

**Achievement First Bushwick Charter
School**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Jonathan Pagan

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Jonathan Pagan, Data and Policy Analyst, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Alison Richardson	Trustee/Member
Amy Arthur Samuels	Trustee/Member
Andy Hubbard	Secretary
Angela Tucker	Parent Rep
Christopher Lynch	Trustee/Member
Deborah Shanley	Chair
Jon Atkeson	Treasurer
Judith Jenkins	Trustee/Member
Justin Cohen	Trustee/Member
L. Priscilla Hall	Trustee/Member
Lee Gelernt	Trustee/Member
Romy Coquillette	Trustee/Member
Warren Young	Trustee/Member
William Robalino	Trustee/Member

Courtney Saretzky has served as the elementary school principal since 2017.

Bobby Bridges has served as the middle school principal since 2018.

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The mission of Achievement First Bushwick Charter School is to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities. We accomplish this by ensuring that every student attending the school receives a college preparatory education and is frequently assessed to ensure that he or she is making yearly progress towards academic goals.

Achievement First Bushwick opened in Fall 2017 with grades K-1, and served grades K-12 up until 2017-18. Effective in 2018-19, AF Bushwick implemented the Pathways enrollment model, transferring their high school students to AF East New York which serves them at University Prep High School.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include

- Unwavering focus on breakthrough student achievement and student experience – Great Teaching Fueling an Exceptional Student Experience
- Aggressive recruitment and retention of talent and diversity
- Consistent, proven, standards-based curriculum and strong intellectual preparation for lesson delivery
- Disciplined, high-expectations achievement-oriented school culture
- Interim assessments and strategic use of data to drive instruction
- Principals with the power to lead as well as high-quality, focused training for leaders
- Parents as partners

Furthermore, beginning in 2017-18 school year AF Bushwick began serving higher needs special education students in the Bushwick Empower Program. Initially serving 32 students in grades 1-4, it is growing annually having served 50 students in grades 1-5 in 2018-19 performance reported below.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	96	97	92	94	87	97	92	93	89	69	58	40	25	1,029
2015-16	89	90	100	92	97	98	99	90	92	61	65	54	38	1,065
2016-17	89	94	95	101	97	100	95	97	90	70	57	52	36	1,073
2017-18	94	96	101	106	103	95	102	96	94	71	58	52	42	1,110
2018-19	92	100	105	104	110	111	99	98	95					914

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students will be proficient readers and writers of the English language.

BACKGROUND

We are deeply rooted in our commitment to ensuring that scholars find true joy in reading and writing, and that they leave our program with a deep appreciation for great books, new information, and diverse perspectives. Reading is both a means to college and career readiness as well as a worthy endeavor in itself. Writing is a means not only to express oneself clearly and concisely, but an opportunity to ignite a passion for self-discovery and creative expression. The achievement gap is both fueled and reinforced by a knowledge and vocabulary gap. We believe that building deep knowledge across a range of essential topics will ensure that students are stronger readers and can access complex, content-rich text. We select texts and writing assignments are selected intentionally to reinforce both *world* and *word* knowledge and to align with our history, science, music and art programs when appropriate.

We do not build knowledge for the sake of building knowledge. Our program aims to ensure that all students are curious citizens, intent on expanding their own knowledge of the world through asking questions, reading, writing and discussion. We aim to spark students' inquisitiveness and develop a sense of joy for building their knowledge. Students will seek new understandings and question their previous assumptions on a variety of topics, including those central to the human experience and current world landscape.

Our students must be voracious and critical readers of varied, complex literature and information text. All students will closely read rich text from diverse genres and perspectives to develop both their analytical skill and critical thinking. Texts are selected for their complexity and for their worthiness, ensuring students engage with revolutionary ideas, well-crafted arguments, and great literature. Our program is designed to help students make coherent, thoughtful arguments using sound and sufficient evidence, so that all students are able to speak and write in a manner that is insightful, persuasive and critical.

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 8th grade in April 2019. 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).

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2018-19 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	99	0	0	0	0	99
4	108	0	0	0	0	108
5	104	0	0	0	0	104
6	98	0	0	0	0	98
7	98	0	0	0	0	98
8	94	0	0	0	0	94
All	601	0	0	0	0	601

RESULTS AND EVALUATION

AF Bushwick nearly met this measure with 73% of students enrolled in at least their second year having been proficient on the state exam.

Performance on 2018-19 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	91%	99	91%	95
4	67%	108	66%	106
5	52%	104	52%	91
6	69%	98	73%	88
7	70%	98	70%	96
8	90%	94	90%	91
All	73%	601	73%	567

ADDITIONAL EVIDENCE

Three of 6 tested grades met or nearly met (73.%) the measure.

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.

