Uncommon Schools | BROOKLYN EAST COLLEGIATE

Bedford Stuyvesant Collegiate Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 21, 2022

By: Matt Scheiblin

800 Gates Avenue,
Brooklyn, NY 11221

718-669-7460

Matt Scheiblin, Manager, Data Reporting and Analysis prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Linton Mann III	Chair	Executive, Academic
Brett Peiser		None
Chrystal Stokes Williams		Audit, Advocacy
Ekwutozia U. Nwabuzor	Secretary	Executive, Academic
John Greenstein		Finance, Advocacy
John Kim		Finance
Joseph F. Wayland	Treasurer	Executive, Finance
Shakima Jones		Advocacy, Finance, Academic
Tony Pasquariello	Vice Chair	Executive, Audit
Jabali Sawiki		Academic
Ann Mathews		Academic

Jermaine Isaac has served as the Principal of the school since 2022.

Rosemary Diaz has served as Director of Operations of the school since 2022.

SCHOOL OVERVIEW

Bedford Stuyvesant Collegiate Charter School is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. In pursuit of its mission, the school successfully completed its 14th year of operation in June 2022.

Bedford Stuyvesant Collegiate Charter School design includes seven core components.

Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Bedford Stuyvesant Collegiate Charter School students, therefore, is tied to mastering this fundamental skill. In 2021-22, Bedford Stuyvesant Collegiate Charter School provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades 5-8

- Scholars have two and a half hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

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

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

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a

year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Bedford Stuyvesant Collegiate Charter School teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Bedford Stuyvesant Collegiate Charter School administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually. Bedford Stuyvesant Collegiate Charter School teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Bedford Stuyvesant Collegiate Charter School also utilized the information to target content and skills-driven tutoring and small-group instruction.

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

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

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

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

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

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2021-22, Bedford Stuyvesant Collegiate Charter School created a calm, composed, and disciplined environment to maximize the amount of time on-task.

Insist on Family Involvement. Bedford Stuyvesant Collegiate Charter School's educational program is structured so that families must be involved in their child's academic pursuits. In 2021-22, Bedford Stuyvesant Collegiate Charter School families:

- had virtual report card conferences due to COVID-19 health and safety protocols;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were invited to multiple virtual social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

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
2017-18	N/A	N/A	N/A	N/A	N/A	87	88	85	86	N/A	N/A	N/A	N/A	346
2018-19	N/A	N/A	N/A	N/A	N/A	89	89	88	85	N/A	N/A	N/A	N/A	351
2019-20	N/A	N/A	N/A	N/A	N/A	84	88	89	83	N/A	N/A	N/A	N/A	344
2020-21	N/A	N/A	N/A	N/A	N/A	81	90	96	89	N/A	N/A	N/A	N/A	356
2021-22	N/A	N/A	N/A	N/A	N/A	65	87	84	92	N/A	N/A	N/A	N/A	328

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students will become proficient in reading and writing of the English language.

BACKGROUND

Bedford Stuyvesant Collegiate Charter School's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Bedford Stuyvesant Collegiate Charter School created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

Bedford Stuyvesant Collegiate Charter School's ELA program emphasizes both strong reading and strong writing. In reading, the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension.

In the middle grades (5-8) rather than separating reading and writing, students have a 2-hour English class. This aligns more closely to the Common Core Learning Standards, whereby students' written work must be based on a text they have read.

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

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 8 grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	N/A	0	0	0	0	0
4	N/A	0	0	0	0	0
5	61	0	0	4	4	69
6	80	0	0	2	2	84
7	79	0	0	3	1	83
8	91	0	0	0	0	91

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

All	311	0	0	9	7	327

RESULTS AND EVALUATION

With 58% of students scoring at a Level 3 or 4, Bedford Stuyvesant Collegiate Charter School scholars are still working to achieve this measure. In the third year of administration of the New York State Common Core exam in English Language Arts Bedford Stuyvesant Collegiate Charter School came within 17% points of the absolute measure for ELA.

There are a number of reasons to why our scholars fell short of the goal of 75% at or above a Level 3 on the NYS ELA Exam this year. However, we are confident that the steps we are continuing to implement will help to increase student performance on the exam in the coming year.

• While we continue to align our curriculum to Common Core standards, we look forward to continuing to increase our curricular alignment to the Common Core standards.

• Bedford Stuyvesant Collegiate Charter School worked hard to focus on writing, by implementing more Writing assessments, continuing teacher practices during writing instruction and teacher feedback on student work after each session. We also focused particularly on reading comprehension, and will continue to do so, by providing teacher feedback on all work and using the feedback to target specific needs for each scholar in ELA.

• Bedford Stuyvesant Collegiate Charter School will continue to focus on reading comprehension and data driven interventions to ensure the right scholars receive the supports beyond mandated IEPs.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	0	#DIV/0!	0
4	N/A	0	#DIV/0!	0
5	28%	61	27%	30
6	74%	80	76%	70
7	57%	79	57%	77
8	56%	91	56%	91
All	55%	311	58%	268

ADDITIONAL EVIDENCE

Goal 1: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Bedford Stuyvesant Collegiate Charter School exceeded the district performance for students in grades 6, 7, and 8. Bedford Stuyvesant Collegiate Charter School fell short of the district performance for students in grade 5.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	0	49%	50967
4	N/A	0	44%	53196
5	27%	30	39%	54122
6	76%	70	56%	53390
7	57%	77	53%	55650
8	56%	91	53%	55395
All	58%	268	49%	322720

ADDITIONAL EVIDENCE

Goal 1: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

Based on data from the Interim Assessments administered in 2021-2022, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2022-2023. Students in grades 5-8 took 3 interim assessment during the 2021-2022 school year. All students, regardless if they were attending in-person hybrid or remote learning took these assessments. Those students who were remote only learning for the 2020-2021 school year, were administered these assessments remotely. The chart below represents the percentage of students who are advanced or proficient on their interim assessments. These numbers are consistent with those assessments that were completed during the 19-20 school year, where they attended more in-person learning.

		GRADE	3	4	5	6	7	8
ELA	**Assessment #1**	**BSC**	N/A	N/A	52%	62%	51%	60%
ELA	**Assessment #2**	**BSC**	N/A	N/A	55%	68%	60%	68%
ELA	**Assessment #3**	**BSC**	N/A	N/A	50%	69%	60%	64%

ADDITIONAL CONTEXT AND EVIDENCE

Our student's results on the 2021-22 interim assessments are in line with those of the results from interim assessments in 2020-2021, which consisted of more in-person learning for all students.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Given the internal assessments provided to students, Bedford Stuyvesant Collegiate Charter School did meet the ELA goal for the 2021-2022 school year based on the interim assessments that were administered. While there is continued work to do to close the remote learning gap, we are confident in being able to execute our action plan below now that we have returned to full in-person learning for SY2022-23.

Type	Measure	Outcome

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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 for 3 out of 4 grades
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.	N/A
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

ACTION PLAN

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

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

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

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

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

application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 7 grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[3]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	N/A	0	0	0	0	0
4	N/A	0	0	0	0	0
5	57	0	0	12	0	69
6	81	0	0	6	0	87
7	78	0	0	5	0	83
8	0	0	0	0	91	91
All	216	0	0	23	91	330

RESULTS AND EVALUATION

35% of total scholars in their second year scored at or above a Level 3 on the New York State Math exam. That number ranged widely between 26% and 44% among the grade levels.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

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

3	N/A	0	N/A	0
4	N/A	0	N/A	0
5	28%	57	36%	28
6	44%	81	44%	71
7	27%	78	26%	76
8	N/A	0	N/A	0
All	34%	216	35%	175

ADDITIONAL EVIDENCE

Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

METHOD

A school compares 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.[4]

RESULTS AND EVALUATION

Bedford Stuyvesant Collegiate Charter School exceeded the district performance for students in grade 6. Bedford Stuyvesant Collegiate Charter School fell short of the district performance for students in grades 5 and 7.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	0	48%	52450
4	N/A	0	42%	54356

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

5	36%	28	38%	54664
6	44%	71	34%	53323
7	26%	76	36%	54853
8	N/A	0	25%	33810
All	35%	175	38%	303456

ADDITIONAL EVIDENCE

Goal 2: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:

Internally developed

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

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

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

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes whether the students were in-person during hybrid learning or entirely remote.

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

		GRADE	3	4	5	6	7	8
MAT	**Assessment #1**	**BSC**	N/A	N/A	31%	55%	43%	43%
MAT	**Assessment #2**	**BSC**	N/A	N/A	36%	65%	41%	45%
MAT	**Assessment #3**	**BSC**	N/A	N/A	47%	55%	41%	40%

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Elementary and Middle School students of Bedford Stuyvesant Collegiate Charter School partially met 1 of 2 of the eligible mathematics goals for school year 2020-2021.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's 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 for 1 out of 3 grades
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.	N/A

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

ACTION PLAN

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

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we plan to continue to implement a small group instruction into the day in the 2022-23 school year. In small group instruction, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

We will continue to make these changes, revising scope and sequences as well as provide real-time feedback in-person as we continue in-person learning during the 2022-2023 school year. We feel that our students will continue to benefit from in-person learning and resuming the small group instruction for our students.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

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

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

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example,

during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

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

Bedford Stuyvesant Collegiate Charter School students continue to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! Website that aligned to the Science materials that were presented in the videos and packets.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

There were no 4th grade students enrolled for the 2021-22 school year. 8th grade students take the Regents Living Environment exam and therefore do not have results to report on the state science exam.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested
4	N/A	0
8	N/A	0
All	N/A	0

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Living Environment	87%	85
8	2018-19	Living Environment	79%	84
8	2021-22	Living Environment	52%	87

Bedford Stuyvesant Collegiate Charter School had 52% of students pass the Living Environment Regents exam in the 2021-22 school year. Bedford Stuyvesant Collegiate Charter School continues to work toward achieving its science goals in the 2022-23 school year.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The 4th grade students of Bedford Stuyvesant Collegiate Charter School met and exceeded eligible science goals for school year 2020-2021.

ACTION PLAN

In 2021-22, Bedford Stuyvesant Collegiate Charter School will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

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

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found here.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing