

**Bedford Stuyvesant Collegiate
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Lucie Carlino, Director of School Support, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Linton Mann III	Chair	Executive, Academic
Brett Peiser		
Chrystal Stokes Williams		Audit, Advocacy
Ekwutozia U. Nwabuzor		Executive, Academic
John Greenstein		Finance, Advocacy
John Kim		Finance
Joseph F. Wayland		Executive, Finance
Shakima Jones		Advocacy, Finance
Tony Pasquariello	Vice Chair	Executive
Jabali Sawiki		Academic
Ann Mathews		Academic

Ishani Mehta has served as the Principal of the school since 2020. Kate Latta has served as the Director of Operations of the school since 2017.

SCHOOL OVERVIEW

The mission of Bedford Stuyvesant Collegiate Charter School (BSC) is to prepare each student for college. Bedford Stuyvesant Collegiate opened on August 25, 2008. The school opened with 5th grade and now serves 5th – 8th grade since 2012.

Bedford Stuyvesant Collegiate's school design includes seven core components.

Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Bedford Stuyvesant Collegiate students, therefore, is tied to mastering this fundamental skill. In 2020-21, Bedford Stuyvesant Collegiate provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades 5-8

- Scholars have two hours and a half hour of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.

At BSC, 5-8 families and scholars are expected to read together for 20 minutes each night as well.

Target Curriculum Focused on Basic Skills. Bedford Stuyvesant Collegiate does not use an off-the-shelf curriculum. Rather, Bedford Stuyvesant Collegiate uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Bedford Stuyvesant Collegiate teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Bedford Stuyvesant Collegiate administered two internally aligned Interim Assessments. Bedford Stuyvesant Collegiate teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Bedford Stuyvesant Collegiate also utilized the information to target content- and skills-driven tutoring and small-group instruction.

Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our schools.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Bedford Stuyvesant Collegiate has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Bedford Stuyvesant Collegiate provides its students with every possible opportunity to learn.

Bedford Stuyvesant Collegiate students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in 5th grade, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Bedford Stuyvesant Collegiate students, freshman year of college will be a natural extension of their educational experience at Bedford Stuyvesant Collegiate.

Bedford Stuyvesant Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2020-21, Bedford Stuyvesant Collegiate created a calm, composed, and disciplined environment to maximize the amount of time on-task.

Insist on Family Involvement. Bedford Stuyvesant Collegiate Charter School's educational program is structured so that families must be involved in their child's academic pursuits. In 2020-21, Bedford Stuyvesant Collegiate families:

- had virtual report card conferences during the COVID-19 closure;

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- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through virtual meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

COVID-19 Closure

During the unexpected school closure due to COVID-19, Bedford Stuyvesant Collegiate Charter School continued remote learning for all our students through January 2021. In grades 5-8, Bedford Stuyvesant Collegiate Charter School provided a digitally driven live instruction model to continue and further student learning and mastery of objectives of untaught materials.

- **Teacher Office Hours:** Teachers maintained daily office hours Monday through Thursday. During this time, students can ask questions and teachers can give feedback on work that was submitted to ensure students are understanding the content. Teachers can and should also schedule extra touchpoints with students who will need additional support over the course of the week.
- **Teacher/Student Check-In (5-8):** To maintain a personal touchpoint with individual students to ensure their well-being and to maintain community, teachers scheduled 10 - 20 minute check-ins with students at least one time per week. The goals of the check-in include: checking in on student well-being, determining if students have any personal/family needs, providing feedback or answering questions about student work. (For grades 5-8 these check-ins can be split by advisories or by content area(s) and will be school leader discretion).
 - School leaders (Principals and Directors of Operation) also provided support as needed to ensure the academic progress and wellness of students. Additionally, if a teacher is struggling to reach a student and/or the student is not completing their work, a school leader will need to follow-up with the student and/or family to reset expectations and help determine solutions to any issues.

Bedford Stuyvesant Collegiate Charter School provided live remote instruction through Google Classroom. This consisted of an instruction video for their core academic classes as well as classwork handouts from Google Classroom. Students submitted their assignments through Google Classroom which counted for attendance and was graded for completion and accuracy. Teachers were available via Zoom during the 1-hour class period to provide office hours for students.

- Each day, students access a 20-minute instructional video from Google Classroom for one of their core academic classes and view during its scheduled 1-hour class period.
- During the remaining 40 minutes, students access the classwork handout from Google Classroom and complete using guidance from the video and any other resources.

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- Students may submit assignments as a Google doc through Google Classroom. ○ Students may complete work on loose-leaf and submit photos of assignments via Google Classroom.
- Students submit what they have completed by the end of the 1-hour class period. This will count as their attendance and will be graded for completion and accuracy.
- Teachers of the course are available via Zoom during the 40 minutes following the video to provide “office hours” for students. Students can Zoom in to ask questions of their teacher.
- Teachers of AP Courses can determine if they want to assign additional work outside of the hour period. Grades will be based on classwork and assessments.

Families who reported not having access to Wi-Fi enabled devices received Chromebooks delivered directly to the student’s homes by the start of the school year.

In January 2021, Bedford Stuyvesant Collegiate Charter School opened for in-person hybrid instruction for grades K-12. At this point in time, we felt that we had met our reopening criteria for students and staff to return to the building. Uncommon also offered an equitable full-remote learning model for all families. Scholars who transitioned to hybrid learning had the opportunity to:

- Learn in-person two days a week (either Mon/Weds or Tues/Thurs) in student groups of 15 or less.
- Learn remotely three days a week

Scholars who remained in full remote learning continued to attend live, Zoom learning Monday-Thursday mornings to maintain consistent remote schedules for scholars and families.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17						86	87	91	74					338
2017-18						87	88	85	86					346
2018-19						89	89	88	85					351
2019-20						84	88	89	83					344
2020-21						81	90	96	89					356

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Uncommon New York City students will be proficient readers and writers of the English language.

BACKGROUND

The Bedford Stuyvesant Collegiate (BSC) English Language Arts curriculum reflects our understanding that literacy is the foundation upon which all future knowledge is built. We provide our scholars with 150 minutes of reading instruction each day. Our reading program overcomes our scholars' early literacy deficits by aggressively accelerating them through a coherent set of curricula that addresses five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Computer Reading Program; reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

At Bedford Stuyvesant Collegiate, students receive 60 minutes of reading and writing instruction daily, independent reading on several days of the week, as well as a robust library with word incentives, including special t-shirts for students who reach up to 1,000,000 words. During independent reading, students can read an independent reading book on their level. Their levels are determined by the STAR Reading Assessment 4 times a year. The school library carried books ranging across all grade levels to support scholars' growth and knowledge. Scholars were given point goals every month to aid in increasing reading levels.

Bedford Stuyvesant Collegiate administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see "Summary of ELA Goal" section). School-created assessments include: bimonthly writing compositions and quarterly Interim Assessments. A full-time Learning Support Coordinator (Special Education Coordinator) helps the Principal develop and lead extensive and intensive professional development to ensure that Bedford Stuyvesant Collegiate's English Language Arts Goals are met.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

METHOD

Bedford Stuyvesant Collegiate Charter School typically uses internally developed Interim Assessments and Final Examinations in addition to the criterion-referenced New York State exams in ELA. Given updates to state testing in the 2020-21 school year due to COVID-19 and the transition to hybrid learning, Bedford Stuyvesant Collegiate Charter School administered fewer internally-developed interim assessments for ELA in both Elementary and Middle school than in a typical school year.

The interim assessments in ELA are aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans, and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded, and data shared so that teachers and administrators can develop action plans based on objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans, and the implementation of these plans.

While remote learning continued for all students through January, Bedford Stuyvesant Collegiate Charter School continued to have consistent ELA instruction where scholars in Grades 5-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran ELA teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments as well as passage practice tasks. Scholars also were able to attend live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted. Students were also encouraged to engage in independent reading for 1 hour a week.

Bedford Stuyvesant Collegiate Charter School transitioned to hybrid learning in early January, where students had the option to attend in person hybrid learning at least twice a week or complete remote learning. During remote learning days, all students continued to attend live classes through Zoom just as if they were in the classroom.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally developed

RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022. Students in Grades 5-8 took 2 interim assessments during the 2020-2021 school year. All students, regardless if they were attending in-person hybrid or remote learning took these assessments. Those students who were remote only learning for the 2020-2021 school year, were administered these assessments remotely. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. These numbers are consistent with those assessments that were completed during the 19-20 school year,

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where they attended more in-person learning. We are pleased with the results and we are particularly impressed with our 6th and 8th grade cohorts.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	55%	78	57%	41
6	68%	84	68%	75
7	58%	90	59%	85
8	62%	84	62%	80
All	61%	336	62%	281

ADDITIONAL CONTEXT AND EVIDENCE

While we were not able to see our results on a NYS ELA exam, our student's results on the 2020-21 interim assessments are in line with those of the results from interim assessments in 2019-2020, which consisted of more in-person learning for all students.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Given the internal assessments provided to students, Bedford Stuyvesant Collegiate did meet the ELA goal for the 2020-2021 school year based on the interim assessments that were administered. While there is continued work to do to close the remote learning gap, we are confident in being able to execute our action plan below now that we have returned to full in-person learning for SY2021-22.

ACTION PLAN

Bedford Stuyvesant Charter School is continuing to improve ELA performance for its students. Our action steps relate to Remediation, Observation & Feedback, and Expansion.

Remediation: We will continue to have a tutoring block in the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year's NYS ELA exam (as available), internal interim assessments, and daily classroom assessments (called "Exit Tickets").

Observation & Feedback: ELA teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take at least 90 minutes of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

METHOD

Bedford Stuyvesant Collegiate Charter School typically uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

During the 20-21 academic year Bedford Stuyvesant Collegiate Charter School was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March of 2020, and shifted to optional hybrid learning in 20-21 Bedford Stuyvesant Collegiate Charter School administered 2 internally developed and aligned Interim Assessments to students. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and

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whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes whether the students were in-person during hybrid learning or entirely remote.

During remote learning that continued through the beginning of January 2021, Bedford Stuyvesant Collegiate Charter School continued to have consistent Math instruction where scholars in Grades 5-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

Bedford Stuyvesant Collegiate Charter School shifted to Hybrid learning in the beginning of January 2021 where limited class sizes attended in-person learning through a hybrid schedule. This consisted of students attending in-person learning at least twice a week, but as much as four times a week. Approximately 50% of our Middle and Elementary School students continued remote learning through the entire 2020-2021 school year. These students continued to receive the same instruction as those who were attending in-person learning through Zoom. Students received instruction through their classroom teacher through Zoom with deliverables for all students due in Google Classroom.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Internally developed**

RESULTS AND EVALUATION

The below is data from the most recent Interim Assessments administered in 2020-2021, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2020-2021. Both our Elementary and Middle School students took 2 interim assessments during the 2020-21 school year. The chart below represents the percentage of students who are advanced or proficient on their interim assessments.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	50%	79	53%	42
6	61%	81	61%	73
7	58%	93	57%	87
8	46%	88	46%	84
All	54%	341	54%	286

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Based on our data, we are making progress toward our mathematics goal.

ACTION PLAN

Over the course of the past school year, Uncommon Schools has made continuous changes to its program in order to ensure that the curriculum, schedule, and instruction best support student learning in math, while accommodating and shifting to Remote Learning. Changes include: revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we strive to continue to provide both real-time feedback and consistent feedback on written work submissions via teacher- led sessions on Zoom and comprehensive feedback on graded assignments. As a network, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May, resuming in the 2021-22 school year. In small group instruction, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scope and sequences as well as provide real-time feedback in-person as we shift back during the 2021-2022 school year. We feel that our students will benefit from returning to in-person learning and resuming the small group instruction for our students.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

The science curriculum at Bedford Stuyvesant Collegiate Charter School has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Bedford Stuyvesant Collegiate Charter School continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

Bedford Stuyvesant Collegiate Charter School transitioned to option in-person hybrid learning in early January 2021. During that time, students who opted into in-person hybrid learning attended school at least twice a week, up to four times a week. During this time, they resumed their in-person science instruction. For remote students, and during remote days, students attended Zoom Science instruction with their Science teacher. Students had assignments that were completed through Google Classroom.

METHOD

The school administered two internal interim Science assessments in the 2020-21 school year.

RESULTS AND EVALUATION

Bedford Stuyvesant Charter School 5th -8th grade students took 2 rounds of internal Interim Assessments.

Below is a table summarizing student performance on the 2020-2021 interim assessments in Science.

59% of students attained proficiency or advanced status on the final interim assessment administered this year.

Performance on final administered internally developed Science interim assessment 2020-2021 School Year

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	5	6	7	8
% Proficient	63%	62%	59%	53%

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

While we do not have 8th grade state exam data (Regents) to compare, we believe that we are meeting our goal of science proficiency for students at the middle school level.

ACTION PLAN

In 2021-21, Bedford Stuyvesant Collegiate Charter School will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Bedford Stuyvesant Charter School remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: 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.

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RESULTS AND EVALUATION

Bedford Stuyvesant Charter School received a “Good Standing” status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

ADDITIONAL EVIDENCE

Bedford Stuyvesant Charter School received a “Good Standing” status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	[X] ²	[#]	[X]	[Yes/No]

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

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Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ³	2+ students	75%	[#]	[%]	[Yes/No]
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End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁴	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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I-READY

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	[%] ⁶	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		