These intervention supports are in addition to any mandated services
- Hired full-time music, PE/drama and science teachers to allow classroom teachers to more fully focus on math instruction
- Created math interim assessments that support the tracking of common core standards mastery
- Conducted vertical alignment meetings to support the transferring of math curricular and instructional knowledge between grade level teams
- Participated in the New York City Charter Center's Collaborative Assessment Scoring of NYS Tests to further refine our understanding of how students demonstrate mastery of common core math standards
- Plan to continue to further integrate math instruction into Morning Meeting in order to give students more opportunities to practice and reinforce math concepts
- Plan to continue to use math unit assessment data to drive instructional decisions
- Participated in Math in Focus professional development during the 2015 Summer Institute and follow up sessions during the school term to deepen educator understanding of the Math in Focus approach, strategies and resources for differentiation.
- Provide ongoing weekly professional development and coaching for all teachers

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the CPCS's Accountability Status will be "Good Standing" each year.

Goal 4: Absolute Measure

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

Method

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

Results

BwCCS 2 meets all NCLB criteria and continues to maintain its "Good Standing" accountability status under the NCLB Accountability System.

Evaluation

BwCCS 2 met this measure.

Additional Evidence

BwCCS 2 has met the NCLB accountability measures outlined by New York State Education Department each year of this charter period.

NCLB Status by Year

Year	Status
2014-15	Good Standing