



**BwC Charter  
School 2**



**Community  
High School**

# **Beginning with Children Charter School 2 and Community High School**

## **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Beginning with Children, Mike Ferrara, Yvette  
Ferrara, Edwin Santiago, Eloise Cummings & Esosa  
Ogbahon

Lower School: 215 Heyward St, Brooklyn, NY 11206  
Phone: (718) 302-7700

Middle School: 11 Bartlett St, Brooklyn, NY 11206  
Phone: (718) 599-2924

High School: 250 Jay St, Brooklyn, NY 11201  
Phone: 917-893-3999

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

**The Beginning with Children Foundation (BwC), Mike Ferrara (Lower School Co- Principal), Yvette Ferrara (Lower School Co- Principal), Edwin Santiago (Middle School Co-Principal), Eloise Cummings (Middle School Co-Principal), and Esosa Ogbahon (High School Principal) prepared this 2022-23 Accountability Plan Progress Report on behalf of the school’s board of trustees:**

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**Founding Principal Esosa Ogbahon led Beginning with Children Charter School 2 (BwCCS 2) from February 2012 to July 2019. 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. In July 2022, Eloise Cummings became Co-Principal of BwCCS 2’s Middle School. Mr. Ogbahon became the Superintendent of BwC Foundation and the founding principal of BwCCS 2’s High School (Community High School) in July 2022.**

## SCHOOL OVERVIEW

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 from kindergarten through high school. BwCCS 2 students achieve academic excellence and develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

In August 2022, BwCCS 2 launched the inaugural 9th grade of Community High School. Community High School was designed to provide our students with a rich and high quality academic and enrichment program through the 12th grade, ensuring that our students are prepared to succeed and thrive in college and the 21st century workplace. Our academic curriculum is based in Brooklyn and New York City history, culture and politics, with a rich array of learning opportunities inside and outside the classroom. Our students explore and develop their own special talents through immersive academic work and projects, work-based learning opportunities, and a four-year career and advisory program.

Key design elements include:

- In our K-8 grades, an 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;
- In our K-8 grades, a comprehensive intervention program including Saturday academy, after school tutoring and embedded enrichment and intervention activities to ensure academic success; and a robust 20-day summer academic and enrichment through the Summer Boost partnership with Bloomberg Philanthropies.
- In our high school grades, an innovative year-round academic and enrichment curriculum that includes a Summer Explorations college and career readiness program.
- 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 Beginning with Children Foundation as the school's management organization detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

## 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 |
| 2020-21  | 63 | 55 | 53 | 52 | 51 | 52 | 53 | 53 | 51 |    |    |    |    | 483   |
| 2021-22  | 54 | 51 | 52 | 50 | 50 | 51 | 52 | 58 | 51 |    |    |    |    | 469   |
| 2022-23  | 58 | 53 | 54 | 52 | 49 | 51 | 66 | 60 | 61 | 93 |    |    |    | 597   |

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/jrs/sirs/ht>)

**2022-23 was the first year of operation for the Community High School so we did not have a fourth-year cohort.**

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

**2022-23 was the first year of operation for the Community High School so we did not have a fourth-year or fifth-year cohorts.**

## PROMOTION POLICY

State Commissioner's Part 100.5 Diploma Requirements require students to earn at least 22 units of credit to earn a diploma. Community High School calculates credits towards graduation using a year-based model with the State's requirement of 22 units of credit.

In accordance with Part 100 Regulations, students must earn 22 credits, distributed across specific subjects and aligned to specific NYSED learning standards, in order to graduate. To earn a local and Regents diploma CHS students must earn 4 credits in English Language Arts, 3 credits in Math, 4 credits in Social Studies (2 in Global History, 1 in U.S. History,  $\frac{1}{2}$  in Government and  $\frac{1}{2}$  in Economics), 3 credits in Science (1 in Life Science, 1 in Physical Science, and 1 in Life Science or Physical Science), 1 credits in Languages Other Than English (LOTE), 1 credits in Visual Art or Performing Art, 2 credits in Physical Education,  $\frac{1}{2}$  credit in Health, and 3  $\frac{1}{2}$  Electives credits.

To accumulate a credit, students must be provided with the opportunity to receive 54 hours of instruction and must demonstrate mastery of the content and skills by earning a grade of 65% or higher. All credit-bearing courses address high school (i.e., commencement-level) learning standards and meet instructional time requirements.

CHS also has a Promotion in Doubt ("PID") process to provide parents/guardians and students with early warning that a child may be at risk for failure to enable the school and family to work together to prevent academic failure and retention. While informal discussions happen frequently when a teacher identifies children at risk and interventions are put in place to support the students' growth and success, the formal process, if necessary, begins after the students' reports cards are distributed in the winter. Families are notified in writing and then meet with the Principal and appropriate staff members. The purpose of this meeting is to discuss the concerns related to the student's performance and to involve parents/guardians in planning interventions for the student who is in jeopardy of being retained. A PID conference form is then completed and submitted to the Principal. In May, your child's advisor will schedule another meeting with the parents/guardians/caregivers if there is still a concern about a student's ability to meet the grade level goals by the end of the school year. In June after the administration and grading of the Regents tests, parents/caregivers will be notified of their child's scores. Students not achieving passing scores (65 for most students) will be required to retake failed exams the following August and may be retained in the same grade should they not pass.

## GOAL 1: HIGH SCHOOL GRADUATION

Goal 1: BwCCS2 High School (“Community High School”) students will make continual progress towards meeting graduation requirements

### Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least five credits (if 22 needed for graduation) each year.

Percent of Students in First- and Second-Year Cohorts  
Earning the Required Number of Credits in 2022-23

| Cohort Designation | Number in Cohort during 2022-23 | Percent promoted |
|--------------------|---------------------------------|------------------|
| 2021               | 1.                              | N.A.             |
| 2022               | 80                              | 82.5%            |

### Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

Community High School did not have students in their second year of high school in 2022-23.

### Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.

Community High School did not have students in their fourth year of high school in 2022-23.

### Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Community High School did not have students in their fourth year of high school in 2022-23.

### Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

**SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL**

Community High School achieved the one graduation indicator that applied to the high school in 2022-23. 82.5% of the 2022 Total Cohort earned at least 5 credits.

| Type              | Measure  | Outcome        |
|-------------------|--|----------------|
| Leading Indicator | Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least five credits (if 22 needed for graduation) each year.  | Achieved       |
| Leading Indicator | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.             | Not Applicable |
| Absolute          | Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.  | Not Applicable |
| Absolute          | Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.   | Not Applicable |
| Comparative       | Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.                             | Not Applicable |
| Absolute          | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. | Not Applicable |

**EVALUATION OF THE GRADUATION GOAL**

Most of the high school graduation metrics do not apply for 2022-23 because Community High School was in year one of operation.

## GOAL 2: COLLEGE PREPARATION

Goal 2: BwCCS2 High School (“Community High School”) students will graduate prepared to succeed in college.

College and career readiness is at the core of Community High School’s programming. CHS students are exposed to college level academic experiences as early as 9th grade. In the 2022-23 school year, 9th grade students had the opportunity to participate in the College Level Examination Program (CLEP) in which students independently progressed through a series of online college level algebra lessons to prepare for a credit bearing final exam. Additionally, 9th grade students took the Pre ACT 8/9 to assess the skills and knowledge they need to focus on in preparation for college. In the 2023-24 school year, students will also have the opportunity to take college courses at City Tech through the College Now partnership.

In addition to college level academic exposure, all CHS students are exposed to a wide range of colleges and careers and engage with network alumni and industry professionals to learn more about potential postsecondary pathways through an advisory program. In the 2022-23 school year, 9th grade students had the chance to visit more than 10 local and out of state colleges, empowering them to think critically about their future from the onset of their high school years.

Community High School also seeks to prepare students for college success that extends beyond the classroom. Through a winter Exploration series, 9th grade students engaged with financial literacy topics, such as financial planning, budgeting, bank accounts, and taxes. Through a summer Exploration series, 9th grade students participated in a paid internship program to gain durable skills, such as writing professional emails, completing hiring paperwork, and public speaking. As CHS expands to serve 10th grade students in the 2023-24 school year, exposing students to rigorous academic opportunities, a variety of college campuses, and a diverse set of industry professionals, along with providing opportunities to develop life and workforce readiness skills will continue to be a priority.

### **College Preparation Goal Measure 1 - Absolute**

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

CHS is a new high school and did not have a graduating class in 2022-23.

### College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Not Applicable in 2022-23

## SUMMARY OF THE COLLEGE PREPARATION GOAL

The College Preparatory metrics did not apply to BwCCS2 High School (“Community High School”) during 2022-23 as it was the first year enrolling high school students.

| Type     | Measure  | Outcome        |
|----------|--|----------------|
| Absolute | Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness. | Not Applicable |
| Absolute | Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.            | N/A            |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|             |  |                |
|-------------|--|----------------|
| Comparative | Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.                      | N/A            |
| Absolute    | Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation. | Not Applicable |

## GOAL 3: ENGLISH LANGUAGE ARTS

ES/MS Goal: Beginning with Children Charter School 2 students will become proficient readers and writers of the English language.

### ELEMENTARY SCHOOL BACKGROUND

At BwCCS 2 we believe that all children can succeed.

The 2022-2023 School Year was our second year implementing the Fishtank Learning curriculum. BwCCS2 leaders and staff were able to build upon the success of the launch / pilot year and better instruct Fishtank's rigorous, standards aligned, culturally relevant, well-reviewed curriculum.

The Fishtank ELA curriculum aims to develop students into critical readers, writers, and thinkers. Fishtank hopes to widen student perspectives so that they can better understand themselves and the world around them.

The curriculum is designed around the following guiding principles for ELA: building knowledge to nurture critical thinking and agency; centering diverse, relevant, and rigorous texts; prioritizing student voices & ideas; learning to write, writing to learn; preparing teachers to support students. The program is grounded in a love of rich, authentic, complete texts.

In the 2022-2023 School Year, BwCCS 2 Teachers received four training sessions from the designers of the curriculum (Structuring a Writing Lesson, Leveraging Target Task Writing, Supporting Multilingual Learners, and Monitoring Student Progress) as well as frequent coaching support from the Co-Principals, Deans, and Director of Special Needs Supports. A portion of teacher coaching was dedicated to collaborative grading and review of Fishtank Learning's daily Target Tasks.

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

The writing portion of Fishtank Learning is taught using a multidisciplinary approach. Through the incorporation of Science and Social Studies, students have the opportunity to build background knowledge, deepen their understanding of the content, and explore the structures of informational text. Writing units strengthen their ability to critically think about and craft narrative, opinion, and persuasive writing.

Our core reading program is supplemented by Foundations phonics, Scholastic Short Reads, Leveled Literacy Intervention, and teacher-created materials.

In addition to Fishtank curriculum assessments / quizzes & daily target tasks, all students are assessed 3 times a year on the Fountas & Pinnell Benchmark Assessment until they've tested out. 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.

To ensure an additional formal academic assessment checkpoint, students used the iReady computerized diagnostic tool. All children in grades K-5 participated in the Formal Diagnostic

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Assessment 3 times (Fall, Winter, Spring) and worked on their individual Learning Pathways during station learning rotations. 1-1 Student Technology has been achieved in order to facilitate this process and aid in student computer literacy.

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.

Staff used Fishtank Learning and 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 Next Generation standards.

BwCCS 2 continued its Summer School, Afterschool, and Saturday School programming. Summer School & Afterschool, available to all children, offered both remediation and enrichment to support students at every level. Each day of Afterschool Programming began with academic support and concluded with choice-based well-rounded programming (sports, drama, culinary, etc.) Saturday School was available for grades 3-5 and focused entirely on ELA & Math standards. All Summer School, Afterschool, and Saturday School programming was taught by 100% fulltime BwCCS 2 teachers and leaders.

Finally, all children have access to our modern schoolwide library. A full checkout system was implemented to give students another opportunity to check out school books in addition to the books available in their classroom lending libraries. Our school co-librarians offered promotions, contests, and National Library Week programming to further develop a student love of reading.

### MIDDLE SCHOOL BACKGROUND

BwCCS2 Middle Teachers in 6-8 continued to use Fishtank Learning as the core curriculum along with teacher created materials to support our vertical alignment. Teachers participated in formal professional development sessions with the trainers from Fishtank Learning and maintained frequent ongoing ELA coaching with the Co-Principal.

We assessed students using various tools, including the iReady diagnostic, which is administered Tri annually, quarterly writing assessments, quarterly vocabulary assessments, and F&P reading assessments for students performing below grade level.

We also expanded our Summer School, Afterschool, and Saturday School programming. We offered 4 weeks of summer school taught by our own in-house teachers. We expanded our afterschool program to include tutoring & homework help and we also offered Saturday School to support students' attainment of English language arts goals and preparations for Regents exams.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### HIGH SCHOOL BACKGROUND

Community High School piloted the *Riveting Results* curriculum with its 9th grade students. The curriculum’s focus on reading complex text, daily vocabulary instruction, daily fluency practice, paraphrasing and frequent written responses to text supports students’ rapid acquisition of English language arts skills. Over the course of the year, students read, analyzed and responded to *The Secret of the Yellow Death* and *The Big Sea*.

Teachers and administrative staff participated in summer and school year professional development on the curriculum. The professional development promoted a successful implementation of the curriculum. PD included an overview of the program, instruction on how to use the digital applications that support fluency and paraphrasing skill development, and onsite coaching modeling.

With regards to assessment, students’ scaffolded notes are graded on a near daily basis. In addition, CHS administers the iReady assessment in the fall, winter and spring. Teachers use this data to target and monitor intervention support for our students.

CHS will continue to use *Riveting Results* and iReady with its 10th grade students in preparation for taking the NYS English Regents in June 2024.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested |         |         |             |                   |              | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|----------------|
|       |              | Absent     | Refusal | ELL/IEP | Admin error | Medically excused | Other reason |                |
| 3     | 43           | 0          | 9       | 0       | 0           | 0                 | 0            | 52             |
| 4     | 41           | 0          | 7       | 0       | 0           | 0                 | 0            | 48             |
| 5     | 44           | 0          | 6       | 0       | 0           | 0                 | 1            | 51             |
| 6     | 66           | 0          | 0       | 0       | 0           | 0                 | 2            | 68             |
| 7     | 60           | 0          | 2       | 0       | 0           | 0                 | 1            | 63             |
| 8     | 58           | 0          | 0       | 0       | 0           | 0                 | 0            | 58             |
| All   | 312          | 0          | 24      | 0       | 0           | 0                 | 4            | 340            |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | 43            | 29                | 67%                | 41                                     | 29                | 71%                |
| 4     | 41            | 37                | 90%                | 36                                     | 33                | 92%                |
| 5     | 44            | 26                | 59%                | 42                                     | 25                | 60%                |
| 6     | 66            | 25                | 38%                | 44                                     | 22                | 50%                |
| 7     | 60            | 37                | 62%                | 49                                     | 30                | 61%                |
| 8     | 58            | 34                | 59%                | 52                                     | 31                | 60%                |
| All   | 312           | 188               | 60%                | 264                                    | 170               | 64%                |

