Beginning with Children
Charter School 2

BEGINNING WITH CHILDREN CHARTER SCHOOL 2

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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The Beginning with Children Foundation

and School Leader

Esosa Ogbahon

Beginning with Children Charter School 2

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INTRODUCTION

The Beginning with Children Foundation and Esosa Ogbahon, School Leader, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kolz, Amy	Chair, Finance, Academic
Baird, Travis	Academic Excellence, School
Baneman, Becca	Legal, Academic Excellence
Gulardo, Sonia	Academic Excellence, School
Cunningham, Katie	Executive, Academic Excellence
Morrow, Kiisha	Nominating, School
Waldron, Joan	Vice Chair, Nominating, School
Whitten, Gregory	Treasurer, Executive, Nominating, Legal
Ogbahon, Esosa	Member Ex-Officio/LS Principal
Mosley, Jubilee	Member Ex-Officio/CPCS LS Principal
Blair-Barzey, Nicole	Member Ex-Officio/CPCS MS Principal

Esosa Ogbahon has served as the Principal since February 2012.

INTRODUCTION

Beginning with Children Charter School 2 (BwCCS 2) is a nurturing community that fosters a love of learning and the development of character for students in grades K-5. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. BwCCS 2 students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

Key design elements include:

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	50	50												100
2013-14	55	55	43											153
2014-15	45	52	54	42										193
2015-16	52	52	56	54	41									255

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

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

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

Our students are assessed 3 times a year using the Strategic Teaching and Evaluation of Progress (STEP) Assessment. The assessment provides students, teachers, parents and administrators with detailed information about students' mastery of letter recognition, phonemic awareness, reading accuracy, fluency, oral comprehension, silent comprehension, written comprehension, retelling and spelling. In 2015-16, we continued to utilize the Rally Mock State Assessment to gain insight into our students' preparation for the NYS English Language Arts assessment. This past year we continued to refine other interim progress monitoring measures to support teaching and learning after all assessments, as well as, sharpen our sense of how students are improving.

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

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

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

In Beginning with Children Charter School 2's fourth year, the instructional staff deepened its knowledge of the school's Common Core aligned math and literacy curriculum. Beginning with

ENGLISH LANGUAGE ARTS

Children Charter School 2 (BwCCS 2) continued to utilize *Journeys* by Houghton Mifflin along with a number of other ELA supplemental materials. All staff continued to receive training in the core program, as well as the supplements, during our two week Summer Institute in August and throughout the school year to further their understanding of the curricula. Literacy teachers also continued refining and using the writing curriculum adapted from the TCRWP Writing Units to align with Journeys writing and to continually raise the level of rigor.

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

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

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

Finally, BwCCS 2 continued efforts to target our special needs populations through systemic program shifts and enrichment supports.

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 4th 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 school year).

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	52					52
4	40			1		41
All	92			1		93

RESULTS

Overall, 48 percent of students in at least their second year of enrollment at BwCCS 2 scored at standards 3 and 4 on the NYS ELA exam. 50 percent of all 3rd and 4th grade students achieved proficiency.

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	54%	52	53%	47
4	45%	40	42%	36
All	50%	92	48%	83

EVALUATION

BwCCS 2 did not achieve this measure. However, the percentage of students at proficiency in ELA is up 15 percent since 2015 as evidenced in the table below.

English Language Arts Performance by Grade Level and School Year

[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.

ENGLISH LANGUAGE ARTS

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			33%	36	53%	47
4					42%	36
All			33%	36	48%	83

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a 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

The performance Level Index calculates to 141 in ELA, far exceeding the target AMO of 104.

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
92	9%	41%	42%	8%

PI	=	41	+	42	+	8	=	91
				42	+	8	=	50
						PLI	=	141

EVALUATION

BwCCS 2 achieved this measure.

Goal 1: Comparative Measure

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

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

ENGLISH LANGUAGE ARTS

METHOD

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

RESULTS

The BwCCS 2 students outperformed the local NYC district #14, 48% proficient in ELA versus their 42%.

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 NYC 14 Students	
	Percent	Number Tested	Percent	Number Tested
3	53%	47	42%	1153
4	42%	36	43%	1120
All	48%	83	42%	2273

EVALUATION

BwCCS 2 achieved this measure.

ADDITIONAL EVIDENCE

Beginning with Children Charter School 2 has outperformed the local district in each year it sat for the NYS ELA exam.

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	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			33%	30%	42%	42%
4					43%	43%
All			33%	30%	42%	42%

Goal 1: Comparative Measure

[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.

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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

BwCCS 2 earned an effect size of 0.89 based upon the ELA results of grade 3 in 2014-15, which is higher is higher than expected to a large degree and surpassing the target of 0.3.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**85.7**	**43**	**33**	**20.2**	**12.8**	**0.89**
4						
5						
6						
7						
8						
All	**85.7**	**43**	**33**	**20.2**	**12.8**	**0.89**

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

EVALUATION

BwCCS 2 achieved this measure.

English Language Arts Comparative Performance by School Year

School	Grades	Percent	Number	Actual	Predicted	Effect

Year		Eligible for Free Lunch/ Economically Disadvantaged	Tested			Size
2014-15	3	85.7	43	33	20.2	0.89

ENGLISH LANGUAGE ARTS

Goal 1: Growth Measure[4]

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 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

Because 2014-15 was our first year of NYS testing, we do not have data towards the growth measure at this time.

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

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

Absolute Goal 1: Optional Measure

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

METHOD

At BwCCS 2 all students take the TerraNova, a nationally recognized standardized exam that compares student performance to national norms. This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the goal of reducing by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year.

RESULTS

2015-16 Grade	Cohort Size	Average NCE			Goal Achieved?
		2014-15 Avg NCE	Target	2015-16 Avg NCE	
K		n/a	n/a		n/a
1		n/a	>=		n/a
2		n/a	>=		n/a
3			>=		n/a
4			>=		n/a
All			>=		

EVALUATION

We adhered to the change in the law and subsequently did not administer TerraNova to our K-2 students. We utilized the NYS ELA exam to determine student growth in third and fourth grades.

ADDITIONAL EVIDENCE

Absolute Goal: Optional Measure 2

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

METHOD

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

RESULTS

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

2015-16 - STEP Assessment Results by Grade Level

Grade	Percent of Students Achieving Proficiency	
	Percent	Number Tested
K		
1		
2		
3		
4		
K+4 Combined		

EVALUATION (RESULTS STILL BEING ANALYZED)

ADDITIONAL EVIDENCE

ENGLISH LANGUAGE ARTS

Summary of the English Language Arts Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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
Optional 1	Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds and NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Optional 2	Each year, 75 percent of all tested K-2 students will achieve grade level reading comprehension competency as assessed using STEP guided reading level benchmark assessments.	

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

Data from our performance on the state ELA exam as well as our internal assessments continue to inform our strategic planning for ELA curriculum, instruction and professional development. Our data indicate that students' mastery must continue to improve in writing about Reading. Specifically, our students will need additional supports to improve their abilities to write about texts and test features (RL.3.3). They will also need to continuously improve and master their abilities to reference details in text (RI.4.1). We will utilize our guided reading blocks to target small groups

displaying similar gaps at every level of our reading continuum. We will also fortify our reading instruction to help scholars successfully navigate grade level texts with accuracy, fluency and increased comprehension. We will also begin intense work to ensure that there is writing across all subjects and that both teacher are being held accountable to the expectations for improvement outlined above.

We have also planned additional steps to ensure we raise the percentage of students performing at/above grade level in English Language Arts. We will continue to:

- Use current data to identify at-risk students for targeted small group instruction from the start of the school year
- Analyze state standards and assessments to better align writing curriculum and instruction with the standards
- Implement 4 additional Tier 2 intervention periods per week per grade level. These intervention supports are in addition to any mandated services
- Utilize our school-wide guided reading model to create a common language and understanding of this best practice
- Leverage detailed reading block schedules for each grade level that align blocks of reading instruction to common core standards and assessment outcomes
- Capitalize on a designed teacher schedule that allows for 4 common planning periods for all grade level teams
- Create social studies curricular units that support the development of common core text-based writing skills and background knowledge
- Create curricular supplements to meet the identified needs of our ELLs in the areas of segmentation and rhyming
- Provide teachers with professional development on HMH Journeys our core reading program
- Train or retrained teachers on the STEP literacy assessment
- Conduct vertical alignment meetings to support the transferring of instructional knowledge between grade level teams
- Participate in the New York City Charter Center's Collaborative Assessment Scoring of NYS Tests to further refine our understanding of how students demonstrate mastery of New York State standards
- Provide ongoing weekly professional development and coaching for all teachers

We have also hired a full-time art teacher (who joins other specials) to allow classroom teachers to more fully focus on English Language Arts instruction.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

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

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

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

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

- Consistent terminology is used throughout the program
- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent use of Interactive Whiteboard lessons
- Frequent use of in-program unit assessments to assess learning and plan for future instruction
- Imbedded ELL supports through the use of consistent language and concrete-pictorial-abstract progression
- A focused, coherent curriculum that emphasizes teaching to mastery

- A visual, balanced approach that meets students' needs
- Confidence in knowing that the program has informed the creation of the common core math standards

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

MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 4th 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.

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	52			0		52
4	40			1		41
All	92			1		93

RESULTS

Overall, 77 percent of students enrolled in at least their second year at BwCCS 2 scored at levels 3 and 4 on the NYS math 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	77%	52	74%	47
4	83%	40	81%	36
All	79%	92	77%	83

EVALUATION

BwCCS 2 achieved this absolute measure.

[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.

ADDITIONAL EVIDENCE

Scores improved by 15 percentage points overall.

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			62%	37	74%	47
4					81%	36
All			62%	37	77%	83

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 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

BwCCS 2 achieved a PLI of 177 in math, exceeding the target AMO of 101.

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
92	3%	17%	34%	46%

PI	=	17	+	34	+	46	=	97
				34	+	46	=	80
						PLI	=	177

EVALUATION

BwCCS 2 achieved this measure.

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

MATHEMATICS

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

BwCCS 2 outperformed the local district #14 in each grade. Overall, the proficiency rating exceeded theirs by 37 percentage points.

2015-16 State Mathematics 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	74%	47	40%	1155
4	81%	36	40%	1143
All	77%	83	40%	2298

EVALUATION

BwCCS 2 achieved this measure.

ADDITIONAL EVIDENCE

BwCCS 2 has outperformed the district by a minimum of 26 percentage points in each year of NYS math testing.

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			62%	36%	74%	40%
4					81%	40%

[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.

All			62%	36%	77%	40%

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

RESULTS

In 2014-15, our first year of NYS testing yielded a math effect size of 1.56, higher than exected to a large degree.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**85.7**	**44**	**59**	**29.2**	**29.8**	**1.56**
4						
5						
6						
7						
8						
All	**85.7**	**44**	**59**	**29.2**	**29.8**	**1.56**

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

EVALUATION

BwCCS 2 achieved this measure.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	85.7	44	49	29.2	1.56

Goal 2: Growth Measure[9]

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]

RESULTS

Because 2014-15 was our first year of NYS testing, we do not have data towards the growth measure.

[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.

Absolute Goal 1: Optional Measure

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

METHOD

At BwCCS 2 all students take the TerraNova, a nationally recognized standardized exam that compares student performance to national norms. This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the goal of reducing by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year.

MATH RESULTS

2015-16 Grade	Cohort Size	Average NCE			Goal Achieved?
		2014-15 Avg NCE	Target	2015-16 Avg NCE	
K		n/a	n/a		n/a
1			>=		
2			>=		
3			>=		
4			>=		
All			>=		

EVALUATION

ADDITIONAL EVIDENCE

MATHEMATICS

SUMMARY OF THE MATHEMATICS GOAL

Our school experienced considerable Math success in its first two data points as a relatively new school. We aim to sustain these successes as a K-5 in the 2016-17 school year. If approved for a grade 6-8 expansion, we are optimistic strong results will continue. This is mainly because we anticipate extending our currently successful Math practices into middle school, and considering our student retention is high; these same bright young students will soon be performing so well in their middle school years. They have proven to have acquired the foundation of Math skills so important to success on the more challenging content the CCLS involve.

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.	**Achieved**
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 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 mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	**N/A**
Optional	Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students in at least their second year at the school will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds and NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	**N/A**

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

Data from our performance on the state Mathematics exam continues to inform our strategic planning for our Mathematics curriculum, instructional practices and professional development. Both internal and state exams underscore that our students must continuously improve their

abilities to 1) Identify and explain arithmetic patterns (3.OA.D.9) 2) Assess the reasonableness of answers by using mental math and estimation strategies (3.OA.D.8) 3) Compare fractions with unlike denominators and numerators (4.NF.A.2) and 4) express whole numbers as fractions (3.NF.A.3C).

We believe the curriculum we are utilizing can be a tremendous resource in helping both students and teacher both deepen learning and more consistently display mastery. We have begun our professional development with our Math in Focus consultant. During our Summer Institute, new staff member received initial training and exposure to program features and resources. The rest of the staff continued to deepen their familiarity with the curriculum and the requisite conceptual shifts required for teaching according to the program expectations. Our staff also had opportunity to refine scope and sequence materials and reflect on challenge areas from this past year as well as alternative supplements that would enhance the teaching and learning process. We have planned quarterly follow up sessions with our consultant to ensure fidelity of instructional delivery. Additionally, teachers and coaches will utilize coaching sessions to plan, refine plans and practice instructional delivery before lessons are presented to students.

We also believe that in order to raise the percentage of students performing at/above grade level in math we must:

- Continue using current state exam and data to identify at-risk students for targeted small group instruction from the start of the school year
- Implement 4 additional Tier 2 intervention periods per week per grade level. These intervention supports are in addition to any mandated services
- Create math interim assessments that support the tracking of common core standards mastery
- Conduct vertical alignment meetings to support the transferring of math curricular and instructional knowledge between grade level teams
- Participate in the New York City Charter Center's Collaborative Assessment Scoring of NYS Tests to further refine our understanding of how students demonstrate mastery of common core math standards
- Plan to continue to further integrate math instruction into Morning Meeting in order to give students more opportunities to practice and reinforce math concepts
- Plan to continue to use math unit assessment data to drive instructional decisions
- Participate in Math in Focus professional development during the 2015 Summer Institute and follow up sessions during the school term to deepen educator understanding of the Math in Focus approach, strategies and resources for differentiation.
- Provide ongoing weekly professional development and coaching for all teachers
- Continue to focus on math facts, automaticity
- Deepen our use of math software to support our students' automaticity and novel problem practice

Like with our reading action plan, we believe the newly added full-time art teacher will allow classroom teachers to more fully focus on math instruction and enhance their capacity to be effective.

SCIENCE

Goal 3: Science

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

BACKGROUND

Brief narrative discussing science curriculum, instruction, assessment and professional development at the school and any important changes to the science program or staff.

In 2014 – 2015 BwCCS 2 launched a new approach to our student's science experience. For the first time, student were being taught by a specialist in a designated science lab. In previous years the science experience was confined to their classroom settings and with their primary teachers. While continued to use the FOSS the curriculum and its premium on hands-on learning, the change was dramatic. Students and teacher were really excited to have lab as a featured component of this part of the students' day. By the end of the year, the results proved positive.

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 New York State Testing Program science assessment to students in 4th grade in spring 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

97 percent of all students and students in at least their second year of enrollment at BwCCS 2 achieved a standard of 3 or 4 on the NYS Science 4 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			
	All Students		Charter School Students In At Least 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	39	97%	34

EVALUATION

BwCCS 2 achieved this measure.

Science Performance by Grade Level and School Year

SCIENCE

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					97%	34

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

District Results are not public at this time.

2015-16 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 14 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97%	34	TBD	

EVALUATION

Results Pending

SCIENCE

SUMMARY OF THE SCIENCE GOAL

97 percent of BwCCS 2 grade 4 students achieved a standard of 3 or 4 on the New York State Science exam in 2015-16.

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

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

The BwCCS 2 science specialist will continue to implement science in grades K-5. She participated in a comprehensive summer PD this year and has begun to utilize that experience in her work to deepen alignments between the science standards and the curriculum. We will continue to develop our project-based approach to science. And we will enable our students to demonstrate their understandings of science and the scientific method through increased opportunities for "hands-on" science experiences earlier in their scholastic careers.

NCLB

Goal 4: NCLB

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

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

Beginning with Children Charter School 2 continues to be in Good Standing.

EVALUATION

BwCCS 2 achieved this outcome measure.

ADDITIONAL EVIDENCE

BwCCS 2 has been in Good Standing since it opened.

NCLB Status by Year

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