Uncommon Schools | BEDFORD STUYVESANT COLLEGIATE

Bedford Stuyvesant Collegiate Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 8, 2018

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ENGLISH LANGUAGE ARTS

Kate Latta and Justin Pigeon prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Justin Pigeon has served as the Principal since 2013.

The mission of Bedford Stuyvesant Collegiate Charter School (BSC) is to prepare each student for college. Bedford Stuyvesant Collegiate Charter School opened on August 25, 2008. The school opened with 5th grade and has grown to grades 5-8 since opening. During the 2016 – 17 schoolyear, the school served 5th – 8th graders.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14						84	73	73	60					290
2014-15						69	88	75	67					299
2015-16						83	87	73	59					302
2016-17						86	87	91	74					338
2017-18						87	88	85	86					346

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
Students will be proficient readers and writers of the English language.

BACKGROUND

Reading instruction at Bedford Stuyvesant Collegiate is based around shared, whole-class novels. The curriculum develops reading comprehension skills and strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding. Additionally, during the 2017-2018 school year, BSC continued with an additional 30 minutes to allow for a Guided Reading program for 5th and 6th grade students outside of reading class which allowed for targeted instruction in small groups of no more than 8 students. This increased every 5th and 6th graders' ELA instruction to 2.5 hours each day,

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

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

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

Bedford Stuyvesant Collegiate Charter School administered three internally developed, aligned Interim Assessments and a Final Exam in Reading and Writing during the 2017-2018 school year. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a listening comprehension section with multiple choice and open response questions. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, Bedford Stuyvesant Collegiate teachers graded each exam, analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Bedford Stuyvesant Collegiate also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

During the 2017-2018 school year, we continued the following key changes that began in 2016-2017:
- Utilized co-teaching model for all students once a week for an ELA intensive hour-long class each Friday
- Prioritized ELA instruction during a Small Group block starting in January to give targeted feedback to students on ELA skills

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 5th through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

		2017-18 State English Language Arts Exam Number of Students Tested and Not Tested				
Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						

[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.

5	87	0	0	0	0	87
6	88	0	0	0	0	88
7	85	0	0	0	0	85
8	86	0	0	0	0	86
All	346	0	0	0	0	346

RESULTS AND EVALUATION

On the 2017-18 NYS ELA exam, 59% of students in their second year at Bedford Stuyvesant Collegiate scored proficient. When looking at all students, including those that have been at Bedford Stuyvesant Collegiate for less than 2 years, 53% of students scored proficient. Overall, the percent of students scoring proficient on the NYS ELA exam increased with the number of years that students have been enrolled at Bedford Stuyvesant Collegiate, with 58% of 8th graders scoring proficient.

In the 2017-2018 year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school's goal to see at least 75% of students reach proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

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				
4				
5	43%	87	57%	7
6	55%	88	59%	78
7	58%	85	61%	77
8	58%	86	58%	81
All	53%	346	59%	245

ADDITIONAL EVIDENCE

Proficiency scores in 5th, 6th, 7th and 8th grade demonstrated that students who are enrolled longer at Bedford Stuyvesant Collegiate are equally as likely or more likely to score proficient on the NYS ELA exams. In addition, we saw a large increase of 8% in all students scoring advanced or proficient in 2017-2018 compared to 2016-2017, after an even larger increase of 9% in all students scoring advanced or proficient in 2016-2017 compared to 2015-2016. Further, this year in 7th grade our students had the highest level of proficiency at Bedford Stuyvesant Collegiate in ELA since the implementation of Common Core at 58% proficient. We feel positive about the momentum we have seen over the past few years in terms of student grown in English Language Arts.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	45%	11	0%	2	57%	7
6	36%	76	38%	73	59%	78
7	42%	73	47%	87	61%	77
8	44%	68	68%	68	58%	81
All	41%	228	50%	228	59%	245

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

Bedford Stuyvesant Collegiate achieved a Performance Level Index of 147. The **MIP for NY State has not yet been released at the time of this report**. Therefore, Bedford Stuyvesant Collegiate cannot report if this measure was achieved.

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
346	14	33	37	16

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\begin{array}{lclclcl}
PI & = & 33 & + & 37 & + & 16 & = & 86 \\
& & & & 37 & + & 16 & = & 53 \\
& & & & & + & (.5)*16 & = & 8 \\
& & & & & & PI & = & 147
\end{array}
$$

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Bedford Stuyvesant Collegiate outperformed Community School District (CSD) 16 on the administration of the Common Core English Arts exam by 34 percentage points. The school outperformed the district in all grades from 5th to 8th. Overall, the school outperformed the 5th grade in CSD 16 by 28%, outperformed 6th grade in CSD 16 by 36%, outperformed 7th grade in CSD 16 by 40%, and outperformed 8th grade in CSD 16 by 30%. This demonstrates that when students are enrolled at Bedford Stuyvesant Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

	2017-18 State English Language Arts Exam Charter School and District Performance by Grade Level			
	Percent of Students at or Above Proficiency			
Grade	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	57%	7	29%	494
6	59%	78	23%	359
7	61%	77	21%	364
8	58%	81	28%	373
All	59%	245	25%	1590

ADDITIONAL EVIDENCE

Despite changes to the NYS ELA testing program, Bedford Stuyvesant Collegiate students continue to outperform their district counterparts in English Language Arts across all grades. Further, the difference between Bedford Stuyvesant Collegiate's proficiency and the proficiency in CSD 16 is consistent for students who are enrolled for two years or more at Bedford Stuyvesant Collegiate, further supporting that the longer students are enrolled at BSC, the more prepared they are for

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

college. Despite this, we still know that there is a good deal of work to do to prepare our students for the level of performance that we expect of them.

	English Language Arts Performance of Charter School and Local District by Grade Level and School Year					
Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
5	45%	26.2%	0%	25%	57%	29%
6	36%	13.3%	38%	13%	59%	23%
7	42%	15.5%	47%	20%	61%	21%
8	44%	24.1%	68%	28%	58%	28%
All	41%	21%	50%	22%	59%	25%

Goal 1: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

The table below shows that the school's overall comparative performance is higher than expected to a large degree. Students at Bedford Stuyvesant Collegiate within grades 5 – 8 performed better than predicted based on their free lunch status on the 2016-2017 exam.

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		
5	59.8	86	30	34.4	-4.3	-0.29
6	74.7	84	38	24.3	13.7	0.86
7	56.4	88	48	40.9	7.1	0.40
8	59.7	74	66	43.2	22.8	1.41
All	62.6	332	44.8	35.5	9.3	0.56

School's Overall Comparative Performance:
Higher than expected to a meaningful degree.

ADDITIONAL EVIDENCE

Bedford Stuyvesant Collegiate met this measure overall, and most specifically with a significant effect size in grades 6 and 8. In the 2016-2017 year, Bedford Stuyvesant exceeded its predicted performance on the NYS ELA exams by a meaningful degree. This demonstrates that the school continues to move in a positive direction with ELA instruction despite a small dip from the growth seen in 2015-2016.

English Language Arts Comparative Performance by School Year						
School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-8	74.9%	301	24.7	21.8	0.19
2015-16	5-8	78.6%	319	39.9	13.8	0.86
2016-17	5-8	62.6%	332	44.8	35.5	0.56

Goal 1: Growth Measure[3]

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

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

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.[4]

RESULTS AND EVALUATION

In 2016-2017, the Mean Growth Percentile for Bedford Stuyvesant Collegiate overall was 56.3. This is in comparison to the Statewide Median of 50. Bedford Stuyvesant Collegiate scored a 56.3 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Bedford Stuyvesant Collegiate met this measure.

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

Grade	Mean Growth Percentile	
	School	Target
5	49.6	50.0
6	58.0	50.0
7	58.8	50.0
8	59.2	50.0
All	**56.3**	50.0

ADDITIONAL EVIDENCE

Over the past three years, Bedford Stuyvesant Collegiate has met or exceeded the Statewide Median of 50. In the 2016-2017 year, we exceeded the Statewide median by 6.3 points. We feel confident that the longer students are with us at Bedford Stuyvesant Collegiate, the more growth we see.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
5	48.1	60.3	49.6	50.0
6	51.8	55.4	58.0	50.0
7	55.5	62.6	58.8	50.0
8	43.9	54.2	59.2	50.0
All	50	58.4	56.3	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Bedford Stuyvesant Collegiate achieved three of the four relevant English Language Arts goals based on results of the 2015-2016 and 2016-2017 state exams. We are proud that our students continue to outperform the district in almost all grades in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to do in

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

terms of absolute performance and that the rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MIP for NY State has not yet been released at the time of this report
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Achieved

ACTION PLAN

The school is energized by the challenge that the more rigorous Common Core standards present. To work to achieve all goals next year, the school intends to continue several of our efforts started last year, such as implementing our rigorous ELA curriculum, using data to drive instruction and ELA remediation for our lower-level readers, and continuing co-teaching for ELA at least once a week.

Beginning six years ago, Uncommon Brooklyn Middle School ELA Coordinators began to modify the Uncommon Brooklyn Middle Schools scope and sequence for ELA and Math, incorporating the Common Core Learning Standards. This alignment has been stretched to all New York State Uncommon Schools, and has refined the novel list for the second year in a row to make sure that teachers are prepared for the novels they will teach before the previous year concludes. For example, several texts were moved down a grade level to account for the more rigorous text expectations. Along with reading rigorous grade level texts, all students are now using an ELA Handbook across grades 5 – 8 to support their development as independent readers and writers as they stay with us year after year. The school has also made changes to the guided reading program so that all ELA teachers are able to work with our lowest level 5th and 6th grade readers and have more instructional time with them reading texts on their independent reading level. Further, our Small Group Instruction time which starts in January provides all students time to practice the skills that they have not yet mastered for the year, as indicated by Interim Assessment results from the first two quarters. This Small Group Instruction time builds on our bi-weekly data meetings in ELA, where teachers analyze data trends from the last two days of lessons and action plan for the rest of the week. The remaining adjustment to our scheduled occurred on Fridays when all students have a

co-taught ELA block where they will engage in a close-reading exercise to develop their ability to analyze and interpret author's craft using dense portions of highly rigorous texts.

Finally, professional development specifically for ELA teachers this year focuses on the integration of reading and writing as a collaborative effort, habits of discussion in the classrooms to build discourse, and evidence-based questions in ELA. In addition, ELA practices have been shared with science and history teachers and are being implemented in science and history classes on a regular basis in addition to increasing the rigor of text and discourse in those subjects.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take 90 minutes of math per day, getting sufficient time to review basic computation skills and practice drilling mathematics computation and facts as well as time for independent practice of the skills and deeper problem solving.

Bedford Stuyvesant Collegiate Charter School uses data from the following assessments to ensure student proficiency in Mathematics:
- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Bedford Stuyvesant Collegiate Charter School administered five internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2017-2018 schoolyear. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

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

In 8th grade Math, students did not take the New York State Test, but instead, the Regents examinations in Common Core Algebra. In preparation for this Regents exam, students were taught the Common Core curriculum that addressed all New York State standards for Common Core Algebra. Preparing our students to take this high-school level examination early, while still in 8th grade, speaks both to the rigor of our math curriculum and the abilities of our students.

Goal 2: Absolute Measure

MATHEMATICS

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

METHOD

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

<table>
<tr><td colspan="7">2017-18 State Mathematics Exam
Number of Students Tested and Not Tested</td></tr>
<tr><td rowspan="2">Grade</td><td rowspan="2">Total
Tested</td><td colspan="4">Not Tested[5]</td><td rowspan="2">Total
Enrolled</td></tr>
<tr><td>IEP</td><td>ELL</td><td>Absent</td><td>Refused</td></tr>
<tr><td>5</td><td>87</td><td></td><td></td><td></td><td></td><td>87</td></tr>
<tr><td>6</td><td>88</td><td></td><td></td><td></td><td></td><td>88</td></tr>
<tr><td>7</td><td>85</td><td></td><td></td><td></td><td></td><td>85</td></tr>
<tr><td>8</td><td>N/A</td><td></td><td></td><td></td><td></td><td>N/A</td></tr>
<tr><td>All</td><td>260</td><td></td><td></td><td></td><td></td><td>260</td></tr>
</table>

RESULTS AND EVALUATION

During the 2017-2018 school year, 55% of students in grades 5 – 7 earned proficiency on the NYS Math exam, with 65% of students enrolled at least in the 2nd year at Bedford Stuyvesant Collegiate earning proficiency. We nearly met the measure in the 2017-2018 year for 8th grade on the Algebra 1 Regents exam, with 74.4% meeting the proficiency bar on this exam.

Bedford Stuyvesant did not meet this measure in the 2017-2018 year of the administration of the NYS Common Core exam in Math for grades 5 to 7. It is still the school's goal to see at least 75% of students reach proficiency on the Common Core exam and the Algebra 1 Regents exam, and we are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar.

<table>
<tr><td colspan="3">Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year</td></tr>
<tr><td>Grades</td><td>All Students</td><td>Enrolled in at least their
Second Year</td></tr>
</table>

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

MATHEMATICS

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	44%	87	71%	7
6	53%	88	55%	78
7	67%	85	69%	77
8		N/A		N/A
All	55%	260	65%	162

Cohort Designation – 8th Grade	Number in Cohort	Percent Scoring at Least Level 3 on Regents Mathematics Exam
2015	72	41.7%
2016	88	60.2%
2017	74	36.5%
2018	86	43%

Cohort Designation – 8th Grade	Number in Cohort	Percent Scoring at Least Level 4 on Regents Mathematics Exam
2015	72	13.9%
2016	88	15.9%
2017	74	51%
2018	86	30%

ADDITIONAL EVIDENCE

While Bedford Stuyvesant Collegiate did not meet the goal of 75% reaching proficiency on the NYS mathematics exam, we are encouraged by our growth specifically in 5th and 7th grade math. In addition, this data does not include our 8th grade cohort as they take the Algebra 1 Common Core Regents in place of the State Exam. We had 74% of our 8th grade cohort pass the Common Core Algebra Regents, suggesting that the longer our students are with us, the more prepared they are for college level math. We are confident that our efforts from teachers and Instructional Leaders in specifically 5th and 6th grade math will continue to allow the school demonstrate strong performance moving forward.

Mathematics Performance by Grade Level and School Year						
	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
Grade	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	27%	11	50%	2	71%	7

MATHEMATICS

6	32%	76	54%	79	55%	78
7	67%	73	41%	85	69%	77
8		N/A		N/A		N/A
All	42%	160	48%	166	65%	162

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

Bedford Stuyvesant Collegiate achieved a Performance Level Index of 151. The **MIP for NY State has not yet been released at the time of this report**. Therefore, Bedford Stuyvesant Collegiate cannot report if this measure was achieved.

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
	15	30	28	26

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\begin{aligned}
PI &= 30 + 28 + 26 &= 84 \\
&\quad\quad\; 28 + 26 &= 54 \\
&\quad\quad\quad\;\; + (.5)*26 &= 13 \\
PI &= &151
\end{aligned}
$$

Goal 2: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Bedford Stuyvesant Collegiate's percentage of students scoring proficient on the NYS Common core mathematics exam exceeded the percentage of students in Community School District 16 scoring proficient or advanced on the exam in the same grades by 47%.

Bedford Stuyvesant Collegiate met its comparative measure with its overall percentage of students scoring proficient exceeding the percentage of students in CSD 16 scoring proficient or advanced on the 2018 NYS Math Exam. In all grades 5 and 6, students in their second year at Bedford Stuyvesant Collegiate at least doubled the proficiency of their grade level district and scored five times higher than CSD 16 in 7th grade. In 5th grade, students in their second year at BSC outperformed students in the district by 38%, in 6th grade by 42%, and in 7th grade by 57%. While Bedford Stuyvesant Collegiate is still not satisfied by this performance and hopes to get all students to proficiency as quickly as possible, the school is glad to offer students a viable alternative to reaching math proficiency.

