



**Beginning  
with Children**  
Charter School 2

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**2018-19 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Submitted By

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The Beginning with Children Foundation (BwC), Esosa Ogbahon (Managing Director of Teaching and Learning), Mike Ferrara (Lower School Co-Principal), Yvette Ferrara (Lower School Co-Principal), and Edwin Santiago (Middle School Principal) prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>	<b>Committees</b>
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Esosa Ogbahon is the school's founding principal and has led Beginning with Children Charter School 2 (BwCCS 2) since February 2012. Mike and Yvette Ferrara became co-principals of BwCCS 2 Lower School in August 2017. When Mr. Ogbahon advanced to Managing Director of Teaching and Learning for the BwC Foundation in July 2019, Edwin Santiago became principal of BwCCS 2's Middle School after completing a Principal in residence period.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Opened in September 2012, 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-7 in 2018-19. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. BwCCS 2 students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

Key design elements include:

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2014-15	45	52	54	42						193
2015-16	52	52	56	54	41					255
2016-17	42	53	51	51	53	40				290
2017-18	53	45	52	51	54	52	47			354
2018-19	45	56	49	54	53	52	56	47		412

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### BACKGROUND

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

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

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

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

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

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

The Middle School reading program builds on literacy skills gained in our elementary school. In Middle School literacy is taught in daily 90 minute blocks in order to minimize transitions between classes and to better integrate reading, writing and history instruction. The foundation of our Middle School literacy program is built on three components - Houghton Mifflin Harcourt's (HMH) Journeys/Collections Literacy Program, explicit vocabulary instruction through Educational Publishing Services' Classical Roots Program, interdisciplinary writing using social studies content.

These core curricular elements are supplemented by teacher-created units using texts such as *My Antonia*, *The Underdogs* and *Far From the Tree*.

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

During the 18/19 school year, both the elementary school and the middle school also administered standards aligned Interim Assessments. The teacher created, network vetted assessments consisted of short and long constructed responses. The data from both the F&P and Interim Assessments was stored in our Learning Management System, Illuminate and used by teachers and administration to plan for mastery of standards. The data is analyzed frequently and used to customize instruction to meet the needs of our students. For example, the Fountas and Pinnell data is used to create reading groups and set learning and instructional goals within the groups.

Through professional development, teachers are supported in analyzing both quantitative student data and qualitative constructed response data. In concert with administration, teachers create next steps for their students. In this way, we are best able to prepare our students for future success. In addition to teacher coaching and internal professional development sessions, teachers were also able to attend the Literacy for All conference at Lesley University, summer courses at Teachers College, the National Council of Teachers of English, as well as a variety of sessions to support English Language Learners.

With regards to report cards, staff continued to use Journeys/Collections/NYS Standards as the basis of the report cards sent home to families. Through the support of the Beginning with Children Foundation, BwCCS 2 has continued to refine its standards-based reports. The report cards were assessment based and provided our students' families with a clear understanding of their child's progress towards meeting Common Core standards.

Finally, BwCCS 2 continued its summer, after school, and Saturday programs. At the elementary level, the after-school program provided students in small groups with extra support in identified areas of weakness. At the middle school level, the summer program provided at-risk students with supports in literacy and math. The Saturday program, offered January - April to all students in grades 3-5, provided extra support for students preparing to take the New York State Assessments.

### Goal 1: Absolute Measure

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

### Method

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 7 grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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).

2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>					Total Enrolled
		IEP	ELL	Absent	Refused	No Assessment	
3	49				2		51
4	53					1	
5	50						
6	52			1		1	
7	40					6	
8	--						
All	244	0	0	2	1	8	255

### RESULTS AND EVALUATION

BwCCS 2 did not achieve this measure overall; however, students in grade 3 (83%) did have greater than 75% proficiency.

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	80%	49	83%	41
4	60%	53	61%	44
5	40%	50	43%	44
6	38%	52	41%	46
7	43%	40	44%	39
8				
All	52%	244	54%	214

### ADDITIONAL EVIDENCE

BwCCS 2 continues to perform with the mid 50 percent at proficiency in ELA.

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

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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	66%	44	59%	44	83%	41
4	58%	48	54%	48	61%	44
5	49%	35	42%	48	43%	44
6			76%	37	41%	46
7					44%	39
8						
All	58%	127	56%	177	54%	214

### 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

The ELA Performance Index (PI) calculates to 143 rounded, well above the target Measure of Interim Progress set by NYS of 105.

### 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
244	17	30	40	13

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$$\begin{array}{rclclclcl}
 \text{PI} & = & 30 & + & 40 & + & 13 & = & 83 \\
 & & & & 40 & + & 13 & = & 53 \\
 & & & & & + & (.5)*13 & = & 6.5 \\
 & & & & & & \text{PI} & = & 142.5
 \end{array}$$

## Goal 1: Comparative Measure

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

## METHOD

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

## RESULTS AND EVALUATION

BwCCS 2 achieved this ELA measure. Students in at least their second year at the school outperformed the local district 14 overall by 10 percentage points. The greatest difference is seen in grade 3 with our 83% proficient to their 53%.

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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	83%	41	53%	1084
4	61%	44	49%	1071
5	43%	44	37%	1084
6	41%	46	44%	1112
7	44%	39	38%	1053
8				
All	54%	214	44%	5404

## ADDITIONAL EVIDENCE

BwCCS 2 consistently outperforms the local district in in ELA in comparable grade levels year after year.

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



## 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	66%	44%	59%	53%	83%	53%
4	58%	48%	54%	47%	61%	49%
5	49%	35%	42%	38%	43%	37%
6			76%	43%	41%	44%
7					44%	38%
8						
All	58%	39%	56%	45%	54%	44%

### 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.

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### RESULTS AND EVALUATION

BwCCS 2 achieved this measure in 2017-18, the most recent data available, with an Effect Size of 1.21, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

#### 2017-18 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	98.0	51	60.8	34.7	26.1	1.45
4	94.3	53	52.8	33.9	18.9	1.04
5	86.3	53	37.7	25.8	12.0	0.75
6	89.4	42	66.7	35.0	31.7	1.74
7						
8						
All	92.1	199	53.8	32.2	21.6	1.21

#### School's Overall Comparative Performance:

*Higher than expected to a large degree*

### ADDITIONAL EVIDENCE

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

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-4	88.4	92	50.1	28.1	1.23
2016-17	3-5	89.1	141	57.6	26.4	1.87
2017-18	3-6	92.1	199	53.8	32.2	1.21

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

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

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

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### 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.

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.<sup>4</sup>

### RESULTS AND EVALUATION

BwCCS 2 did not achieve this growth measure in 2017-18. With an overall mean growth percentile of 47.2, only students in grade 6 made adequate growth with a mean unadjusted growth percentile of 54.8.

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

Grade	Mean Growth Percentile	
	School	Target
4	44.3	50.0
5	43.9	50.0
6	54.8	50.0
7		50.0
8		50.0
All	<b>47.2</b>	50.0

### ADDITIONAL EVIDENCE

2017-18 marked the only year in the past three in which the overall MGP was less than 50.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	51.4	59.1	44.3	50.0
5		56.9	43.9	50.0
6			54.8	50.0
7				50.0
8				50.0
All	<b>51.4</b>	<b>58.1</b>	<b>47.2</b>	50.0

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



## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While we are still progressing toward having 75 percent at proficiency on the CCLS ELA exam, BwCCS 2 achieved all other accountability measures with the exception of the mean growth percentile target of 50. While the growth in ELA may have leveled off based on this metric, students consistently outperform the local district in terms of proficiency on the New York State ELA exam. Reflecting on 2016-17 results, the school performed higher than expected to a large degree in the comparative performance analysis conducted by SUNY.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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 school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Did Not Achieve

## ACTION PLAN

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

### Lower School:

- Partner with literacy consultant Dr. Lizette Suvo (formerly a direct report of Irene Fountas) to enhance *Responsive Teaching* in Guided Reading in grades K-5
- Develop systems to collaboratively grade and analyze our network-wide interim assessment data in grades 2-5
- Add a school library that complements classroom libraries in order to:
  - Further instill students love of reading
  - Provide rich research opportunities for students
  - Provide organized texts to supplement teacher instruction
  - House guest readers & speakers to enhance student literacy experience
- Organize Journeys lessons & literacy centers thematically in grades K-2 in order to help students make connections, build vocabulary, and develop deeper content understanding

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- Formalize classroom novel studies in grades 3-5
- Teach Jolly Phonics explicitly and in isolation the first quarter of school in Kindergarten, paired with assessment every eighth day
- Train staff on Specially Designed Instruction to support students with disabilities and English Language Learners
- Maintain our focus on beyond-the-text and about-the-text questioning throughout the literacy block
- Maintain our focus on giving frequent opportunities to write about reading using text-dependent prompts
- Maintain frequent ongoing ELA coaching

### Middle School:

- Bringing focus to the following areas:
  - Assessment
    - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
    - Introducing I-Ready and Quarterly Long Term Writing Projects
    - Introducing bi-weekly blind admin-created quizzes
    - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments
    - Informally assessing below grade level students using F&P in between formal assessment windows
  - Guided Reading and Intervention
    - Providing Professional Development for Teachers: How to Plan and Implement Guided Reading Effectively
    - Using the Leveled Literacy Intervention program to support and assess below grade level readers
    - Study Hall/Intervention for Below Grade Level Students
  - Great Writing
    - Writing daily with an emphasis on the 5 Habits of Great Writers
    - Writing Marathon, a week of intensive writing twice a year
    - Formalized Grammar Instruction, assessed using monthly grammar quizzes
  - Shared Reading and Identifying Main Idea
    - Providing Professional Development for Teachers: Supporting Students in Accessing Main Idea and Central Idea
    - Daily Shared Reading
    - Continued development of novel studies, short story and poetry units

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

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

At BwCCS 2 we believe that all children can succeed. Our math curriculum built around Math in Focus embeds Common Core aligned instruction into every 60-90 minute lesson. The program supports teachers in providing students with systematic and explicit instruction in the key areas of math as identified by the authors of the Common Core State Standards and Trends in International Mathematics and Science Study. Those key areas are: making sense of problems and solving them; reasoning abstractly and quantitatively; constructing viable arguments and assessing the work of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. The Math in Focus Curriculum emphasizes depth of mathematical topics rather than breadth. Math in Focus lessons are organized in a way that meets the needs of students. Specifically, Math in Focus uses a concrete-pictorial-abstract approach to introduce topics to Students.

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

- Consistent terminology is used throughout the program
- Consistent fact practice and mastery
- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent use of Interactive Whiteboard lessons
- Frequent use of in-program unit assessments to assess learning and plan for future instruction

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- Embedded ELL supports through the use of consistent language and concrete-pictorial-abstract progression
- A focused, coherent curriculum that emphasizes teaching to mastery
- A visual, balanced approach that meets students' needs
- Confidence in knowing that the program has informed the creation of the Common Core math standards

BwCCS 2's implementation of Math in Focus during the 2018/19 school year was supported by ongoing internal and external professional development. Four teachers from the Lower School attended the Regional Math Conference & Exposition presented by the National Council of Teachers of Mathematics in Seattle (November 2018) and turnkeyed information to the broader school community. The school also presented an internal "Building Number Sense" series of professional development sessions led by various teachers and administrators.

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

Our Middle School math program is taught in daily 90 minutes blocks in order to minimize time lost in transitions between classes and to allow for greater opportunity to practice skills with and without the direct support of the teacher. The instruction builds on math skills gained in our elementary school. The foundation of our Middle School math program is built on three components - the HMH Math in Focus Program, standards aligned software, and supplementary resources. The supplementary resources included EngageNY and ReadyNY Instruction and Problem Solving texts.

Finally, BwCCS2 instituted a series of quarterly Math Interim Assessments in the 2018-2019 school year in order to a.) receive quality data for instruction, b.) provide opportunities for students to gain familiarity with testing format & procedures, and c.) allow for collaborative discussions & review with other schools in our network.

### **Goal 2: Absolute Measure**

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

### **METHOD**

The school administered the New York State Testing Program mathematics assessment to students in 3 through 7 grades 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

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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 <sup>5</sup>					Total Enrolled
		IEP	ELL	Absent	Refused	No Assessment	
3	50						50
4	52						52
5	58						58
6	53					1	54
7	40					4	44
8	--						
All	245	0	0	0	2	5	252

### RESULTS AND EVALUATION

BwCCS 2 did not achieve this measure overall, however 86 percent of fifth grade students in at least their second year at the school performed at levels 3 and 4. Overall, 66 percent of grade 3-7 students in at least their second year tested at proficiency on the NYS mathematics exam.

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	62%	50	62%	42
4	69%	52	72%	43
5	86%	50	86%	44
6	60%	53	67%	46
7	38%	40	39%	38
8				
All	64%	245	66%	213

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

## ADDITIONAL EVIDENCE

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

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	66%	44	70%	44	62%	42
4	71%	48	61%	49	72%	43
5	72%	36	77%	48	86%	44
6			53%	38	67%	46
7					39%	38
8						
All	70%	128	66%	179	66%	213

### 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

The math Performance Index (PI) calculates to 167, surpassing the Measure of Interim Progress (MIP) of 107.

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### 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
245	13	23	32	32

$$\begin{array}{rclclclcl}
 \text{PI} & = & 23 & + & 32 & + & 32 & = & 87 \\
 & & & & 32 & + & 32 & = & 64 \\
 & & & & & + & (.5)*32 & = & 16 \\
 & & & & & & \text{PI} & = & 167
 \end{array}$$

### Goal 2: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

BwCCS 2 achieved this comparative math measure by outperforming the local District 14 in each grade 3 through 7 on the NYS 2019 math assessment.

### 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62%	42	51%	1098
4	72%	43	52%	1067
5	86%	44	40%	1068
6	67%	46	37%	1109
7	39%	38	35%	1008
8				
All	66%	213	43%	5350

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

### ADDITIONAL EVIDENCE

As evidenced in the following table, BwCCS 2 consistently outperforms its local district in math overall by at least 20 points.

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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	66%	42%	70%	55%	62%	51%
4	71%	36%	61%	44%	72%	52%
5	71%	38%	77%	39%	86%	40%
6			53%	30%	67%	37%
7					39%	35%
8						
All	70%	39%	66%	42%	66%	43%

### 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

BwCCS 2 achieved this measure in 2017-18, the most recent data available, with an Effect Size of 1.57, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

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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	98.0	51	68.6	37.4	31.2	1.50
4	94.3	54	59.3	32.0	27.3	1.37
5	86.3	53	75.5	30.1	45.4	2.44
6	89.4	44	45.5	27.9	17.5	0.90
7						
8						
All	92.1	202	62.9	32.0	30.9	1.57

#### School's Overall Comparative Performance:

*Higher than expected to a large degree*

## ADDITIONAL EVIDENCE

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

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-4	88.4	92	79.6	30.5	2.37
2016-17	3-5	89.1	141	65.8	29.5	1.88
2017-18	3-7	92.1	202	62.9	32.0	1.57

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

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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

<sup>7</sup> 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.<sup>8</sup>

### RESULTS AND EVALUATION

Although BwCCS 2 did not achieve this growth measure overall, grade 5 students did have a mean growth percentile of 58.9.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	41.5	50.0
5	58.9	50.0
6	35.6	50.0
7		50.0
8		50.0
All	<b>46.0</b>	50.0

### ADDITIONAL EVIDENCE

BwCCS 2 experienced big math growth in 2015-16, however it has leveled off in recent years. Although students continue to outperform the local district on the NYS math exam, the math department is reflecting on how to increase proficiency levels going forward. Please refer to the action plan at the end of this section for details.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	68.6	54.2	41.5	50.0
5		42.1	58.9	50.0
6			35.6	50.0
7				50.0
8				50.0
All	<b>68.6</b>	<b>49.0</b>	<b>46.0</b>	50.0

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

## SUMMARY OF THE MATHEMATICS GOAL

BwCCS 2 continues to work toward increasing proficiency rates in math. Although our scholars continue to outperform the local district and scored higher than expected to large degree on the comparative analysis, the mean growth percentile in 2017-8 did not exceed the statewide median of 50.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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 school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Did Not Achieve

## ACTION PLAN

The following strategies will be implemented throughout the 2019-20 school year at the Beginning with Children Charter School 2.

### Lower School:

- Developing a greater sense of hands-on learning in grades K-5, starting with two tailored professional development sessions led by our Math in Focus representative in August 2019, with the knowledge that more firm foundational understandings lead to easier and more confident mathematical thinking
- Developing systems to collaboratively grade and analyze our network-wide interim assessment data in grades 2-5
- Placing greater emphasis on constructed math responses
- Incorporating more explicit and formal Calendar Math instruction
- Tweaking pacing calendar to add more instructional time for areas that require additional opportunities for growth & mastery (e.g., fractions in 4th grade math)



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- Maintaining students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Instructing in guided, small groups, in order to meet children at their instructional level and support growth across all cohorts
- Maintaining frequent, ongoing math coaching

### Middle School:

- Bringing focus to the following areas:
  - Assessment
    - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
    - Introducing I-Ready
    - Introducing bi-weekly blind admin-created quizzes
    - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments
  - In 6th Grade, providing greater and earlier opportunities for students to engage with standards aligned geometry concepts. In addition, creating greater opportunities for students to demonstrate not only procedural mastery, but conceptual mastery of geometry standards.
  - In 7th Grade, similarly providing greater and earlier opportunities for students to engage with standards aligned geometry concepts. In addition, creating greater opportunities for students to demonstrate not only procedural mastery, but conceptual mastery of geometry standards.
  - In 8th Grade, successfully rolling out our inaugural 8th grade math year by
    - providing twice weekly coaching
    - providing earlier and greater opportunities for students to demonstrate mastery on standards-aligned constructed response prompts
    - designing a 90-minute block that allows for daily small group instruction
    - designing a pacing calendar that allows for mastery by April 2020 of grade level content including minor clusters

### GOAL 3: SCIENCE

#### Goal 3: Science

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

#### BACKGROUND

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

The FOSS program supports teachers in providing students with systemic and explicit instruction in the key areas of science. Students visit and revisit key science topics within the K-7 scope and sequence. The goals of the program are to promote:

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

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

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

- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent opportunities to build content knowledge through reading and writing about science
- Frequent use of in-program formative and summative assessments to assess learning and plan for future instruction

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- Embedded ELL supports through the use of consistent language and the use of pictures and concrete objects
- Opportunities to transfer in-classroom learning to the real-world through the use of field experiences
- Connections between in-classroom learning and the development and implementation of a student-run recycling program.

### Goal 3: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

BwCCS 2 achieved this absolute science measure having 98 percent of students in at least their second year of enrollment at the school score at proficiency.

Charter School Performance on 2018-19 State Science 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
4	94%	50	98%	41

### ADDITIONAL EVIDENCE

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	90%	48	94%	48	98%	41

## Goal 3: Comparative Measure

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

## METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state’s release of district science data, the 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

2018-19 district science results have not been released at the time of this report.

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 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	41		

## ADDITIONAL EVIDENCE

Grade 4 science students at Beginning with Children Charter School 2 have outscored the local district for three years in a row.

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	90%	88%	94%	90%	98%	TBD

<sup>9</sup> This table uses the prior year’s results as 2018-19 district science scores are not yet available.



## SUMMARY OF THE SCIENCE GOAL

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

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

## ACTION PLAN

- BwCCS 2's Lower School science specialist will continue to implement FOSS in grades K-5.
- BwCCS 2's Middle School will fully build out its program with the addition of an 8th grade science specialist, complementing the returning the 6th and 7th grade science teachers.
- The 8th grade science will work with an eye towards having our inaugural 8th graders demonstrate mastery on both the performance and written portions of the NYSTP 8th grade science assessment.
- Science teachers will work to create alignment between the Lower and Middle School science scope and sequence
- Science teachers will continue to develop a project-based approach to science instruction

## GOAL 4: ESSA

### Goal 4: ESSA

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

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

The school continues to be in Good Standing.

### ADDITIONAL EVIDENCE

BwCCS 2 has been in Good Standing since it opened.

Accountability Status by Year

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