

**Bedford Stuyvesant Collegiate
Charter School**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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INTRODUCTION

Dave Bryson, Director of Operations and Andrea MacDonald, Operations Fellow, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann III	Chair; Executive, Academic Committees
David Saltzman	Trustee
Tony Pasquariello	Vice Chair; Executive Committee
Laura Blankfein	Trustee; Academic, Development Committees
Caroline Curry	Trustee; Audit (Committee Chair)
St. Claire Gerald	Trustee; Finance Committee
John Greenstein	Trustee; Finance Committee
Michael Hall	Trustee; Development Committee
Shakima Jones	Trustee; Academic Committee
John Kim	Trustee; Academic Committee
Arvind Krishnamurthy	Trustee; Academic, Audit Committees
Alison Mass	Trustee; Finance, Development Committees
Ekwutozia U. Nwabuzor	Trustee; Finance, Audit Committees
Brett Peiser	Trustee
Ian Sacks	Trustee; Academic, Development Committees
Joseph F. Wayland	Treasurer; Executive, Finance (Committee Chair)
Jeffrey Wetzler	Trustee; Academic Committee
Chrystal Stokes Williams	Trustee; Development Committee

Justin Pigeon has served as the Principal since 2012.

INTRODUCTION

MISSION

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 2015-16 schoolyear, the school served 5th – 8th graders.

STUDENT POPULATION

With an initial enrollment as of BEDS Day 2015 of 302 students, Bedford Stuyvesant Collegiate Charter School had low attrition and ended the 2015-2016 schoolyear with 400 students in grades 5-8.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2011-12						89	70	63	40	261
2012-13						81	76	62	53	302
2013-14						84	73	73	60	357
2014-15						69	88	75	67	391
2015-16						83	87	73	59	302

STRATEGY

Bedford Stuyvesant Collegiate Charter School’s educational program rests on three pillars:

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

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

DESIGN

Bedford Stuyvesant Collegiate Charter School’s school design includes seven core components.

Focus on Literacy. Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a

huge disadvantage in all subjects in high school and college. The ultimate academic success of BSC students, therefore, is tied to mastering this fundamental skill. In 2015-2016, BSC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours of daily literacy instruction;
- Additional 30 minutes of Guided Reading in 5th and 6th grade to target specific reading levels in small groups;
- Additional 30 minutes of Guided Reading in 7th and 8th grade to the students who needed it most;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent reading book at all times to serve as the entrance ticket to school in the morning, make better use of transition time in the hallways, and ensure that there is never a lost moment during the day since “you never know when you’ll have a chance to read.”

Target Curriculum Focused on Basic Skills. BSC does not use an off-the-shelf curriculum. Rather, BSC develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

BSC teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. BSC teachers create a comprehensive curriculum for their subject, saved on the school’s shared drive, with a year-long scope and sequence, a Curriculum Alignment Template that groups objectives into units of study with a learning activity and assessment identified for each objective, weekly syllabi, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State, Mathematics, and English Language Arts exams, BSC administered three internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. BSC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. BSC also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays. During the 2015-2016 schoolyear, Bedford Stuyvesant Collegiate also administered the Integrated Algebra Regents Exam and Living Environment Regents Exam to 8th graders.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Bedford Stuyvesant Collegiate has a longer-than-usual school day and longer-than-usual

ENGLISH LANGUAGE ARTS

schoolyear. During the 2015-2016 schoolyear, Bedford Stuyvesant was open 185 instructional days for students (205 days for teachers). For most students, the regular school day began at 7:45 AM and ended at 4:30 PM. For those receiving tutoring and homework help, the day ended at 5:30 PM.

Students had hour-long periods four days a week and three hour-long classes on Wednesdays: a weekly Math Assessment period and then alternating periods of history/science and reading/writing every other Wednesday. Fifth through eighth grade students at Bedford Stuyvesant Collegiate received weekly:

- 9 periods of Mathematics
- 9 periods of English Language Arts (Reading and Writing)
- 4-5 periods of Social Studies
- 4-5 periods of Science
- 1 period of Advisory/Character Education
- 3 periods of Enrichment

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

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Bedford Stuyvesant Collegiate students, freshman year of college will be a natural extension of their educational experience at BSC. Bedford Stuyvesant Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned the college application process and life as a college student. Students also won T-shirts from their namesake advisories.

During the regular school day, from 3:30 to 4:30 PM 3 days per week, BSC offers a variety of rotating electives, including:

- Art
- Yoga
- Dance
- Theater
- Kickboxing

From 4:30 to 5:30 PM, BSC offers subject-specific tutoring and requires students struggling to regularly complete homework assignments on-time and at high quality to spend an additional hour in Homework Center working on that night's homework assignments.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2015-2016, BSC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Clear expectations and provided an immediate responses to positive behavior;
- Merit and demerit system that defined clear expectations and provided immediate responses to negative or inappropriate behavior;
- Rubric system that provided immediate feedback to classes at the end of each class each day; and

- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

Insist on Family Involvement. BSC's educational program is structured so that families must be involved in their child's academic pursuits. In 2015-2016, BSC families:

- Picked up their child's report card in person at the school three times; Met with teachers and staff on dozens of occasions to formally and informally discuss their child's academic and behavioral performance;
- Maintained an open line of communication with their child's teachers through in-person meetings, phone calls, and e-mails;
- Were called at home or at work each day if their child earned a detention;
- Were offered the opportunity to watch their children perform in their chosen Enrichment activity at a public performance during the course of the year;
- Were invited to grade-level pot-luck dinners to meet and socialize with BSC staff members;
- Participated in a family advocacy day for charter schools.

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 2015-2016 schoolyear, BSC continued with an additional 30 minutes to allow for a Guided Reading program for 5th and 6th grade 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' reading instruction to 1.5 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 and aligned Interim Assessments and a Final Exam in English Language Arts (Reading and Writing) during the 2015-2016 schoolyear. 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 or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

After the tests were administered, BSC teachers graded 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 and re-teaching after school and on Saturdays.

MATHEMATICS

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 2016. 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 schoolyear).

2015-16 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						
5	84					84
6	90					90
7	74					74
8	71					71
All	319					319

RESULTS

On the 2015-16 NYS ELA exam, 41% 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, 40% of students scored proficient. The difference in proficiency scores between all students and students with us for 2 or more years is greatest at Grade 5, with proficiency for all students at 38% compared to 45% for students who were with us 2 or more years.

Performance on 2015-16 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				

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.

MATHEMATICS

4				
5	38%	84	45%	11
6	37%	90	36%	76
7	42%	74	42%	73
8	45%	71	44%	68
All	40%	319	41%	228

EVALUATION

We did not achieve the goal of 75% of students meeting this measure in ELA for 2015-16, however we feel energized to embrace the challenge of significant growth that we will need to make in order to achieve the goal. ELA continues to be an important focus area for the school in the 2016-17 schoolyear.

ADDITIONAL EVIDENCE

Proficiency scores in grades 5th and 7th grade demonstrate we have seen that students who are enrolled longer at Bedford Stuyvesant Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase across all of our grade levels in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in English language arts. We are hopeful that the network wide focus on improving these results, along with the dogged determination of our teachers, will yield stronger performance next year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0%	6	33%	3	45%	11
6	24%	68	19%	73	36%	76
7	21%	68	31%	69	42%	73
8	36%	56	23%	61	44%	68
All	25%	198	24%	206	41%	228

Goal 1: Absolute Measure

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

MATHEMATICS

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

This year Bedford Stuyvesant Collegiate's PLI is 121.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19	41	32	8

$$\begin{aligned} \text{PI} &= 41 + 32 + 8 = 81 \\ &\quad \quad \quad 32 + 8 = 40 \\ \text{PLI} &= 121 \end{aligned}$$

EVALUATION

Bedford Stuyvesant Collegiate exceeded the AMO of 104, scoring a 121 on the Performance Index. We believe that the strengthening of our English Language Arts program has impacted our student achievement and our student performance overall Performance Index will exceed the AMO of 104 next year.

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which

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

MATHEMATICS

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

Students in their second year at Bedford Stuyvesant Collegiate outperformed Community School District 16 on 2015-16 administration of the Common Core English Language Arts exam by 20 percentage points. The school outperformed the district in all grades on an absolute level. In 8th grade, Bedford Stuyvesant Collegiate's performance exceeded CSD 16 performance by 19.9 percentage points, demonstrating that the longer students are enrolled at Bedford Stuyvesant Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	45%	11	26.2%	558
6	36%	76	13.3%	390
7	42%	73	15.5%	400
8	44%	68	24.1%	485
All	41%	228	21%	1833

EVALUATION

Bedford Stuyvesant Collegiate met this measure in all grades. Overall, the school outperformed the same grades in Community School District 16 by between 19 and 26.5 percentage points, and by 20 percentage points as a whole.

ADDITIONAL EVIDENCE

Bedford Stuyvesant Collegiate students continue to outperform their district counterparts in English Language Arts across all grades. Recognizing the level of rigor associate with the Common Core standards, BSC will continue to focus on preparing 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 Local District Students		
	2013-14	2014-15	2015-16

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	0%	17%	33%	11.0%	45%	11%
6	24%	10%	19%	15.1%	36%	76%
7	21%	12%	31%	13.6%	42%	73%
8	36%	13%	23%	18.1%	44%	68%
All	25%	13%	24%	<u>13.4%</u>	41%	22.8%

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

The table below shows that the school’s overall comparative performance is higher than expected. Students at BSC in grade 7 an performed significantly better than predicted based on their free lunch status on the 2014-15 ELA exam, while students in grades 5, 6, and 8 performed slightly worse than predicted. Overall, the table below shows that students at BSC are outperforming their predicted performance at meaningful degree of 0.3 or higher.

2014-15 English Language Arts Comparative Performance by Grade Level

MATHEMATICS

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	70.1	73	23	23.1	-0.1	-0.01
6	77.0	85	21	20.8	0.2	0.02
7	78.9	72	31	17.8	13.2	0.89
8	72.9	66	24	26.0	-2.0	-0.12
All	74.9	296	24.6	21.8	2.8	0.19

School's Overall Comparative Performance:

Slightly higher than expected

EVALUATION

Over the past two years, Bedford Stuyvesant Collegiate has exceeded its predicted performance on the NYS ELA exams but did not do so by a meaningful degree of over 0.3. This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

ADDITIONAL EVIDENCE

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5-8	67%	272	21.3	24.8	-0.27
2013-14	5-8	83.2%	280	24.1	18.6	.40
2014-15	5-8	74.9%	301	24.7	21.8	.19

Goal 1: Growth Measure⁴

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

METHOD

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 2014-15 and also

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

MATHEMATICS

have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

RESULTS

In the 2014-15 schoolyear, Bedford Stuyvesant Collegiate's mean growth percentile met the statewide median. [2014-15 English Language Arts Mean Growth Percentile by Grade Level](#)

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	48.1	50.0
6	51.8	50.0
7	55.5	50.0
8	43.9	50.0
All	50	50.0

EVALUATION

The mean growth percentile for grades 6 and 7 met the statewide median.

ADDITIONAL EVIDENCE

For the past three years, BSC has met or exceeded the statewide average.