	2017-18 State Mathematics Exam Charter School and District Performance by Grade Level			
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	71%	7	33%	496
6	55%	78	13%	351
7	69%	77	12%	357
8		N/A	15%	330
All	65%	162	18%	1534

ADDITIONAL EVIDENCE

Bedford Stuyvesant continues to outperform the District in all grade levels taking the NYS Mathematics exam, and in 6th and 7th grade after the majority of our students have been with us for two or more years, the difference between Bedford Stuyvesant Collegiate's math proficiency and CSD 16 grows. We are encouraged by our progress made in 5th and 6th grade math so that these

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

students are able to achieve higher levels of proficiency in 7th grade and in their Common Core Algebra Regents course moving forward.

	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
5	27%	24.1%	50%	22%	71%	33%
6	32%	10.1%	54%	8%	55%	13%
7	67%	12.8%	41%	10%	69%	12%
8	N/A	17.3%	N/A	9%	N/A	15%
All	42%	16.8%	48%	12%	65%	18%

Goal 2: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. 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 <u>2016-17</u> results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The chart below displays how Bedford Stuyvesant Collegiate students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch eligible students. As evidenced in the chart, Bedford Stuyvesant Collegiate students performed better than predicted in grades 5, 6, and 7.

MATHEMATICS

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	59.8	85	42	41.7	0.3	0.02
6	74.7	85	55	29.7	25.3	1.27
7	56.4	89	42	36.3	5.7	0.34
8						
All	63.5	259	46.3	35.9	10.4	0.54

School's Overall Comparative Performance:
Higher than expected to a meaningful degree.

ADDITIONAL EVIDENCE

Bedford Stuyvesant Collegiate met and exceeded this measure to a meaningful degree. Bedford Stuyvesant Collegiate continues to exceed predicted performance in mathematics across all grades, especially after a year of foundational math at our school in 5th grade.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5 – 8	75.4%	230	41.3%	27.7%	0.69
2015-16	5 – 8	80.5%	248	42%	25.6%	0.85
2016-17	5 – 8	63.5%	259	46.3%	35.9%	0.54

Goal 2: Growth Measure[7]
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

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[7] See Guidelines for **Creating a SUNY Accountability Plan** for an explanation.

for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.[8]

RESULTS AND EVALUATION

Bedford Stuyvesant Collegiate scored a 72.2 for the Mean Growth Percentile in comparison to the Statewide Median of 50, therefore Bedford Stuyvesant Collegiate met this measure.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
5	65.4	50.0
6	75.2	50.0
7	75.7	50.0
8	N/A	50.0
All	**72.2**	50.0

ADDITIONAL EVIDENCE

Over the past three years, Bedford Stuyvesant Collegiate has exceeded the Statewide Median of 50 by at least 10 points and is energized by this continued success in mathematics. We feel confident that with the longer students are with us at Bedford Stuyvesant, the more growth we see. In addition, we saw a large increase of our Mean Growth Percentile from 60.2 to 72.2 between 2015-2016 and 2016-2017.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
5	51.4	46.3	65.4	50.0
6	66.6	59.6	75.2	50.0
7	63.8	75.7	75.7	50.0
8	N/A	N/A	N/A	50.0
All	60.9	60.2	72.2	50.0

SUMMARY OF THE MATHEMATICS GOAL

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

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.	MIP for NY State has not yet been released at the time of this report
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Achieved

ACTION PLAN

In order to continue to improve our results in math, Uncommon Schools has dedicated great focus for the 5th and 6th grade curriculum in order to have teachers use techniques to teach students about their errors, develop key understanding lagging skills, and use ELA practices in mathematics to break down a question. In addition, our staff participates in bi-weekly data meetings for math to respond to data and have a more data-driven method to changing instruction on a weekly basis.

In order to make sure our students have the basic skills they need to succeed in their rigorous grade-level math courses, we started a math remediation program for all grades starting the second week of school, where many students get 40 minutes three times a week of intensive interventions to make sure they know basic multiplication facts, simple algebra steps, and other essential 6th and 7th grade skills. Further, our Small Group Instruction mathematics time which starts in January provides all students time to practice the skills that they have not yet mastered for the year, as indicated by Interim Assessment results from the first two quarters.

For professional development, our math teachers take part in monthly math Professional Development sessions where they learn techniques such as teaching students to break down a word problem, compare to answers and have students create discourse around the correct and incorrect method, and responding to data trends in the classroom. These professional development sessions give our teachers real practices they can implement the very next day in order to increase student understanding.

Lastly, our science curriculum has gone through extensive changes in the two years to better support math – through physics 5th and 6th grade, to more complex calculations for energy in 7th, our students are seeing more exposure to math than ever before.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

The Science curriculum at Bedford Stuyvesant Collegiate has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. During the 2017-2018 school year, Bedford Stuyvesant Collegiate students completed units of study on the Scientific Method and Measurement, Physics, Chemistry, and Biology. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that were adopted to align with our fifth, sixth, seventh and eighth grade science content. Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills. In terms of supporting literacy, professional development time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

In 8th grade Science, the Regents examinations in The Living Environment were administered for the 2017-2018 year in place of the 8th grade NYS Science Exam. In preparation for this, students participated in a rigorous course of study and set of laboratory activities, again using literacy skills to complete lab reports throughout the year and conduct research. Students took the Living Environment Regents exam in lieu of the 8th grade State Science exam, following guidance from NYSED which allowed students to forego the 8th grade science exam if they took the Regents instead.

Goal 3: Absolute Measure

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

METHOD

The school administered the Living Environment Regents to students in the 8th grade. 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. The state has set the passing score for Regents exams at 65.

RESULTS AND EVALUATION

In the school's seventh year of the administration of the NYS Regents exam in the Living Environment, 85% of students tested scored a 65 or higher on the exam, which is equivalent to passing the exam.

Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year				
	Percent of Students at Proficiency			
Grade	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	85%	80	N/A	N/A
All	85%	80		

ADDITIONAL EVIDENCE

This measure was met and exceeded, with 85% of students overall achieving "proficiency" as measured by a passing score of 65 or higher on the Regents exam.

The table below shoes performance of Bedford Stuyvesant Collegiate 8th graders on the Living Environment Regents exam for the past three years. For the past three years, the majority of students have passed the exam with a 65 or higher. In addition, the rate passing with a 4 has increased over time.

Science Performance by Grade Level and School Year						
	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
Grade	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	90%	70	93%	62	85%	80
All	90%	70	93%	62	85%	80

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on Regents Living Environment Exam
2015	65	62%
2016	71	68%
2017	74	45%
2018	85	46%

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Regents Living Environment Exam

2015	65	12%
2016	71	21%
2017	74	46%
2018	85	41%

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

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

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 2nd Year		All District Students[9]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	85%	80	Data not released	Data not released
All	85%	80		

ADDITIONAL EVIDENCE

N/A

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

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

	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
8	90%	Data not released	93%	Data not released	85%	Data not released
All	90%		93%		85%	

SUMMARY OF THE SCIENCE GOAL

Bedford Stuyvesant Collegiate exceeded its one measurable science goal for the 2016-2017 school year and feels confident it will exceed the comparative goal once data is released on Community School District 16's Living Environment Regents performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

ACTION PLAN

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

- Leveraging centralize lesson planning within Uncommon's Brooklyn middle schools to continue to build up the rigor of our curriculum;
- Continue to use high quality materials and current practices for all labs to create high quality laboratory experiences;
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to Common Core Regents expectations;
- Revise assessments and scope and sequence for 5th to 8th grade science to align all grades with Common Core science standards.

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Bedford Stuyvesant Collegiate is currently in "Good Standing" under the NCLB accountability system.

ADDITIONAL EVIDENCE

Bedford Stuyvesant Collegiate is currently in "Good Standing" under the NCLB accountability system and will continue to work diligently to meet each NCLB requirement and comply with all stated guidelines.

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