#### ELA Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

#### ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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>

<sup>1</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

<sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                  |                          |                  |
|-------|---|------------------|--------------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District 14 Students |                  |
|       | Percent<br>Proficient                                       | Number<br>Tested | Percent<br>Proficient    | Number<br>Tested |
| 3     | 71%   | 41               | 757                      | 54%              |
| 4     | 92%   | 36               | 734                      | 53%              |
| 5     | 60%   | 42               | 781                      | 48%              |
| 6     | 50%   | 44               | 735                      | 59%              |
| 7     | 61%   | 49               | 706                      | 53%              |
| 8     | 60%   | 52               | 698                      | 57%              |
| All   | 64%   | 264              | 4411                     | 54%              |

#### ELA Measure 4 - 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.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

<sup>3</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

2021-22 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 <sup>4</sup> |           | Effect Size |
|-------|------------------------------------|--|-----------|-------------|
|       |                                    | Actual   | Predicted |             |
| 3     | 94.0                               | 68.3   | 30.9      | 2.01        |
| 4     | 92.0                               | 39.5   | 26.5      | 0.76        |
| 5     | 94.1                               | 23.9   | 22.5      | 0.10        |
| 6     | 96.2                               | 60.0   | 42.4      | 1.12        |
| 7     | 98.3                               | 46.4   | 33.8      | 0.79        |
| 8     | 82.4                               | 64.7   | 42.2      | 1.25        |
| All   | 92.9                               | 50.5   | 33.5      | 0.99        |

**ELA Measure 5 - 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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

**ELA INTERNAL EXAM RESULTS**

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready.

The median percent progress toward Typical Growth for B2 3<sup>rd</sup> through 8<sup>th</sup> grade students End of Year is 155%. Typical Growth is the average annual growth for a student at their grade and placement level.

B2’s median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall was greater than 110% at 161% by the spring assessment administration. The Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade B2 students with disabilities did not exceed the ATG in English Language Arts of all general education students with a median percent progress of 145%, missing the 155% target and thus not meeting the measure. The other i-Ready ELA measure that was not met in 2022-23 was having 75% of all 2+ year students score at

<sup>4</sup> Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

the Mid or Above Grade Level scale score for the year-end assessment. Only 25% of students in this group scored at Mid or Above Grade Level based on the year-end administration.

### I-READY

#### 2022-23 i-Ready ELA 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.  | All students                            | 100%   | 333    | 155%    | Yes  |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%   | 148    | 161%    | Yes  |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>5</sup> | 155%   | 79     | 145%    | No   |
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the Mid or Above Grade Level scale score for the year-end assessment.  | 2+ students                             | 75%    | 280    | 25%     | No   |

#### End of Year Performance on 2022-23 i-Ready ELA 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 or Above Grade Level | Number Tested | Percent Mid or Above Grade Level       | Number Tested |
| 3      | 40.38%                           | 52            | 45.65%                                 | 46            |
| 4      | 21.28%                           | 47            | 21.43%                                 | 42            |
| 5      | 13.73%                           | 51            | 14.58%                                 | 48            |
| 6      | 16.67%                           | 66            | 19.57%                                 | 46            |
| 7      | 20.00%                           | 60            | 23.40%                                 | 47            |
| 8      | 24.56%                           | 57            | 27.45%                                 | 51            |

<sup>5</sup> 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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|     |        |     |        |     |
|-----|--------|-----|--------|-----|
| All | 22.52% | 333 | 25.36% | 280 |
|-----|--------|-----|--------|-----|

### End of Year Growth on 2022-23 i-Ready ELA Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3      | 161.50%                                 | 52            |
| 4      | 117%                                    | 47            |
| 5      | 100%                                    | 51            |
| 6      | 110.5%                                  | 66            |
| 7      | 183.5%                                  | 60            |
| 8      | 178%                                    | 57            |
| All    | 155%                                    | 333           |

### SUMMARY OF THE ELA GOAL

The charter school met two of the three English Language Arts goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2021-22 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

| Type        | Measure  | Outcome      |
|-------------|--|--------------|
| Absolute    | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.   | Not Achieved |
| 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.   | N/A          |
| 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. | Achieved     |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|        |   |     |
|--------|---|-----|
| 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. | N/A |
|--------|---|-----|

### EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
  - o The charter school did meet this measure. Overall, 64% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 4 were our high points with 71% and 92% scoring at levels 3 and 4 respectively. 6th grade performed below our average with 50%.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - o The charter school did meet this measure with 64% proficient compared to the district’s 54% overall in grades 3-8.
3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - o The charter school did meet this measure, having an effect size of 0.99.
4. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.
  - o Based on the i-Ready exams that were administered three times, the school’s median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students was greater than 100%.

### LOWER SCHOOL ACTION PLAN

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

- Focus ELA Professional Development around “Supporting Struggling Readers” through a three-part series presented by Heinemann consultants
- Formalize data meeting protocols to enhance teachers’ understanding of their individual students and vertically norm the way we discuss student progress
- Revise K-5 Pacing Calendars to support student learning following our first two years of implementation with the Fishtank curriculum
- Formally score & track students’ Fishtank “Target Task” written responses two - three times / unit in order to improve teacher coaching, support classroom conversations about teaching & learning, and refine supports provided by SETSS & ENL teachers
- Maintain frequent ongoing ELA coaching with Co-Principals, the K-2 & 3-5 Deans of

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Academics & Culture, and the Director of Special Needs Supports

- Embed Writing instruction into all other discipline areas (Reading, Math, Social Studies, and Science, Music, Art, & PE)
- Put an equal emphasis on student enrichment and intervention through tailored differentiation techniques and the support of additional teachers during intervention blocks
- Continue to utilize and improve upon the analysis of the iReady Online Assessment. Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test confidently online.
- Provide K-5 high dosage tutoring in Afterschool and during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
  - For the third year in a row, BwCCS2 will employ two full-time SETSS providers and two full-time ENL providers
- Maintain our focus on beyond-the-text and about-the-text questioning throughout the literacy block. This will also be a focus of Professional Development.
- Maintain our focus on giving frequent opportunities to write about reading using text dependent prompts

### MIDDLE SCHOOL ACTION PLAN

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

- BwCCS2 Middle Teachers in 6-8 will use Fishtank Learning as the core curricula along with other teacher created materials to continue our vertical alignment.
- Maintain frequent ongoing ELA coaching with Co-Principal
- Maintain and improve upon online tools for ELA comprehension and success that were refined during the 22/23 school year
  - Edulastic and Google Classroom will be utilized in independent literacy stations while other children are meeting with one of their teachers.
  - These tools, as well as Zoom/GoogleMeet tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Assessment
  - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
  - Using standards-based grading to identify key standards for teachers to focus on, as well as utilizing standardized rubrics to measure student achievement and growth.
  - Bringing consistency to the analysis of exit tickets, quizzes and end of unit assessments.
  - Informally assessing students who are below grade level as measured by F&P in between formal assessment windows
- Guided Reading and Intervention

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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

### HIGH SCHOOL ELA

HS Goal: BWCHS students will demonstrate college level proficiency in reading, writing and speaking.

#### High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Community High School does not have a fourth-year cohort in 2022-23.

#### High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Community High School does not have a fourth-year cohort in 2022-23.

#### High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

#### High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Community High School does not have a fourth-year cohort in 2022-23.

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Community High School does not have a fourth-year cohort in 2022-23.

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

None of the high school English Language Arts accountability measures applied to BwCCS2 High School (“Community High School”) in 2022-23.

| Type     | Measure  | Outcome        |
|----------|--|----------------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Not Applicable |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|             |  |                |
|-------------|--|----------------|
| Absolute    | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.  | Not Applicable |
| Absolute    | Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.   | N/A            |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.  | N/A            |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.   | N/A            |
| Comparative | Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.   | N/A            |
| Growth      | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.       | Not Applicable |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Not Applicable |

### HIGH SCHOOL ACTION PLAN

Going forward Community High School will use the following strategies in the English Language Arts program:

- Continue implementation of and professional development for the *Riveting Results* curriculum in both 9th and 10th grades
- Provide additional professional development opportunities to staff to support higher quality integrated co-teaching and ENL instruction in the English language arts classroom
- Incorporating Barron’s Regents Prep text into weekly practice
- Using Regents-like prompts as a regular part of the weekly instructional routine
- Use Quill.org resources to support the development of writing mechanics

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Provide students with weekly opportunities to view and grade other students' anonymized work using NYS Regents rubrics
- Encourage students who are ready to take the Regents early by taking it in January 2024
- Using released Regents exams as the basis for midterm and final exams
- Offer a mock Regents in April and use the data from that administration to inform Regents prep activities for the spring term

## GOAL 4: MATHEMATICS

ES/MS Goal: Beginning with Children Charter School 2 students will become proficient readers and writers of the English language.

### ELEMENTARY SCHOOL BACKGROUND

In Beginning with Children Charter School 2's eleventh year, BwCCS2 Leaders and Staff continued our use of the Eureka Math curriculum. Eureka's aligned & straightforward, yet rigorous, approach supports all children, including students with special needs and English Language Learners.

Eureka Math is a holistic Prekindergarten through Grade 12 curriculum that carefully sequences mathematical progressions in expertly crafted modules. The program is replete with in-depth professional development, learning materials, and a community of support.

Eureka Math is the most widely used Math curriculum in the United States and is very highly rated on EdReports. Thoughtfully constructed and designed like a story, *Eureka Math* is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students gain a complete body of math knowledge, not just a discrete set of skills. They use the same models and problem-solving methods from grade to grade, so math concepts stay with them, year after year. The print and digital materials are thorough, clear, and well-aligned.

While Eureka allots 60 minutes for a standard lesson, BwCCS 2 offers 70 minutes for K-2 lessons and 90 minutes for 3-5 lessons. The additional time affords teachers & staff the opportunity to incorporate every lesson component without rushing through the rigorous content. BwCCS 2 ensures that every Eureka lesson includes all of the main components: fluency practice, application problem, concept development, exit ticket, and student debrief.

BwCCS 2 teachers scored and tracked exit tickets in grade-wide spreadsheets in order to improve conversations about student learning and the supports provided by SETSS & ENL providers. Daily exit tickets worked in concert with Mid-Module Assessments and End-of-Module Assessments to provide a clear picture of student math understanding. Similar to English Language Arts, students completed the iReady computerized diagnostic 3x / year (Fall, Winter, Spring) and worked on individual pathways during station teaching to provide an additional layer of data.

K-5 Pacing Calendars were developed in collaboration with Eureka professionals, utilizing their yearlong K-5 curricular overview that offers pacing recommendations per module and standard.

Professional Development with Eureka representatives, in addition to on-the-ground coaching by the Co-Principals, Deans, and Director of Special Needs Supports, focused on: distribution of instructional minutes, tools & representations, modes of instructional delivery, scaffolds, intellectual preparation, and lesson structure. The staff also engaged in frequent vertical alignment conversations and K-5 "walkthroughs" to determine trends and dictate professional development needs. Training started during our August Summer Institute and continued throughout the school year and on Staff Development Days (full professional learning days in which the students remained home).

Additional key attributes of BwCCS 2's implementation of the Eureka Math program include the

following:

- Consistent terminology
- Consistent fluency practice and mastery
- Hands-on activities
- Embedded ENL supports through the use of consistent language and concrete-pictorial-abstract progression
- A focused, coherent curriculum that emphasizes teaching grade-level content to mastery
- A visual, balanced approach that meets students' needs

## MIDDLE SCHOOL BACKGROUND

During the 2022-2023 school year, the B2 middle school grades 6 through 8 continued to implement the Fishtank Learning math curriculum for the second year, which was accompanied by professional development provided by the curriculum developers. Fishtank Learning strongly emphasizes promoting deep conceptual understanding among students, encouraging them to explore the reasons behind mathematical concepts and develop the ability to apply these ideas in various contexts and applications. This curriculum has received positive ratings on edreports.com, particularly its rigor, focus, coherence, and usability.

In February, there was a shift in instructional focus to prepare students who chose to complete the Regents math exams. Recognizing the importance of accommodating student choice and providing necessary support, the school utilized Barron's Algebra Regents 1 test prep book to dive deep into Regents content within a short turnaround time. This resource allowed students to engage in targeted review and practice of the specific content areas assessed in the Regents exams.

Additionally, the Fishtank Learning curriculum integration continued throughout the Regents exam preparation period. While the focus shifted to exam-specific content, the curriculum's emphasis on conceptual understanding and application remained intact. The Fishtank Learning assessments were instrumental in identifying students' strengths and areas requiring additional support, enabling teachers to tailor their instruction and address the specific requirements of the Regents exams.

The students who chose to participate in the Regents exam preparation sessions demonstrated high commitment to their academic success. Their dedication, combined with the focused exam preparation using Barron's test prep book and the ongoing support provided through the Fishtank Learning curriculum, significantly contributed to their achievement. As a result, an impressive 85% of students who took the Regents math exams passed.

Integrating Barron's test prep book alongside the Fishtank Learning curriculum and assessments during the 2022-2023 school year provided students with a comprehensive and targeted approach to exam preparation. This combination of resources allowed students to deepen their understanding of Regents' content and apply their knowledge effectively. The collaborative efforts of teachers, administrators, and students played a crucial role in achieving this notable accomplishment, highlighting the effectiveness of the instructional strategies and resources employed during the Regents exam preparation period.

## HIGH SCHOOL BACKGROUND

Community High School taught Algebra to its 9th graders using Fishtank Math and Achievement First's math curricula. The curricula focus on exploring linear functions, quadratic functions, and exponential

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

functions. And then using that exploration to support students' graphical and algebraic understanding of the features of each function in service of creating mathematical models and analyses.

Teachers participated in summer and school year professional development on the curriculum. The professional development promoted a successful implementation of the curricula. PD topics included an overview of the program, instruction on digital supports such as Delta Math and onsite coaching modeling.

With regards to assessment, students' exit tickets are graded on a near daily basis. In addition, CHS administers the iReady assessment in the fall, winter and spring. Teachers use this data to target and monitor intervention support for our students.

CHS will continue to use AF's Algebra curriculum and also begin using AF's Geometry curriculum in addition to iReady in order to prepare students to take the NYS Regents in June 2024.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested |         |         |             |                   |              |              | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|--------------|----------------|
|       |              | Absent     | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents |                |
| 3     | 42           | 0          | 10      | 0       | 0           | 0                 | 0            |              | 10             |
| 4     | 42           | 0          | 6       | 0       | 0           | 0                 | 0            |              | 6              |
| 5     | 44           | 0          | 6       | 0       | 0           | 0                 | 1            |              | 7              |
| 6     | 66           | 0          | 0       | 0       | 0           | 0                 | 1            |              | 2              |
| 7     | 61           | 0          | 1       | 0       | 0           | 0                 | 0            |              | 2              |
| 8     | 58           | 0          | 0       | 0       | 0           | 0                 | 0            |              | 0              |
| All   | 313          | 0          | 23      | 0       | 0           | 0                 | 2            | 0            | 27             |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students  |                   |                    | Enrolled in at least their Second Year |                   |                    |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
|       | Number Tested | Number Proficient | Percent Proficient | Number Tested                          | Number Proficient | Percent Proficient |
| 3     | 42            | 40                | 95%                | 40                                     | 38                | 95%                |
| 4     | 42            | 38                | 90%                | 37                                     | 33                | 89%                |
| 5     | 44            | 37                | 84%                | 42                                     | 36                | 86%                |
| 6     | 66            | 17                | 26%                | 43                                     | 14                | 33%                |
| 7     | 61            | 33                | 54%                | 48                                     | 26                | 54%                |
| 8     | 58            | 39                | 67%                | 52                                     | 36                | 69%                |
| All   | 313           | 204               | 65%                | 262                                    | 183               | 70%                |

#### Math Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

#### Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.

2022-23 State Mathematics Exam  
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency                 |                  |                       |                  |
|-------|---|------------------|-----------------------|------------------|
|       | Charter School Students<br>In At Least 2 <sup>nd</sup> Year |                  | All District Students |                  |
|       | Percent<br>Proficient                                       | Number<br>Tested | Percent<br>Proficient | Number<br>Tested |
| 3     | 95%   | 40               | 59%                   | 776              |
| 4     | 89%   | 37               | 50%                   | 743              |
| 5     | 86%   | 42               | 48%                   | 777              |
| 6     | 33%   | 43               | 51%                   | 669              |
| 7     | 54%   | 48               | 50%                   | 642              |
| 8     | 69%   | 52               | 24%                   | 139              |
| All   | 70%   | 262              | 51%                   | 3746             |

**Math Measure 4 - 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.

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 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 target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2021-22 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 |           | Effect Size |
|-------|------------------------------------|-----------------------------------|-----------|-------------|
|       |                                    | Actual                            | Predicted |             |
| 3     | 94.0                               | 74.4                              | 30.7      | 2.13        |
| 4     | 92.0                               | 79.5                              | 24.1      | 2.97        |
| 5     | 94.1                               | 29.5                              | 18.7      | 0.67        |
| 6     | 96.2                               | 0.0                               | 18.9      | 1.21        |
| 7     | 98.3                               | 45.5                              | 14.7      | 2.03        |
| 8     | 82.4                               | 62.7                              | 17.3      | 2.37        |
| All   | 92.8                               | 54.0                              | 20.3      | 1.90        |

#### Math Measure 5 - 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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

#### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

The median percent progress toward Typical Growth for B2 3<sup>rd</sup> through 8<sup>th</sup> grade students End of Year is 163%. Typical Growth is the average annual growth for a student at their grade and placement level.

B2’s median percent progress to Annual Typical Growth of all 3<sup>rd</sup> through 8<sup>th</sup> grade students who were two or more grade levels below grade level in the fall was greater than 110% at 155.5% by the spring assessment administration. The Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade B2 students with disabilities did not exceed the ATG in mathematics of all general education students with a median percent progress of 137% compared to the Gen Ed 172% thus not meeting the measure. The other i-Ready math measure that was not met in 2022-23 was having 75% of all 2+ year students score at the Mid or Above Grade Level scale score for the year-end assessment. 37% of students in this group scored at mid-on-grade level or above performing at grade level based on the year-end administration.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### I-READY

#### 2022-23 i-Ready 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.  | All students                            | 100%   | 335    | 163%    | Yes  |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%   | 124    | 155.5%  | Yes  |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school. | Students with disabilities <sup>6</sup> | 172%   | 81     | 137%    | No   |
| Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the Mid or Above Grade Level scale score for the year-end assessment.  | 2+ students                             | 75%    | 281    | 37%     | No   |

#### End of Year Performance on 2022-23 i-Ready 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 or Above Grade Level | Number Tested | Percent Mid or Above Grade Level       | Number Tested |
| 3      | 44.23%                           | 52            | 50.00%                                 | 46            |
| 4      | 36.17%                           | 47            | 35.71%                                 | 42            |
| 5      | 34.00%                           | 50            | 34.04%                                 | 47            |
| 6      | 9.09%                            | 66            | 10.87%                                 | 46            |
| 7      | 35.48%                           | 62            | 41.67%                                 | 48            |
| 8      | 44.83%                           | 58            | 46.15%                                 | 52            |
| All    | 33.13%                           | 335           | 36.65%                                 | 281           |

<sup>6</sup> 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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Growth on 2022-23 i-Ready Mathematics Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3      | 141.5%                                  | 52            |
| 4      | 135%                                    | 47            |
| 5      | 144%                                    | 50            |
| 6      | 107%                                    | 66            |
| 7      | 200%                                    | 62            |
| 8      | 310.5%                                  | 58            |
| All    | 163%                                    | 335           |

### SUMMARY OF THE MATHEMATICS GOAL

The charter school met two of the three mathematics goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2021-22 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data.

| 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.   | Not Achieved |
| Absolute    | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.   | N/A          |
| 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. | 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.  | N/A          |

## EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
  - The charter school did not meet this measure. Overall, 70% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 3 and 4 were our high points with 95% and 89% scoring at levels 3 and 4 respectively. 6th grade performed below our average with 33%.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - The charter school did meet this measure with 70% proficient compared to the district's 51% overall in grades 3-8.
3. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
  - The charter school did meet this measure, having an effect size of 1.90.
4. The charter school demonstrated academic growth in 2022-23 based on interim assessments.
  - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3<sup>rd</sup> through 8<sup>th</sup> grade students was greater than 100%.

## LOWER SCHOOL ACTION PLAN

The following strategies will be implemented throughout the 2022-2023 school year at Beginning with Children Charter School 2:

- Provide Math Professional Development centered around Conceptual Understanding and supporting English Language Learners
- Continue to emphasize the Read-Draw-Write approach
- Institute K-5 "Math Bowls" to further develop grade level fluency & automaticity
- Revise K-5 Pacing Calendars to improve pacing following our second year of implementation with the Eureka curriculum
- Continue to track students' Eureka "Exit Tickets" daily in order to improve teacher coaching, support classroom conversations about teaching & learning, and refine the supports provided by SETSS & ENL teachers
- Maintain frequent ongoing Math coaching with Co-Principals, the K-2 & 3-5 Deans of Academics & Culture, and the Director of Special Needs Supports
- Put an equal emphasis on student enrichment and intervention through tailored differentiation techniques and the support of additional teachers during intervention blocks
- Continue to utilize and improve upon the analysis of the iReady Online Assessment. Students in grades K-5 will take the diagnostic 3x/ year in order to support instruction,

obtain a formal snapshot of student learning, and develop children’s ability to test with fidelity online.

- Provide K-5 high dosage tutoring in after school and during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
  - For the third year in a row, BwCCS2 will employ two full-time SETSS providers and two full-time ENL providers
- Maintain our emphasis on the Concrete-Pictorial-Abstract continuum, with the knowledge that more firm foundational understandings lead to easier and more confident mathematical thinking
- Maintain students’ demonstrated strength in algorithmic computations, while strengthening students’ abilities to apply those algorithms in novel situations
- Instruct in guided, small groups, to meet children at their instructional level and support growth across all cohorts

### MIDDLE SCHOOL ACTION PLAN

#### Updated Action Plan to Improve Academic Performance:

- Conduct a comprehensive assessment: Administer the iReady online assessment three times a year to gather data on student progress and identify areas of strength and improvement.
- Utilize the chosen curriculum: Implement the Fishtank Learning Math Curriculum for grades 6-8, supplementing it with Maneuvering the Middle for targeted areas of need and All Things Algebra for Algebra 1 Regents classes. Ensure alignment of instruction with curriculum standards.
- Ongoing coaching with Assistant Principal: Provide regular coaching and support from the Assistant Principal to teachers, focusing on implementing effective instructional strategies, utilizing curriculum resources, and analyzing student data to inform instruction.
- Shift to a questioning mindset: Promote a shift in students' mindset from focusing solely on finding the right answer to asking the right questions. Encourage critical thinking, problem-solving skills, and inquiry-based learning to foster deeper understanding.
- Emphasize number operations and algorithmic computation fluency: Begin the year with a strong emphasis on developing students' proficiency in number operations and computational fluency, providing ample practice and targeted instruction in these areas.
- Implement small group instruction with rotations: Utilize a small group instruction model with rotations, allowing for targeted and differentiated instruction based on student needs. Provide opportunities for collaborative learning and individualized support.
- Use standards-based assessments: Administer assessments that align with the curriculum standards, providing clear criteria for success. Regularly analyze assessment results to identify areas of improvement and inform instructional decisions.
- 6th-grade focus on procedural and conceptual mastery: Focus heavily on developing both procedural and conceptual mastery in mathematics for 6th-grade students. Provide opportunities for hands-on learning, problem-solving, and real-world applications.
- 7th Grade equation writing and real-world scenarios: In 7th grade, provide opportunities for

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

students to write equations to represent real-world scenarios, shifting the focus from solely finding the answer to understanding the process and application of algebraic concepts.

- Increase Algebra Regents pass rates: Set a goal to increase the number of students taking and passing the high school Algebra Regents exam. Provide targeted support, additional resources, and focused instruction to improve pass rates, aiming to ensure success for all students.
- Regularly evaluate and refine the action plan: Conduct regular evaluations of the action plan's effectiveness, gathering feedback from teachers, students, and parents. Make necessary adjustments and refinements to ensure continuous improvement and alignment with student needs.

### HIGH SCHOOL MATHEMATICS

HS Goal: BWCHS students will demonstrate readiness in college level math.

#### High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Not applicable. Community High School does not have a fourth-year cohort in 2022-23. Community High School had only ninth grade 2022 Cohort students this year. Of the 80 students in the 2022 Accountability Cohort, 13% scored at level 4 or greater on the Algebra 1 Regents exam.

#### High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Not applicable. Community High School does not have a fourth-year cohort in 2022-23. Community High School had only ninth grade 2022 Cohort students this year. Of the 80 students in the 2022 Accountability Cohort, 68% scored at level 3 or greater on the Algebra 1 Regents exam.

#### High School Math Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23.

### High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23.

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The Institute does not require charters to report on this measure for 2022-23.

### High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Community High School does not have a fourth-year cohort in 2022-23.

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Community High School does not have a fourth-year cohort in 2022-23.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Although Community High School does not have a fourth-year cohort in 2022-23, 80 ninth grade students took Algebra 1 with 68% passing with a level 3 or above.

| Type        | Measure   | Outcome        |
|-------------|---|----------------|
| Absolute    | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.   | Not Applicable |
| Absolute    | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.  | Not Applicable |
| Absolute    | Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.   | N/A            |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.  | N/A            |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.   | N/A            |
| Comparative | Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.  | N/A            |
| Growth      | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.       | Not Applicable |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Not Applicable |

ACTION PLAN

Steps in response to data:

- Providing Coursemojo (online synchronous math class) used to give a double dose of algebra to weakest algebra students

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Ensuring students have daily practice on Delta Math
- Balancing digital work with increased pencil/paper work
- Additional professional development on aligning algebra/geometry instruction to NYS standards
- Daily practice with released Regents questions
- Mastering the following calculator skills:
  - graphing (all types of functions)
  - using the calculator to test equivalence
  - graphing linear inequalities (using the appropriate shading feature)
  - using the “intersect” feature to test solutions to equations
  - using calculator to find minimums and maximums of all types of functions
- Midterms/Finals questions pulled from released exams and graded using the regents grading scale
- Using iXL content as a resource for students and families.
- Creating a checklist of skills pulled from AF daily lessons, in service of creating a study guide per unit of the curriculum

## GOAL 5: SCIENCE

ES/MS Goal: All students at BwCCS 2 will demonstrate competency in the understanding and application of scientific reasoning.

### ELEMENTARY SCHOOL BACKGROUND

In Beginning with Children Charter School 2's eleventh year, BwCCS2 Leaders and Staff decided to transition from the FOSS Science program to the *PhD Science* curriculum. While FOSS Science had myriad benefits, BwCCS2 leaders and staff believed that a more standards-based, aligned approach would benefit *all* students.

*PhD Science* is a hands-on K-5 science program that builds enduring knowledge of how the scientific world works. *PhD Science* students think and act like real scientists as they ask questions, gather evidence, develop models, and construct explanations while investigating authentic phenomena.

BwCCS 2 Leaders and Staff made the decision to adopt *PhD Science* based on the following three core tenets:

- Activity Based
  - *PhD Science* students acquire deep and lasting comprehension through hands-on activities and evidence-based learning. Students are actively *doing* science to build knowledge, rather than memorizing and quickly forgetting.
- Student Driven
  - Teachers facilitate the learning, but students own it. Like real scientists, they ask questions, synthesize information, and apply their understanding to new contexts.
- Coherent Storyline
  - Each lesson builds upon the lessons before it, so students develop their understanding of science concepts in the context of each module's anchor phenomenon.

To support our collective grasp of the new curriculum, BwCCS 2 Leaders and Staff received *Launch* and *Module Study* trainings from the PhD Science team. Our science specialist also received regular coaching and support from one of the Co-Principals.

In addition to the curricular shift, the BwCCS 2 science program was enhanced in the 2022-2023 school year through:

- Our inaugural 4th & 5th Grade Science Fair
- An Afterschool *Engineering* elective led by our Science Specialist
- A 4th Grade Overnight Trip to the Ashokan Center that prioritized hands-on, science based, outdoor education

### MIDDLE SCHOOL BACKGROUND

In the 2022-2023 School year, BwCCS2 science teachers continued to be active participants in Urban Advantage (UA) professional learning community. UA is designed to support the science goals of the

public-school system and supports grades 3-8. It is founded on six key components designed to support schools, principals, teachers, students and families. They are:

1. High-quality professional learning courses for teachers and administrators
2. Classroom materials and equipment that promote active engagement with science practices in the classroom.
3. Access to UA Partner institutions through free school and family field trips
4. Family outreach through family events, celebrations of student achievement, and parent coordinator workshops
5. Capacity-building and sustainability structures, including support for the development of lead teachers
6. Assessment of program goals, student learning, systems of delivery, and outcomes.

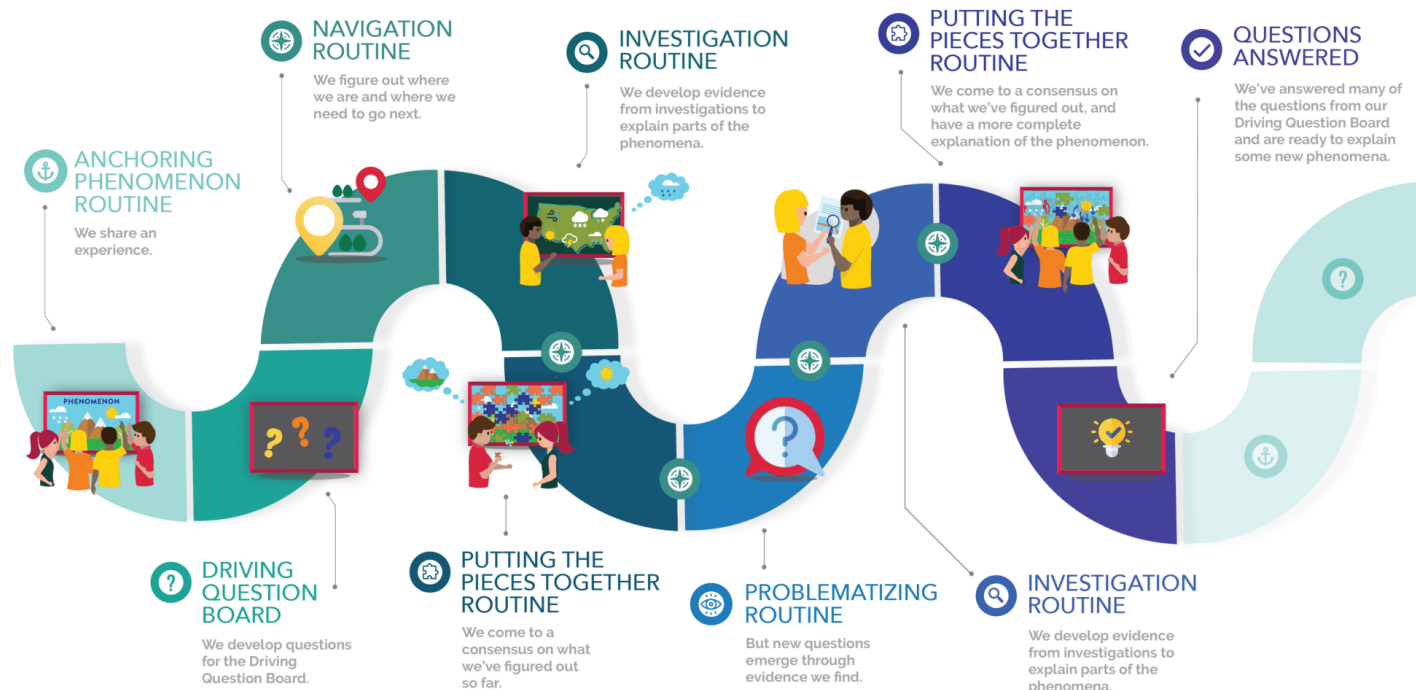
As part of UA, teachers participated in continual professional development and learning communities to strengthen science programming. Additionally, vouchers provided by the program supported students and teachers in experiential learning opportunities at various cultural institutions including museums, aquariums, and zoos.

BwCCS 2 utilized a teacher-modified curriculum that was inspired by both Open Sci Ed as well as New York State Scope and Sequence in addition to the New Visions Living Environment curriculum for the 8th grade regents cohort. The curriculum provided students with a systematic approach to learn science while developing transferable skills. It also provided direct and explicit instruction for key areas of science. The goals of the curriculum are for students to:

- Learn through an iterative process building on new understanding and knowledge;
- Discover, investigate, and construct understanding with their peers;
- Develop their ability to solve problems, ask questions, interpret data, and argue from evidence;
- Provide equitable access and opportunities to develop science literacy while also supporting the overall holistic development of every child.

Key Attributes of BwCCS2's science curriculum include:

- The use of storylines to facilitate learning through a logical sequence of lessons that are motivated by students' questions that arise from students' interactions with phenomena.
- The use of an instructional model takes advantage of five routines—activities that play specific roles in advancing the storyline with structures to help students achieve the objectives of those activities. The routines typically follow a pattern as students kick off a unit of study, investigate different questions they have, put the pieces together from those investigations, and then problematize the next set of questions to investigate.



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- Differentiated instruction utilizing Universal Design for Learning principles to support a diverse student population including multilingual learners and students with learning disabilities.
- The use of Research-based multimodal learning (including hands-on inquiry driven activities regularly, thoughtfully, and throughout the course of a unit.) to support students in developing expertise in all Science and Engineering Practices (SEPs) and a deep understanding of Disciplinary Core Ideas (DCIs) and Crosscutting Concepts (CCCs).
- Frequent use of various standards aligned formative assessments, including regular exit tickets, quizzes, and discussions as well as summative assessments.
- Student-generated research projects and experiments.
- Simulations and data visualization tools to enable students to create and refine models of their ideas of key scientific phenomena.
- Embedded engineering in units focused on problem-solving and technology to emphasize that there is not always one right answer, as students balance competing constraints to design the best justifiable solutions.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Frequent opportunities to deepen understanding of content while supporting literacy goals, including vocabulary acquisition, through the intentional incorporation of frequent reading, writing, and discussion.
- Vertical alignment from 6-8th grade of content and skills.

### HIGH SCHOOL BACKGROUND

Community High School taught Living Environment to its 9th graders using New Visions' curricula. Instruction focused on answering the following essential questions:

- How do the structures of organisms enable life's functions?
- How do organisms obtain and use energy they need to live and grow?
- How do matter and energy move through ecosystems?
- How do organisms interact with the living and non-living environment to obtain matter and energy?
- How are the characteristics from one generation related to the previous generation?
- How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms?
- How does biodiversity affect humans?

Teachers participated in summer and school year professional development on the curriculum. The professional development promoted a successful implementation of the curricula. The curriculum was supplemented by using literacy practices from *The Writing Revolution*.

With regards to assessment, students' exit tickets and work habits trackers are graded on a near daily basis. In addition, CHS administers curriculum and Regents based assessments at the conclusion of each unit. Teachers use this data to target and monitor intervention support for our students.

CHS will continue to use New Visions' Living Environment curriculum and also begin New Visions' Earth Science curriculum in order to prepare students to take the NYS Regents in June 2024.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 <sup>nd</sup> Year |                   |                    |
|-------|---|-------------------|--------------------|
|       | Number Tested                                   | Number Proficient | Percent Proficient |
| 8     | 51  | 27                | 53%                |

#### Science Measure 2 - Comparative

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.

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.

District science results have not been made public at the time of this report submission.

### 2022-23 State Science Exam Charter School and District Performance by Grade Level

| Grade | Charter School Students in at Least 2 <sup>nd</sup> Year |                   |                    | All District Students |                   |                    |
|-------|--|-------------------|--------------------|-----------------------|-------------------|--------------------|
|       | Number Tested  | Number Proficient | Percent Proficient | Number Tested         | Number Proficient | Percent Proficient |
| 8     | 51   | 27                | 53%                |                       |                   |                    |

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school did not meet the one science goal we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS exam.

| Type        | Measure  | Outcome          |
|-------------|--|------------------|
| Absolute    | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.   | Not 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. | Unable to Assess |

### EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2022-23. At the time of this report’s submission, the science results for the district, city and state have not been made public so we can only report on our own performance.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 8 exam.
  - o The charter school did meet this measure. Overall, 53% of students enrolled in 2+ years demonstrated proficiency on the science assessment.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades.
  - o Unable to assess

### ADDITIONAL CONTEXT AND EVIDENCE

One section of our eighth grade students took the Living Environment class and sat for the NYS Regents exam. 72% of the students passed the exam with at least a 65.

| Performance on a Regents Science Exam<br>Of 8 <sup>th</sup> Grade All Students by Year |         |                    |               |                |                 |
|--|---------|--------------------|---------------|----------------|-----------------|
| Grade  | Year    | Regents Exam       | Number Tested | Number Passing | Percent Passing |
| 8  | 2022-23 | Living Environment | 25            | 18             | 72%             |

### LOWER SCHOOL ACTION PLAN

- BwCCS 2 Lower School will continue to employ a SwD certified science specialist to provide coherent aligned instruction to *all* students.
- Provide our science specialist with four in-person one-on-one coaching days with a PhD Science consultant. The foci of the sessions will be scope & sequence planning, targeted grade-level planning, materials organization, and teacher coaching.
- Incorporate the *PhD Science In Sync* program to provide additional learning opportunities for difficult standards while simultaneously increasing computer literacy
- Begin preparations for the new 5th Grade NYS Science exam through collaboration and open dialogue between Leadership Team and the science specialist
- Continue our 4th Grade Overnight Trip to the Ashokan Center to provide a hands-on, science-based outdoor educational experience
  - o The science specialist will continue to explore and implement meaningful field trip opportunities that bring classroom science content to life
- Refine our Science Fair protocols to add more potential experiments based on students’ wonderings and interests
- Create alignment between the Lower and Middle School science scope and sequence

### MIDDLE SCHOOL ACTION PLAN

With continual emphasis on data informed instructional decisions, BwCCS2 science teachers have and will continue to utilize the Edulastic platform to track student growth and progression towards mastery of New York State P-12 Science Learning Standards including Science and Engineering Practices as outlined by the Next Generation Science Standards (NGSS). Standards are tagged on assessment questions, which allow teachers to gain insight on individual student progress and collective trends based on individual Performance Expectations, Cross-Cutting Concepts, and Disciplinary Core Ideas. Data collected is then used to create in-class interventions including targeted instruction for small groups, whole class re-teaches, and personalized instruction for individuals. Data is also utilized to curate and implement resources and tools including sentence frames, graphic organizers, process charts, anchor charts and tier 1, 2, and 3 vocabulary supports as needed.

In addition to quantitative data, BwCCS2 science teachers also collect qualitative data throughout a learning segment via observations while circulating, during class discussions, and on written scientific explanations (CERs). Through the use of standardized rubrics, teachers and students are able to utilize shared language when providing or receiving feedback. The language of the rubric is also used to ensure consistency and transparency of academic expectations while providing actionable next steps for students to revise assignments or incorporate into further assignments and tasks.

BwCCS2 science teachers use designated department meetings to engage in Problem of Practice Protocol as part of an iterative process of improvement. During a Problem of Practice cycle, teacher examine student work in addition to both qualitative and quantitative data to:

1. Deeply understand a dilemma regarding student achievement in science class
2. Research and formulate interventions to address the dilemma
3. Implement an evidence based instructional strategy to address the dilemma
4. Reflect on and refine solutions to improve learning outcomes.

Through the continual collection and analysis of data, BwCCS2 science teachers are able to remain adaptive to the needs of our diverse learning community while maintaining a rigorous learning environment.

### HIGH SCHOOL SCIENCE

HS Goal: BWCHS students will demonstrate college and career readiness in Science.

#### High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Not applicable. Community High School does not have a fourth year cohort in 2022-23. Community High School had only ninth grade 2022 Cohort students this year. Of the 80 students in the 2022 Accountability Cohort, 56% passed the Living Environment Regents exam, scoring a level 3 or greater.

### High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The high school science goals are not applicable in 2022-23 as it was our first year with 9th grade.

| Type        | Measure  | Outcome        |
|-------------|--|----------------|
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.                       | Not Applicable |
| Comparative | Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison. | Not Applicable |

### HIGH SCHOOL ACTION PLAN

#### Action Steps in response to data:

- Incorporate weekly written practice with released Regents questions
- Continue to clarify content that must be memorized/mastered compare to general/cursory understanding of scientific topics
- Incorporate Barron's Test Prep Lessons from the start of the school year
- Incorporate prior year anonymized CHS student Regents' responses into classroom instruction as a means to help students understand the L.E. Regents rubric
- Promote interdisciplinary practices re: graphing in Algebra and Living Environment
- Create midterm and final exams using released Regents exam questions
- Offer a 3-hour practice test in April
- Provide study sessions for 10th grade students who passed the class but haven't yet passed the Regents

## GOAL 6: SOCIAL STUDIES

BWCHS students will demonstrate college and career readiness in social studies.

### ELEMENTARY SCHOOL BACKGROUND

B2 Lower School weaves social studies into its core ELA instruction. Using the Match Fishtank curriculum, students build background knowledge to support their critical thinking. Each Fishtank unit supports students in developing an understanding of themselves, the world around them and their power to make change. Beginning in kindergarten and extending through 5th grade, students are exposed to and wrestle with social justice issues, environmentalism, international human rights, civil rights and immigration.

### MIDDLE SCHOOL BACKGROUND

At BwCCS2 Middle we introduced History as a Core Subject for the first time in 6th and 8th grade. The 6th Grade introduction was in part due to the additional student we admitted in 6th grade allowing us to open a new section for History. We also introduced U.S. History and Government to prepare our 8th Graders to take the U. S. History and Government Regents Exam.

The teacher in 6th and in 8th Grade used the TCi Curriculum along with teacher created materials to help support the following years vertical alignment.

We assessed students using various tools, including theTCi created assessments along with teacher created quarterly writing assessments, quarterly vocabulary assessments, and hands-on projects.

We also expanded our Summer School, Afterschool, and Saturday School programming. We offered 4 weeks of summer school taught by our own in-house teachers. We expanded our afterschool program to include tutoring & homework help and we also offered Saturday School to support students' attainment of English language arts goals and preparations for Regents exams.

### HIGH SCHOOL BACKGROUND

Community High School taught United State History to its 9th graders using New Visions' curriculum. Instruction focused on answering the following essential questions:

- What is the story?
- Why did \_\_\_ happen?
- What happened as a result?
- What do different sources tell me about the story?
- Which sources can I/should I trust?
- Is change always good?

Teachers participated in summer and school year professional development on the curriculum. The professional development promoted a successful implementation of the curricula. The curriculum was supplemented by using literacy practices from *The Writing Revolution*.

With regards to assessment, students' exit tickets and work habits trackers are graded on a near daily basis. In addition, CHS administers curriculum and Regents based assessments at the conclusion of each unit. Teachers use this data to target and monitor intervention support for our students.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

CHS will continue to use New Visions' US History curriculum and also begin implementing the Weaver's World Government/Economics curriculum in order to prepare students to take the NYS Regents in June 2024.

### Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

The school does not have a fourth-year cohort in 2022-23.

### Social Studies Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

### Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

The school does not have a fourth-year cohort in 2022-23.

### Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

## SUMMARY OF THE SOCIAL STUDIES GOAL

CHS does not have a fourth-year cohort in 2022-23. Our ninth-grade scholars did take the U.S. History course and sat for the NYS Regents.

| Type        | Measure   | Outcome        |
|-------------|---|----------------|
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort. | Not Applicable |
| Comparative | Each year, the percentage of students in the high school Total Cohort passing the U.S. History  | Not Applicable |

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

|             |  |                |
|-------------|--|----------------|
|             | Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.  |                |
| Absolute    | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.                          | Not Applicable |
| Comparative | Each year, the percentage of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison. | Not Applicable |

### ACTION PLAN

#### Steps in response to data:

- More daily practice in short written stimulus-based responses
- Test sophistication practice, e.g., start with the essay portion of the test first
- Analyzing the grading rubric with students
- Have all 9th grade students take the Regents test in January in order to give students a reality check and practice with what the test will look like in June and to help students give greater focus to their second semester work
- Building student confidence in seeing the difference between mastering the minutiae of American history and understanding the broad arcs of American history in service of passing the US History Regents
- Midterms/Finals questions pulled from released exams
- For 10th grade Government/Economics students, incorporating Document Based Questions and prompts into their instruction

## GOAL 7: ESSA

### ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

| Year    | Status        |
|---------|---------------|
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |
| 2022-23 | Good Standing |

## ADDITIONAL CONTEXT AND EVIDENCE

Beginning with Children Charter School II continues to be in good standing year to year.