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ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63%	93	77%	91	91%	95
4	63%	84	74%	84	66%	106
5	45%	93	60%	85	52%	91
6	75%	91	75%	84	73%	88
7	79%	85	81%	95	70%	96
8	79%	78	92%	88	90%	91
All	67%	524	77%	527	73%	567

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

AF Bushwick significantly surpassed this measure with a PI of 180 vs. a MIP of 104.8

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
601	7%	20%	45%	28%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 20\% & + & 45\% & + & 28\% & = & 93\% \\
 & & & & 45\% & + & 28\% & = & 73\% \\
 & & & & & + & (.5)*28\% & = & 14\% \\
 & & & & & & \text{PI} & = & 180
 \end{array}$$

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Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

AF Bushwick significantly surpassed this measure, exceeding district proficiency rates by 38 percentage points.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	91%	95	36%	749
4	66%	106	30%	753
5	52%	91	24%	823
6	73%	88	40%	1009
7	70%	96	36%	927
8	90%	91	44%	997
All	73%	567	35%	5258

ADDITIONAL EVIDENCE

Grade level performance exceeded the district by 28 to 55 percentage points.

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

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English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	63%	26%	77%	37%	91%	36%
4	63%	26%	74%	36%	66%	30%
5	45%	19%	60%	24%	52%	24%
6	75%	22%	75%	43%	73%	40%
7	79%	31%	81%	31%	70%	36%
8	79%	42%	92%	45%	90%	44%
All	67%	28%	77%	36%	73%	35%

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

AF Bushwick met this measure with an overall effect size of 2.23.

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2017-18 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	93%	105	70%	37%	33%	1.86
4	91%	101	67%	35%	32%	1.75
5	86%	95	58%	26%	32%	2.02
6	86%	99	76%	37%	39%	2.17
7	87%	95	81%	28%	53%	3.13
8	79%	92	92%	40%	52%	2.57
All	87%	587	74%	34%	40%	2.23

School's Overall Comparative Performance:

Performing higher than expected to a large degree

ADDITIONAL EVIDENCE

The historical effect size of AF Bushwick has been consistently high and increasing over the last three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	83%	533	37%	19%	1.31
2016-17	3-8	78%	572	66%	63%	2.18
2017-18	3-8	87%	587	74%	34%	2.23

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 target for this measure, it must have a mean growth percentile greater than 50.

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

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Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

AF Bushwick achieved this measure with a Mean Growth Percentile of 56.5.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	44	50.0
5	54.5	50.0
6	64	50.0
7	47	50.0
8	57	50.0
All	56.5	50.0

ADDITIONAL EVIDENCE

Three of 5 grades met the target.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	48	46.5	44	50.0
5	54	52.5	54.5	50.0
6	70	67.5	64	50.0
7	72	55	47	50.0
8	74	56	57	50.0
All	64	55.5	56.5	50.0

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

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SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

AF Bushwick achieved 4 of the 5 measures.

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.	NOT MET
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MET
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	MET
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	MET
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	MET

ACTION PLAN

Achievement First Bushwick will continue to develop its curriculum and increase student engagement in reading and writing.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. A well-prepared student will develop proficiency and expertise in a number of mathematical practices that have longstanding importance in mathematics education.

In the mathematics program at Achievement First Bushwick, mathematical practices come to life through the shifts (focus, coherence, rigor) called for by the Common Core State Standards. We will continue to refine the components of and resources for the program, on our path to seeing these practices and shifts embodied by our students and driving instruction.

Tenets of Achievement First's Mathematics Program:

1. Conceptual Understanding: comprehension of mathematical concepts, operations, and relations
 - While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.
2. Procedural Fluency: skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
 - The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.
3. Strategic Competence & Adaptive Reasoning: ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
 - The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.
4. Productive Disposition: habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.
 - Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.

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5. **Problem Solving:** the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall.
 - While students engage in problem solving they are making sense of problems, thinking strategically about concept and skill applications, planning and executing a viable approach, and reflecting on process and solutions.

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 8th grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	100	0	0	0	0	100
4	108	0	0	0	0	108
5	105	0	0	0	0	105
6	98	0	0	0	0	98
7	98	0	0	0	0	98
8	93	0	0	0	0	93
All	602	0	0	0	0	602

RESULTS AND EVALUATION

AF Bushwick met this measure with 87% of students in at least their second year achieving proficiency.

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

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Performance on 2018-19 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	90%	100	89%	95
4	83%	108	83%	106
5	84%	105	83%	92
6	80%	98	83%	88
7	86%	98	85%	96
8	99%	93	99%	90
All	87%	602	87%	567

ADDITIONAL EVIDENCE

All tested grades achieved the measure independently.

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	N/A	N/A	N/A
8	2017-18	N/A	N/A	N/A
8	2018-19	Common Core Int. Alg.	100 %	15

On the Common Core Integrated Algebra Regents exam, 100% of the 15 AF Bushwick test takers passed with a 65 or higher.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	88%	94	99%	91	89%	95
4	78%	84	90%	82	83%	106
5	69%	93	87%	85	83%	92
6	88%	91	74%	84	83%	88
7	87%	85	97%	94	85%	96
8	93%	81	98%	88	99%	90
All	84%	528	91%	524	87%	567

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Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

AF Bushwick significantly surpassed this measure with a PI of 212.5 compared to a MIP of 107.3.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
602	4%	9%	25%	61%

PI	=	9%	+	25%	+	61%	=	95%
				25%	+	61%	=	86%
					+	(.5)*61%	=	30.5%
						PI	=	212.5

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

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results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

AF Bushwick met this measure by a margin of 55 percentage points.

2018-19 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	89%	95	39%	768
4	83%	106	33%	783
5	83%	92	30%	853
6	83%	88	30%	1030
7	85%	96	31%	950
8	99%	90	29%	953
All	87%	567	32%	5337

ADDITIONAL EVIDENCE

Grade level performance ranged from 50 to 70 percentage points better than the district. Gaps between AF Bushwick and the district have been consistent over the past several years.

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

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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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	88%	33%	99%	15%	89%	39%
4	78%	27%	90%	30%	83%	33%
5	69%	27%	87%	28%	83%	30%
6	88%	20%	74%	30%	83%	30%
7	87%	22%	97%	27%	85%	31%
8	93%	15%	98%	25%	99%	29%
All	84%	33%	91%	30%	87%	32%

Goal 2: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

AF Bushwick significantly surpassed this measure with an overall effect size of 2.85.

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2017-18 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	93%	105	96%	40%	56%	2.73
4	92%	99	82%	33%	49%	2.46
5	87%	93	88%	30%	58%	3.14
6	86%	99	74%	30%	44%	2.18
7	87%	94	96%	26%	70%	3.36
8	79%	92	98%	23%	75%	3.30
All	88%	582	89%	30%	59%	2.85

School's Overall Comparative Performance:

Performing higher than expected to a large degree

ADDITIONAL EVIDENCE

Effect size over time has been consistently high.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	83%	567	85%	25%	3.05
2016-17	3-8	78%	575	83%	28%	4.32
2017-18	3-8	88%	582	89%	30%	2.85

Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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

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

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

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

AF Bushwick met this target with a Mean Growth Percentile of 59.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.5	50.0
5	61.5	50.0
6	56	50.0
7	62	50.0
8	78.5	50.0
All	<u>59</u>	50.0

ADDITIONAL EVIDENCE

All 5 grades met or nearly met (49.5) the target.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	48	53	49.5	50.0
5	54	58	61.5	50.0
6	70	73	56	50.0
7	72	74	62	50.0
8	74	76	78.5	50.0
All	64	<u>67</u>	<u>59</u>	50.0

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

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SUMMARY OF THE MATHEMATICS GOAL

AF Bushwick met all five of the Mathematics measures.

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.	MET
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MET
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	MET
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	MET
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	MET

ACTION PLAN

Achievement First Bushwick will continue refining its curriculum that regularly assesses students' math skills and problem solving abilities.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

Our program is designed to ensure that students develop the skills and understandings necessary to be prepared for introductory college level science courses and ultimately the careers of their choice, including (but not limited to) careers in science, engineering, and technology. Our program goes beyond the floor set by current external assessments to ensure that all performance expectations set forth in the Next Generation Science Standards are met. The rigor of content, concepts, and practices gradually increases in complexity from grade band to grade band, to ensure that our scholars have the knowledge and skills to choose careers in STEM.

The program is driven by the National Research Council's Framework for K-12 Science Education, which states: "To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months." To accomplish this goal, students build background knowledge and an understanding of science by deeply engaging with a focused set of core ideas and practices throughout their educational experience. Through this intensive approach, they will build expertise and use their expertise to make sense of new information or tackle problems.

The Next Generation Science Standards call for us to teach the practices or methods of science and engineering within our content and to focus on the many methods and practices of science and engineering rather than a single method. In order to support meaningful learning in science and engineering, our science program integrates core ideas of the discipline, science and engineering practices, crosscutting concepts, and Common Core literacy and mathematics. In grades K-8, the program is based on integrated science scope & sequences produced by Achievement First, which draw on a variety of resources from educational publishers, external content experts, and internally designed materials.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. 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.

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RESULTS AND EVALUATION

AF Bushwick nearly met this measure with 74% 4th and 8th graders proficient on the Science exam.

Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	91%	106
8	56%	90
All	74%	196

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	N/A	N/A	N/A
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A

91% of 4th graders were proficient on the Science exam. AF Bushwick does not administer the Science Regents exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	97	96%	83	91%	106
8	82%	83	72%	79	56%	90
All	91%	180	85%	162	74%	196

Goal 3: Comparative Measure

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

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METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

AF Bushwick met this measure with 12 percentage point margin vs. the district proficiency.

2018-19 State Science 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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91%	106	85%	830
8	56%	90	40%	889
All	74%	196	62%	1719

ADDITIONAL EVIDENCE

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	98%	N/A	96%	85%	91%	N/A
8	82%	N/A	72%	40%	56%	N/A
All	91%	N/A	85%	62%	74%	N/A

SUMMARY OF THE SCIENCE GOAL

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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AF Bushwick met both of the Science measures.

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

ACTION PLAN

Achievement First Bushwick will continue its curriculum of provoking and encouraging scientific inquiry and discovery.

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Achievement First Bushwick is in good standing.

ADDITIONAL EVIDENCE

Achievement First Bushwick has consistently been in good standing.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing