



**Beginning  
with Children**  
Charter School 2

## **Beginning with Children Charter School 2**

### **2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2018

Submitted By

The Beginning with Children Foundation

and Esosa Ogbahon, School Leader

215 Heyward Street

Brooklyn, New York 11206

Telephone (718) 302-7700

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

The Beginning with Children Foundation and Esosa Ogbahon, School Leader, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Joan Walrond	Chair, Executive, Nominating, Legal, Academic
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Rebecca Spotts	Member, Academic
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**Esosa Ogbahon is the school's founding principal and has led Beginning with Children Charter School 2 (BwCCS 2) since February 2012. Mike and Yvette Ferrara became co-principals of BwCCS 2 Lower School in August 2017. Mr. Ogbahon currently serves as principal of BwCCS 2 's Middle School.**

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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-6 in 2017-18. 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	Total
2013-14	55	55	43							153
2014-15	45	52	54	42						193
2015-16	52	52	56	54	41					255
2016-17	42	53	51	51	53	40				290
2017-18	53	45	52	51	54	52	47			354

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

In Beginning with Children Charter School 2's sixth year, the instructional staff deepened its knowledge of the school's Common Core aligned literacy curriculum. Beginning with Children Charter School 2 (BwCCS 2) continued to utilize Journeys by Houghton Mifflin. All staff continued to receive training in the program during our two-week Summer Institute in August and throughout the school year to further their understanding of the curricula.

At BwCCS 2 we believe that all children can succeed. Our literacy curriculum built around Journeys embeds Common Core-based instruction into every unit and lesson. It is a comprehensive program that provides the resources needed to plan and assess effectively, as well as teach and engage students. The Journeys student text uses the Common Core to engage students and build comprehension skills with materials leveled to ensure all readers receive the proper support and challenge. These texts apply comprehension skills and strategies from the core lessons and support students at their instructional level.

The Journeys program provides resources for on-level, advanced, and below-level learners, as well as background knowledge, texts, and instructional guidance for English Language Learners. This content, coupled with ongoing professional development, aims to support every child at their level.

Students in all grades at the Lower School supplement the Journeys curriculum with authentic texts in a variety of instructional formats, including read-alouds, shared reads, guided reading, novel studies, and book clubs. BwCCS 2 houses an ample library of texts to connect to the curriculum, support instructional objectives, and develop a deep love of reading.

The writing portion of the Journeys Common Core program is a combination of direct writing instruction through common core mini-lessons and student practice utilizing the Common Core Writing Handbook. Our core program is supplemented by Jolly Phonics, Reading Mastery, Scholastic Short Reads, Leveled Literacy Intervention, and teacher-created materials.

During our 90-120 minute reading block our elementary teachers use a workshop approach that scaffolds instruction by first modeling for students, then guiding the students' practice, and finally moving to independent practice. That workshop model is implemented in each classroom by two teachers. They each support at least three reading groups. The groups are flexible and change as new data is collected and analyzed.

The Middle School reading program builds on literacy skills gained in our elementary school. The foundation of our Middle School literacy program is built on three components - Houghton Mifflin Harcourt's (HMH) Journeys Literacy Program, explicit vocabulary instruction through Educational Publishing Services' Classical Roots Program, interdisciplinary writing using social studies content.

The Middle School started the 2017/18 school year teaching English Language Arts in 2 - 45 minutes blocks. In one block students were taught comprehension skills using the HMH Journeys program

and guided reading materials. In the second block students received vocabulary and writing instruction using social studies content. In the Spring of 2018, both 45 minute blocks were combined into one 90 minute block to minimize transitions between classes and to better integrate reading, writing and history instruction.

All students are assessed 3 times a year using the Fountas & Pinnell Benchmark Assessment System. Kindergarten students are assessed 4 times a year. This assessment provides students, teachers, parents, and administrators with data on student mastery of reading accuracy, fluency, within the text comprehension, beyond the text comprehension, and about the text comprehension. It provides teachers direction on a student's ability to infer meaning, synthesize information, respond to the author's craft, understand complex plots, use background information to interpret text, and respond to text in writing.

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 frequently 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.

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.

Staff continued to use Journeys as the basis of their report cards. With the support of the Beginning with Children Foundation, BwCCS 2 has continued to refine its 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.

Finally, BwCCS 2 continued its summer, after school, and Saturday programs. 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. The Saturday program, offered January - April to all students in grades 3-5, provided extra support for students preparing to take the New York State Assessments.

### **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 3rd through 6th 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 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	51					51
4	53				1	54
5	53					53
6	42				5	47
All	199	0	0	0	6	205

### RESULTS AND EVALUATION

BwCCS 2 did not achieve this measure overall, however 76 percent of sixth grade students in at least their second year at the school performed at levels 3 and 4. Overall, 56 percent of grade 3-6 students in at least their second year tested at proficiency on the NYS English Language Arts exam.

### 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	61%	51	59%	44
4	53%	53	54%	48
5	38%	53	42%	48
6	67%	42	76%	37
7				
8				
All	54%	199	56%	177

### ADDITIONAL EVIDENCE

As evidenced by the table below, ELA proficiency rates have been steadily greater than the statewide averages over the past three years; 48% versus 38% in 2016, 58% versus 40% in 2017 and 56% versus 45% in 2018.

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

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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	53%	47	66%	44	59%	44
4	42%	36	58%	48	54%	48
5			49%	35	42%	48
6					76%	37
All	48%	83	58%	127	56%	177

### 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

The ELA Performance Index (PI) calculates to 149, however, the Measure of Interim Progress (MIP) had not been released by the state at the time of this report.

### 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
199	13%	33%	38%	16%

$$\begin{aligned}
 \text{PI} &= 33 + 38 + 16 = 87 \\
 & \quad \quad \quad + 38 + 16 = 54 \\
 & \quad \quad \quad + (.5) * 16 = 8 \\
 & \quad \quad \quad \text{PI} = 149
 \end{aligned}$$

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

BwCCS 2 achieved this ELA measure. Students in at least their second year at the school outperformed the local district in each tested grade; 59% to 53% in grade 3, 54% to 47%, in grade 4, 42% to 38% in grade 5 and 76% to 43% in grade 6.

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 <sup>nd</sup> Year		All NYC District #14 Students	
	Percent	Number Tested	Percent	Number Tested
3	59%	44	53%	1081
4	54%	48	47%	1125
5	42%	48	38%	1060
6	76%	37	43%	1058
7				
8				
All	56%	177	45%	4324

### ADDITIONAL EVIDENCE

Beginning with Children Charter School 2 has outperformed the local district #14 in ELA for the past two years in all grades.

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	NYC District #14
3	53%	42%	66%	44%	59%	53%
4	42%	43%	58%	48%	54%	47%
5			49%	35%	42%	38%
6					76%	43%
7						
8						
All	48%	42%	58%	39%	56%	45%

### 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

BwCCS 2 achieved this measure in 2016-17, the most recent data available, with an Effect Size of 1.87, far greater than the minimum goal of 0.3. The school’s overall comparative performance was higher than expected to a large degree.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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	90.6	50	64	28.8	35.2	1.98
4	87.0	52	58	28.1	29.9	1.69
5	90.0	39	49	21.2	27.8	1.98
6						
7						
8						
All	89.1	141	58.6	26.4	31.2	1.87

### School's Overall Comparative Performance:

Higher than expected to a large degree

## ADDITIONAL EVIDENCE

The Effect Size in ELA has been greater than 0.3 for the past three years.

## English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	85.7	43	33	20.2	0.89
2015-16	3-4	88.4	92	50.1	28.1	1.23
2016-17	3-5	89.1	141	57.6	26.4	1.87

### Goal 1: Growth Measure<sup>3</sup>

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

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

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

### RESULTS AND EVALUATION

BwCCS 2 achieved this growth measure by having a mean growth percentile greater than 50 in both grades 4 (59.1) and 5 (56.9) averaging to 58.1.

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

Grade	Mean Growth Percentile	
	School	Target
4	59.1	50.0
5	56.9	50.0
6		50.0
7		50.0
8		50.0
All	<b><u>58.1</u></b>	50.0

### ADDITIONAL EVIDENCE

This measure has been achieved in 2016 and 2017.

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

Grade	Mean Growth Percentile		
	2015-16	2016-17	Target
4	51.4	59.1	50.0
5		56.9	50.0
6			50.0
7			50.0
8			50.0
All	51.4	58.1	50.0

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<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While we are still progressing toward having 75 percent at proficiency on the CCLS ELA exam, BwCCS 2 achieved all other accountability measures. Students consistently outperform the local district in terms of proficiency on the New York State ELA exam. Reflecting on 2016-17 results, the school performed higher than expected to a large degree in the comparative performance analysis conducted by SUNY and demonstrated an overall mean growth percentile greater than 50.

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.	Data Unavailable
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

ELA ACTION PLAN

Going forward Beginning with Children Charter School 2 will use the following strategies in the English Language Arts program:

Lower School:

- Refine schedule to ensure that both teachers in every classroom teach guided reading every day in order to provide daily, tailored small group instruction
- Incorporate Leveled Literacy Intervention for all students more than one year below grade level
- Consistently instruct and assess all fiction and non-fiction sub-genres
- Increase the amount of beyond-the-text and about-the-text questions used in daily instruction
- Maintain our focus on giving frequent opportunities to write about reading using text-dependent prompts
- Maintain frequent ongoing ELA coaching
- Adopt Network-wide interim assessment data for grades 2-5 as a cross-campus collaborative planning tool

### Middle School:

- Add HMH Collections Program for 7th Grade, while continuing HMH Journeys in 6th grade
- Formalize grade-wide novel studies connected to history content
- Use a 90 minute (Humanities) block from start of the school year
- Adopt ReadyNY ELA tools as formative/summative assessments
- Adopt Network-wide interim assessment data as a cross-campus collaborative planning tool
- Adopt a student work review protocol for grade team meetings
- Utilize the 2017-18 assessment results to inform adjustments to the 6th grade ELA curriculum. While students outperformed 6th grade peers citywide on 15 out of 19 assessed standards, students need further development on:
  - ❑ Analyzing how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
  - ❑ Determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of a specific word choice on meaning and tone.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

#### BACKGROUND

In Beginning with Children Charter School 2's sixth year, the instructional staff deepened its knowledge of the school's Common Core aligned math curriculum. Beginning with Children Charter School 2 (BwCCS 2) continued to utilize Math in Focus by Marshall Cavendish. All staff continued to receive training in the program during our two-week Summer Institute in August and throughout the school year to further their understanding of the curricula.

At BwCCS 2 we believe that all children can succeed. Our math curriculum built around Math in Focus embeds Common Core aligned instruction into every 60-90 minute lesson. 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.

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

- Consistent terminology is used throughout the program
- Consistent fact practice and mastery
- 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
- Embedded 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

BwCCS 2's implementation of Math in Focus during the 2017/18 school year was supported by ongoing internal and external professional development. External sessions were focused on Guided Math in an effort to apply the same principles of small group instruction to math as teachers generally apply in reading.

Since no program can cover all of the students' diverse needs, we supplement Math in Focus at the Lower School with Every Day Counts Calendar Math and the Mathletics and IXL computer programs.

Our Middle School math program builds on math skills gained in our elementary school. The foundation of our Middle School math program is built on three components - the HMH Math in Focus Program, standards aligned software, and teacher created supplementary tools. Prior to the start of the 17/18 school year, math staff worked with a math consultant from Marshall Cavendish to prepare a scope/sequence and pacing calendar designed to teach all tested standards by April 2018.

We started the school year teaching Math in 1 - 45 minutes block in the Middle School. In the Spring of 2018, we extended the math block to 90 minutes in order to minimize time lost in transitions between classes and to allow for greater opportunity to practice skills with and without the direct support of the teacher.

### **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 3<sup>rd</sup> through 6<sup>th</sup> 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.

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	51					51
4	54					54
5	53					53
6	44				3	47
7	0					0
8	0					0
All	202	0	0	0	3	205

### RESULTS AND EVALUATION

BwCCS 2 did not achieve this measure overall, however 77 percent of fifth grade students in at least their second year at the school performed at levels 3 and 4. Overall, 66 percent of grade 3-6 students in at least their second year tested at proficiency on the NYS mathematics exam.

### 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	69%	51	70%	44
4	59%	54	61%	49
5	75%	53	77%	48
6	45%	44	53%	38
7				
8				
All	63%	202	66%	179

### ADDITIONAL EVIDENCE

The BwCCS 2 math proficiency rates have been greater than city and statewide averages the past three years.

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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	74%	47	66%	44	70%	44
4	81%	36	71%	48	61%	49
5			72%	36	77%	48
6					53%	38
7						
8						
All	77%	83	70%	128	66%	179

### 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

The math Performance Index (PI) calculates to 165, however, the Measure of Interim Progress (MIP) had not been released by the state at the time of this report.

#### Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
202	11%	26	37	26

$$\begin{array}{rclclcl}
 \text{PI} & = & 26 & + & 37 & + & 26 & = & 89 \\
 & & & & 37 & + & 26 & = & 63 \\
 & & & & & + & (.5)*26 & = & \underline{13} \\
 & & & & & & \text{PI} & = & 165
 \end{array}$$

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.<sup>6</sup>

### RESULTS AND EVALUATION

BwCCS 2 achieved this math measure. Students in at least their second year at the school outperformed the local district in each tested grade; 70% to 55% in grade 3, 61% to 44%, in grade 4, 77% to 39% in grade 5 and 53% to 30% in grade 6.

17-18 State Mathematics Exam Mathematics Performance  
of Charter School and Local District

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	70%	44	55%	1094
4	61%	49	44%	1128
5	77%	48	39%	1064
6	53%	38	30%	1070
7				
8				
All	66%	179	42%	4356

### ADDITIONAL EVIDENCE

As noted in the below table, BwCCS 2 consistently has higher proficiency rates than the local district in math.

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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	74%	40%	66%	42%	70%	55%
4	81%	40%	71%	36%	61%	44%
5			71%	38%	77%	39%
6					53%	30%
7						
8						
All	77%	40%	70%	39%	66%	42%

### Goal 2: Comparative Measure

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

### METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

BwCCS 2 achieved this measure in 2016-17, the most recent data available, with an Effect Size of 1.88, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

# 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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	90.6	50	62	33.9	28.1	1.35
4	87.0	52	67	28.0	39.0	2.01
5	90.0	39	69	25.7	43.3	2.39
6						
7						
8						
All	89.1	141	65.8	29.5	36.3	1.88

### School's Overall Comparative Performance:

**Higher than expected to a large degree**

## ADDITIONAL EVIDENCE

The Effect Size in math has been far greater than 0.3 for the past three years.

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	85.7	44	49	29.2	1.56
2015-16	3-4	88.4	92	79.6	30.5	2.37
2016-17	3-5	89.1	141	65.8	29.5	1.88

## Goal 2: Growth Measure<sup>7</sup>

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

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.<sup>8</sup>

### RESULTS AND EVALUATION

Although BwCCS 2 did not achieve this growth measure overall, grade 4 students did have a mean growth percentile of 54.2.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	54.2	50.0
5	42.1	50.0
6		50.0
7		50.0
8		50.0
All	<b>49.0</b>	50.0

### ADDITIONAL EVIDENCE

The grade 4 students in 2015-16 performed very well, demonstrating so much growth that it was difficult to maintain that level of growth in 2016-17.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile		
	2015-16	2016-17	Target
4	68.6	54.2	50.0
5		42.1	50.0
All	68.6	49.0	50.0

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<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## SUMMARY OF THE MATHEMATICS GOAL

BwCCS 2 continues to work toward increasing proficiency rates in math. Although our scholars continue to outperform the local district and scored higher than expected to large degree on the comparative analysis, the mean growth percentile in 2016-17 did not exceed the statewide median of 50.

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 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.	Data Unavailable
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.)	Did Not Achieve

## MATH ACTION PLAN

The following strategies will be implemented throughout the 2018-19 school year at the Beginning with Children Charter School 2 Lower School:

- Incorporating more frequent informal assessment to ensure student mastery of individual instructional objectives
- Instructing in guided, small groups, in order to meet children at their instructional level and support growth across all cohorts
- Maintaining students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Creating more opportunities for students to practice and master visually representing mathematical information
- Providing additional professional development for teachers on the following topics:
  - Enhancing children's ability to understand mathematical scenarios in real world situations
  - Supporting children's mathematical understandings through the Concrete - Pictorial - Abstract continuum
- Maintaining frequent, ongoing math coaching

- Adopting Network-wide interim assessment data as a cross-campus collaborative planning tool

At the Middle School level, the BwCCS 2 math department will build upon the program by:

- Placing greater emphasis on constructed math response
- Creating unit by unit constructed math response rubrics
- Replacing IXL with Mathletics, a more adaptive math software product
- Using Mathletics' data as an additional data source to inform planning for students' areas of strengths and areas of weaknesses
- Using a 90 minute math block from start of the school year
- Adopting ReadyNY Math tools as formative/summative assessments
- Adopting Network-wide interim assessment data as a cross-campus collaborative planning tool
- Adopting a student work review protocol for grade team meetings
- Adjusting the pacing and scope of the 6th grade curriculum based on the 2017-18 NYS Math Assessments. While students outperformed 6th grade peers citywide on 22 out of 32 assessed standards, they showed weakness in the domains of geometry and expressions/equations. In particular students needed further practice to mastery in:
  - ❑ Writing and evaluating numerical expressions involving whole-number exponents.
  - ❑ Applying the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ;
  - ❑ Applying the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$  and applying properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$
  - ❑ Finding the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; applying these techniques in the context of solving real-world and mathematical problems
  - ❑ Finding the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.
  - ❑ Applying the formulas  $V = lwh$  and  $V = bh$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

## GOAL 3: SCIENCE

### Goal 3: Science

All students at BwCCS 2 will demonstrate competency in the understanding and application of scientific reasoning.

#### BACKGROUND

BwCCS 2 continued to implement the Full Option Science System (FOSS) Program during science periods. Some of the key elements of BwCCS 2's science program are described below.

The FOSS program supports teachers in providing students with systemic and explicit instruction in the key areas of science. Students visit and revisit key science topics within the K-5 scope and sequence. The goals of the program are to promote:

- Familiarity with the natural world, its diversity, and its interdependence
- Understanding the disciplinary core ideas and the cross-cutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter—flows, cycles, and conservation; structure and function; and stability and change
- Knowing that science and engineering, technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations
- Ability to reason scientifically
- Using scientific knowledge and scientific and engineering practices for personal and social purposes

BwCCS 2's initial implementation of FOSS was supported by in-service professional development through the FOSS K-5 Next Generation Institute for New Users and the National Science Teacher Association.

Key Attributes of BwCCS 2's implementation of the FOSS program include the following:

- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent opportunities to build content knowledge through reading and writing about science
- Frequent use of in-program formative and summative assessments to assess learning and plan for future instruction
- Embedded ELL supports through the use of consistent language and the use of pictures and concrete objects
- Opportunities to transfer in-classroom learning to the real-world through the use of field experiences

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- Connections between in-classroom learning and the development and implementation of a student-run recycling program

### Goal 3: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2018. 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

BwCCS 2 achieved this absolute science measure having 94 percent of students in at least their second year of enrollment at the school score at proficiency.

#### 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94%	53	94%	48

### ADDITIONAL EVIDENCE

Grade 4 science students consistently meet this measure , with at least 90% proficiency rates.

#### 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	97%	34	90%	48	94%	48

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

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

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

### RESULTS AND EVALUATION

2017-18 district science results have not been released at the time of this report.

#### 2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94%	48	TBD	

### ADDITIONAL EVIDENCE

Grade 4 science students at Beginning with Children Charter School 2 have outscored the local district in 2015-16 and 2016-17.

#### 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	97%	91%	90%	88%	94%	TBD

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

## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF THE SCIENCE GOAL

BwCCS 2 consistently achieves both absolute and comparative accountability measures in science.

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.	2017-18 Data Unavailable; Achieved in 2016-17

### ACTION PLAN

- BwCCS 2's Lower School science specialist will continue to implement FOSS in grades K-5.
- BwCCS 2 has hired a Middle School science specialist for grade 6 & 7.
- Both science teachers will work to create alignment between the Lower and Middle School science scope and sequence
- Science teachers will continue to develop a project-based approach to science instruction

## GOAL 4: ESSA

### Goal 4: ESSA

The school will remain in good standing according to the state’s ESSA accountability system.

#### Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

### RESULTS AND EVALUATION

The school continues to be in Good Standing.

### ADDITIONAL EVIDENCE

BwCCS 2 has been in Good Standing since it opened.

Accountability Status by Year

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