[English Language Arts Mean Growth Percentile by Grade Level and School Year.](#)

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4				50.0
5	52	50.3	48.1	50.0
6	55	55.6	51.8	50.0
7	57	60.9	55.5	50.0
8	49	49.3	43.9	50.0
All	53.5	54.1	50	50.0

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Bedford Stuyvesant Collegiate achieved three of the five relevant English Language Arts goals based on results of the 2014-15 and 2015-16 state exams. We are proud that our students continue to outperform the district in Grades 6 through 8 in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go in terms of absolute performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	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 state's unadjusted median growth percentile.	Did Not Achieve

ACTION PLAN

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

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

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

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 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2015-16 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 and on Saturdays

Goal 2: Absolute Measure

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

MATHEMATICS

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5th through 7th grades in April 2016. 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.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	84					84
6	90					90
7	74					74
8	0					71
All	248					319

RESULTS

During the 2015-16 schoolyear, 33% of all students tested across Grades 5-7 earned scores of 3 or 4 on the NYS Common Core math exam and 33% of students in their second year at the school achieved proficiency. Students who have been enrolled at Bedford Stuyvesant Collegiate longer demonstrated stronger performance on the exam.

Performance on 2015-16 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				
4				
5	32%	84	27%	11
6	31%	90	32%	76
7	68%	74	67%	73
8		0		0

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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All	33%	248	33%	160
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EVALUATION

Bedford Stuyvesant Collegiate did not meet this measure in 2015-16 after administering the Common Core math exams.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0%	5	33%	3	27%	11
6	53%	68	48%	73	32%	76
7	54%	68	51%	69	67%	73
8	64%	56	N/A	0	0%	0
All	55%	197	34%	145	42%	160

8th Grade Math Regents Results

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	83.5	73	n/a – district level data not available	
All	83.5	73		

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding

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the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Bedford Stuyvesant Collegiate achieved a Performance Level Index of 120 in the 2015-16 schoolyear.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22	35	31	11

$$\begin{array}{rcccccccc} \text{PI} & = & 35 & + & 31 & + & 11 & = & 78 \\ & & & & 31 & + & 11 & = & 42 \\ & & & & & & \text{PLI} & = & 120 \end{array}$$

EVALUATION

Bedford Stuyvesant Collegiate exceeded the AMO of 101 by 19 percentage points this year.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

All Bedford Stuyvesant Collegiate students in at least their second year outperformed CSD 16 by a total of 16.2 percentage points.

2015-16 State Mathematics Exam Charter School and District Performance by Grade Level

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	27%	11	24.1	561
6	32%	76	10.1	387
7	67%	73	12.8	392
8	0%	0	17.3	433
All	42%	160	<u>16.8</u>	1773

EVALUATION

Once again, Bedford Stuyvesant Collegiate met its comparative measure with its percentage of students scoring proficient exceeding the percentage of students in CSD 16 scoring proficient or advanced proficient across grades 5-8. While Bedford Stuyvesant Collegiate will remain diligent about getting all students to proficiency as quickly as possible, the school is glad that it is able to offer students a viable alternative to math instruction in the district which is putting far fewer students on a path to mathematics proficiency.

ADDITIONAL EVIDENCE

Despite changes to the NYS Math exam, Bedford Stuyvesant Collegiate students continue to outperform the district average for math across all grades and have done so for the past three years. The school hopes to bring more students to proficiency during the 2016-17 schoolyear in order to provide a viable program that is truly preparing students for college level mathematics.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	53%	16%	33%	16.4	27%	24.1
6	54%	12%	48%	12.2	32%	10.1
7	64%	7%	51%	10.8	67%	12.8
8	55%	7%	N/A	10.9	N/A	17.3
All	53%	10%	32%	12.7	42%	<u>16.8</u>

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)

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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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

The chart below displays how BSC 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, BSC students in grades 6 and 7 performed much better than predicted.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	70.1	73	23	34.6	-11.6	-0.65
6	77.0	85	51	27.2	23.8	1.23
7	78.9	72	49	21.3	27.7	1.41
8						
All	75.4	230	41.5	27.7	13.8	0.69

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

In the 2014-15 schoolyear, Bedford Stuyvesant Collegiate exceeded expectations by a meaningful degree. Specifically, the school achieved an effect size of 0.69, greater than 0.3.

ADDITIONAL EVIDENCE

For the past three years, Bedford Stuyvesant Collegiate continues to exceed predicted performance

2015 - 2016 Charter School 2015-16 Accountability Plan Progress Report

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in mathematics across all grades. Bedford Stuyvesant Collegiate students who have spent more time at the school fare better each year in exceeding predicted performance. Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5-8	66%	270	40%	23%	1.03
2013-14	5-8	83.2	279	50.2%	21.9%	1.51
2014-15	5-8	75.4	301	41.3	27.7	.69

Goal 2: Growth Measure⁹

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

METHOD

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

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

Provide a brief narrative highlighting 2014-15 results in the data table that directly addresses the critical data: the school’s mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	51.4	50.0
6	66.6	50.0
7	63.8	50.0

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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8	N/A	50.0
All	60.9%	50.0

EVALUATION

Bedford Stuyvesant Collegiate achieved 4 of the 5 measures in the mathematics goal for the 2014-15 schoolyear. We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and want to be able to meet that goal in the coming years.

ADDITIONAL EVIDENCE

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

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0
5	76.0	56.2	51.4	50.0
6	64.2	60.6	66.6	50.0
7	72.7	62.9	63.8	50.0
8	47.0	60.0	0	50.0
All	62.5	59.8	60.9	50.0

SUMMARY OF THE MATHEMATICS GOAL

Bedford Stuyvesant Collegiate achieved 4 of the 5 measures in the mathematics goal for the 2015-16 schoolyear. We feel energized by the challenge of reaching the ambitious goal of 75% of students reaching proficiency and want to be able to meet that goal in the coming years

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

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	controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

ACTION PLAN

The absolute performance across all grades in mathematics on the 2015-16, while higher than in the previous year, has shown that our thinking about mathematics instruction will need to continue to evolve as we prepare our students to meet the demands of more challenging math curricula. In order to continue to improve our curricula in math, we have put a network wide focus on Explore problems. Similar to our ELA department, there are bi-weekly Math data meetings to review and respond to student data, and an increased attention to data driven instruction that will allow teachers to focus in on student needs in a timely way.

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Goal 3: Science

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

BACKGROUND

Bedford Stuyvesant Collegiate’s Science curriculum is aligned to the Common Core standards, and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

In the 2015-2016 schoolyear, the science curriculum has become more aligned to Common Core and has increased the amount of reading done by students and reduced the amount of reading aloud completed solely by the teacher.

In addition, all core teachers are receiving professional development around best practices in strategies to use in reading, understanding and comprehending informational texts that can be used both in reading and in science.

Goal 3: 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 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 (defined as enrolled by BEDS day of the previous schoolyear) to score at proficiency.

RESULTS

In the school’s fifth administration of the NYS Regents exam in The Living Environment, 87.5% of students tested scored proficient on the test.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4			No district data available	
8	87.5	72		
All	87.5	72		

SCIENCE

EVALUATION

This measure was met, with 87.5% of students achieving “proficiency” as measured by a passing grade of 65 or higher on the Regents exam (equivalent to “Level 3 or higher” on the State Science exam).

ADDITIONAL EVIDENCE

The table below shows performance of Bedford Stuyvesant Collegiate 8th graders on the Living Environment Regents exam for the past three years. In 2013 through 2016, the vast majority of students passed the Regents exam with a score of 65 or higher.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8	58	86%	66	74%	90	70
All	58	86%	66	74%	90	70

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 local school district.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

RESULTS

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

2015-16 Living Environment Regents Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	90	70	n/a – district level data	

SCIENCE

All	90	70	not available
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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 the data becomes available.

ADDITIONAL EVIDENCE

Because there is no district-wide data available for Regents Exams, this section of the report demonstrates nothing in addition to what is already reported.

SUMMARY OF THE SCIENCE GOAL

Bedford Stuyvesant Collegiate exceeded its one measurable science goal for the 2014-15 school year and feels confident that 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 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 local school district.	N/A

ACTION PLAN

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

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

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

THE SCHOOL WILL MAKE ADEQUATE YEARLY PROGRESS.

METHOD

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

RESULTS

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

EVALUATION

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.

ADDITIONAL EVIDENCE

N/A

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing