



**BwC Charter
School 2**



**Community
High School**

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

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2023-24 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 2023-24 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position During 2023-24	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
Rebecca Baneman	Vice Chair	Executive, Legal, Finance
Amy Kolz	Secretary	Executive, Finance, Academic
Sonia Ortiz-Gulardo	Trustee	Legal; Academic
Sharon Madison	Executive Committee Member at Large	Nominating; Finance
Tonomi Uetani	Trustee	Academic; Nominating; Strategic Planning
Mitch Protass	Trustee	Finance; Strategic Planning
Gunnar Millier	Treasurer	Executive, Nominating, Finance

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
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
2023-24	58	56	54	49	52	50	80	77	67	77	92			713

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 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 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/irs/sirs/ht>)

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 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 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.

Community High School is in its third year of operation so we did not have a fourth-year cohort this year.

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Number of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	84	87%
2023	77 ¹	86%

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.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2022	2023-24	84	51%

Graduation Goal Measures 3 & 4 - Absolute

¹ 79 students listed in 2023 total cohort in L2RPT, but pursuing confirmation of enrollment in out of state schools

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24.

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 2023-24.

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

Because BwCCS2 High School (“Community High School”) is only in its second year of operation, just two of the graduation metrics apply to BwCCS2 High School (“Community High School”) in 2023-24. Students in the first and second year of high school at CHS are making adequate progress toward graduation by earning at least five credits in 2023-24. Fewer than 75 percent of the students in the 2022 cohort passed three or more Regents by the end of their second year in high school.

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 ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
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.	No
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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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
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EVALUATION OF THE GRADUATION GOAL

The school achieved one of the two graduation metrics that we can report on after two years in operation.

1. Many first- and second-year students (86% and 87% respectively) earned the required number of credits to advance to the next grade level.
2. 51 percent of the 2022 high school cohort passed at least three Regents exams by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars will take longer than two years to pass three exams. The 2022 Cohort were in the US History course in 2022-23 and received an exemption from the Regents in January 2023 because the exam was canceled. We did not include the exemptions in the percent passing three Regents as we plan to seek confirmation from NYSED.

ACTION PLAN

A credit recovery program will be introduced in the 2024-2025 school year for students who may need to recover credits and remain on track to graduate at the end of their fourth year. Students will complete coursework through the Edgenuity platform and attend the teacher's office hours. In service of supporting our most at-risk students including students who have IEP's, but not limited to, CHS will provide daily targeted small group instruction during the Advisory block. During this time students will focus on foundational skills to support students in accessing grade level content.

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 2023-24 school year, 9th and 10th grade students had the opportunity to participate in the Pre ACT 8/9 to assess the skills and knowledge they need to focus on in preparation for college. In the 2024-25 school year, CHS will continue to offer advanced coursework through participation in College Now at CUNY, City Technical College. CHS is also affiliated with the National Education Equity Lab. The partnership allows our students to participate in courses such as *Intro to Programming* a credit-bearing course through Wesleyan University. Finally, our students have access to Advanced Placement Human Geography and Advanced Placement Environmental Science.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24 school year, 9th and 10th grade students had the chance to visit more than 15 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. Tenth grade students engaged in the arts during intensives focused on musical performance, dance performance and media production. Through a summer Exploration series, 9th and 10th 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 11th grade students in the 2024-25 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;
- 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 did not have a graduating class in 2023-24.

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The College Preparatory metrics did not apply to BwCCS2 High School ("Community High School") during 2023-24 as it was the second 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.	Not Applicable
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not Applicable
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 2023-2024 School Year was our third 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.

BwCCS 2 Teachers have 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 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 differentiated support to meet 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.

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.

Throughout the 2023-2024 school year, we introduced several skills to support 5th grade students with the demands of Computer-Based Testing. Students took typing lessons on Typing.com and completed many of their Target Tasks and assignments through Google Classroom and Pear Assessment. This work further supported our students' ability to access a modern educational landscape.

Finally, BwCCS 2 staff participated in ELA Professional Development centered around "Supporting Struggling Readers" through a three-part series presented by Heinemann consultants. BwCCS 2 leaders formalized data meeting protocols to enhance teachers' understanding of their individual students and vertically norm the way we discuss student progress. And BwCCS 2 leaders revised K-5 Pacing Calendars to support student learning following our first two years of implementation with the Fishtank curriculum

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. All core ELA Teachers were able to build upon their experience with the Fishtank learning curriculum from the prior year, as our team remained consistent between the 22-23 and 23-24 school years. They also maintained frequent ongoing ELA coaching sessions with the Co-Principal.

We assessed students using various tools, including the iReady diagnostic, which is administered triannually, quarterly writing assessments, quarterly vocabulary assessments, and F&P reading assessments for students performing below grade level. The Fishtank curriculum also provides standards aligned assessments, which students completed quarterly. Daily independent reading time was added to the school schedule across all grade levels, in order to promote increased literacy and provide opportunities for student choice.

We continued to offer our Summer School, Afterschool, and Saturday School programming. We offered 4 weeks of summer school taught by our own school year teachers. We expanded our afterschool program to include subject specific tutoring & homework help, and we also offered Saturday School to support students' preparation for Regents exams. For the first time we were able to offer three Regents Exams to

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

our 8th grade students: Living Environment, U.S. History & Government, and Algebra I. We look forward to adding the English Language Arts Regents as an option for our students in the upcoming school year.

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.

2023-24 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	40	0	8				1	49
4	47	0	3				0	50
5	42	2	6				0	50
6	71	1	0				1	73
7	71	6	0				2	79
8	65	0	1				1	67
All	336	9	18	0	0	0	5	368

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year²

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	40	29	72.5%	37	27	73.0%

² 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

4	47	39	83.0%	45	37	82.2%
5	42	24	57.1%	38	24	63.2%
6	71	21	29.6%	48	17	35.4%
7	71	24	33.8%	58	18	33.9%
8	65	40	61.5%	60	38	63.2%
All	336	177	52.7%	286	161	56.3%

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.³

English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
336	18.8	28.6	39.6	13.1

$$\begin{array}{rclclclcl}
 \text{PI} & = & 29 & + & 40 & + & 13 & = & 81 \\
 & & & & 40 & + & 13 & = & 53 \\
 & & & & & + & (.5)*13 & = & 6.5 \\
 & & & & & & \text{PI} & = & 140.5
 \end{array}$$

ELA Measure 3 - Comparative

³ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁴

2023-24 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 14 Students Preliminary	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	73.0%	37	48.8%	760
4	82.2%	45	53.4%	784
5	63.2%	38	45.9%	750
6	35.4%	48	48.1%	757
7	33.9%	58	62.0%	700
8	63.2%	60	50.1%	617
All	56.3%	286	51.3%	4368

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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to

⁴ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24 analysis is not yet available. This report contains 2022-23 results.⁵

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.3	461.0	438.1	2.21
4	87.8	466.0	442.0	2.34
5	96.1	455.0	438.9	1.76
6	87.9	443.0	439.8	0.37
7	93.3	454.0	442.2	1.37
8	93.4	451.0	446.2	0.52
All	91.7	453.8	441.4	1.30

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁶

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	67.8	50.0
5	63.4	50.0
6	57.0	50.0
7	61.1	50.0
8	48.5	50.0
All	58.8	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Choose an item.

As evidenced in the i-Ready tables below, the school’s median percent progress toward Annual Typical Growth (ATG) in 3rd through 8th grade students end of year (EOY) is 133%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more levels below grade level in the fall calculated to 124% on the spring i-Ready in ELA.

The Annual Typical Growth of 3rd through 8th grade students with disabilities did not exceed the ATG in ELA of all students with a median percent progress of 121.5% to 142%, thus falling short on this measure. In 2023-24, the school did not meet the target of 75% of all students enrolled in at least their second-year scale score at the Mid or Above Grade Level on the year-end assessment. 25% of students in this group scored at Mid or Above Grade Level.

I-READY ENGLISH LANGUAGE ARTS

2023-24 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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	337	133%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	157	124%	Yes

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	142%	86	121.5%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	243	25%	No

End of Year Performance on 2023-24 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-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	25.0%	48	24.39%	41
4	32.0%	50	33.33%	48
5	12.0%	32	14.81%	27
6	13.6%	59	17.95%	39
7	18.1%	72	27.50%	40
8	22.4%	76	27.08%	48
All	20.8%	337	25.10%	243

End of Year Growth on 2023-24 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested

⁷ 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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

3	150%	48
4	175%	50
5	75%	32
6	131%	59
7	129%	72
8	114%	76
All	133%	337

SUMMARY OF THE ELA GOAL

The charter school met four of the five English Language Arts goals we are able to report on in 2023-24. 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 2022-23 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school did perform 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.	No
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.	Yes
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.	Yes
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.	Yes
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.	Yes

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the measures were achieved in 2023-24. The statewide, NYC and CSD grade 3-8 assessment results have been posted, however they are still preliminary at the time of this report. The authorizer has advised that we refer to the 2022-23 district results.

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.
 - The charter school did not meet this measure. Overall, 57% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 3 and 4 were our high points with 73% and 82% scoring at levels 3 and 4 respectively. 7th grade performed below our average with 34%.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 140.5, exceeding the target measure of interim progress of 113.
3. 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 our 56.3% proficiency compared to the district's 51.3% overall in grades 3-8.
4. 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
 - The charter school did meet this measure, having an effect size of 1.3 in 2022-23, the most recent data available.
5. Measure: 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 charter school did meet this measure, having a growth percentile of 58.8
6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

ELA LOWER SCHOOL ACTION PLAN

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

- Make a curricular shift from the Foundations phonics program to *From Phonics to Reading*, a highly reviewed program based on the Science of Reading that provides everything needed for efficient Tier 1 and Tier 2 instruction
- Participate in *From Phonics to Reading* Professional Development from Sadlier Consultants to support staff implementation of the program
- Participate in a two-part Pear Assessment PD series to further support CBT strategies
- Formalize Unit Launch Protocol with all grade teams
- Differentiate *new staff* and *returning staff* Professional Development
- Further revise K-5 Pacing Calendars to support student learning following our first three 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 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 continue to 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-Principals and Assistant Principal
- Improve upon online tools for ELA comprehension and success that were used during the 23/24 school year
 - Edulastic and Google Classroom will continue to be utilized in independent literacy stations while other children are meeting with one of their teachers.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- We will add the use of IXL for student independent practice aligned to specific state standards.
- These tools, as well as Zoom/GoogleMeet tools (e.g., polls, breakout rooms, Read AI Notetaker), will also be used 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
 - Continue to utilize and improve upon the analysis of the iReady Online Assessment.
 - Refine standards-based grading practices, as well as utilizing standardized rubrics to measure student achievement and growth.
 - Bringing increased consistency to the analysis of exit tickets, quizzes and end of unit assessments via regular data analysis conferences with grade level teams.
 - Utilize Rally Next Generation NY Rehearsal Online to administer ELA interim assessments twice a year to measure student progress towards NY State standards.
- Literacy Intervention
 - Providing Professional Development for Teachers:
 - MaxScholar Orton Gillingham training for Phonics and Science of Reading with ongoing coaching throughout the year.
 - 5 Part Special Education & Differentiation series with BetterEd Solutions
 - Using the Rally “Becoming a Better...” and “Reading in Context” series during daily Intervention periods to support and assess below grade level readers.
 - Using Summit K12 to support ELL/MLL students who are still developing reading, writing, listening and speaking skills in English.

HIGH SCHOOL ELA

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

HIGH SCHOOL BACKGROUND

Community High School uses the *Riveting Results* curriculum with its 9th and 10th 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* in 9th grade. In 10th grade students read, analyzed and responded to *Homegoing* and *Narrative of the Life of Frederick Douglass, An American Slave*. With regards to assessment, students' scaffolded notes are graded on a near daily basis. Teachers use this data to target and monitor intervention support for our students.

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.

CHS will continue to use *Riveting Results* with its 9th and 10th grade students. Students in the 11th grade will be taught using the Fishtank ELA curriculum.

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.

Not applicable as Community High School does not have a fourth-year cohort in 2023-24 and the English Language Arts Regents has not been administered.

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 2023-24.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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 8th 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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24.

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 8th 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 2023-24.

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 2023-24.

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.	N/A
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.	N/A
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 th grade English	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	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.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th 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.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

The 2022 HS Cohort will sit for the NYS English Language Arts exam in the 2024-25 school year.

HS ELA ACTION PLAN

- Continue implementation of and professional development for the *Riveting Results* curriculum in both 9th and 10th grades
- Work with Riveting Results curriculum writers to revise the curriculum to attain even greater alignment with NYS standards/Regents
- Implementation of and professional development for the Fishtank ELA curriculum in 11th grade
- Offer an honors ELA section in all grade for advanced students and those seeking additional challenge
- Visit high performing schools
- Provide additional professional development opportunities to staff to support higher quality integrated co-teaching (ICT) 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 and typing.com resources to support the development of writing mechanics
- Provide students with weekly opportunities to view and grade other students’ anonymized work using NYS Regents rubrics
- Offering the ELA Regents exam in January 2025 for all 10th grade students
- Using released Regents exams as the basis for midterm and final exams
- Offer a mock ELA 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 twelfth 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 support 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 conceptual understanding and supporting English Language Learners. 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 at home).

Throughout the 2023-2024 school year, we introduced several skills to support 5th grade students with the demands of Computer-Based Testing. Students took typing lessons on Typing.com and completed many of their Exit Tickets and assignments through Google Classroom and Pear Assessment. This work further

supported our students' ability to access a modern educational landscape.

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 2023-2024 school year, the B2 middle school grades 6 through 8 implemented the Fishtank Learning math curriculum for the third year, while adding Maneuvering the Middle as a supplemental intervention curriculum and All Things Algebra as our primary curriculum for Algebra I. 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.

This year we offered two separate courses: 8th Grade Math and Algebra I, so that students could participate in both courses simultaneously from the start of the school year. Students who did not enroll in the Algebra I regents course, benefitted from an additional period of 8th grade math intervention where teachers worked to close foundational gaps in mathematical understanding and reteach grade level standards where students were still working towards proficiency. The school also continued to use Barron's Algebra Regents 1 test prep book to dive deep into Regents content in the weeks leading up to the June administration of the Regents exam. This resource allowed students to engage in targeted review and practice of the specific content areas that would be assessed.

The students who chose to participate in the Regents exam 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 All Things Algebra curriculum, significantly contributed to their achievement. As a result, an impressive 94% of students who took the Regents math exams passed.

Integrating Barron's test prep book alongside the All Things Algebra curriculum and assessments during the 2023-2024 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.

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.

METHOD

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.

2023-24 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	41	0	7				1		49
4	45	0	5				0		50
5	42	0	8				0		50
6	70	2	0				1		73
7	73	4	1				1		79
8	66	0	0				1	36 took Both NYS and Alg 1	67
All	337	6	21	0	0	0	4		368

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2023-24 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	41	41	100.0%	37	37	100.0%
4	45	45	100.0%	43	43	100.0%
5	42	40	95.2%	38	36	94.7%
6	70	21	30.0%	47	18	38.3%
7	74	30	40.5%	58	26	44.8%
8	66	49	74.2%	62	47	75.8%
All	338	226	66.9%	277	202	72.9%

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
338	11	22	36	31

$$\begin{array}{rclclclcl}
 \text{PI} & = & 22 & + & 36 & + & 31 & = & 89 \\
 & & & & 36 & + & 31 & = & 67 \\
 & & & & & + & (.5)*31 & = & 16 \\
 & & & & & & \text{PI} & = & 171
 \end{array}$$

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.

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.

2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District 14 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	100.0%	37	58.3%	792
4	100.0%	43	60.1%	801
5	94.7%	38	45.2%	767
6	38.3%	58	49.5%	731
7	44.8%	62	61.1%	674
8	75.8%	277	25.2%	139
All	72.9%	58	53.8%	3904

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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The 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 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.3	481.0	443.5	2.58
4	87.8	478.0	443.8	2.44
5	96.1	469.0	438.8	2.54
6	87.9	440.0	441.7	-0.14
7	93.3	458.0	443.0	1.26
8	93.4	461.0	437.9	1.41
All	91.7	462.1	441.4	1.51

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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁸

⁸ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	70.7	50.0
5	55.6	50.0
6	37.1	50.0
7	73.8	50.0
8	54.6	50.0
All	54.5	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady.

As evidenced in the i-Ready tables below, the school's median percent progress toward Annual Typical Growth (ATG) in 3rd through 8th grade students end of year (EOY) is 135%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more levels below grade level in the fall calculated to 142.5% on the spring i-Ready in math, exceeding the 110% target.

The Annual Typical Growth of 3rd through 8th grade students with disabilities exceeded the ATG in math of all students with a median percent progress of 142%, greater than the 130% target. In 2023-24, the school did not meet the target of 75% of all students enrolled in at least their second-year scale score at the Mid or Above Grade Level on the year-end assessment. 35% of students in this group scored at Mid or Above Grade Level.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY MATHEMATICS

2023-24 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 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	340	135%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	134	142.5%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	130% ₁₀	86	142.5%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	247	35%	No

⁹ 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

¹⁰ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2023-24 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-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	37.50%	48	41.46%	41
4	64.00%	50	66.67%	48
5	31.25%	32	25.00%	28
6	15.00%	60	16.67%	42
7	12.33%	73	20.51%	39
8	27.27%	77	32.65%	49
All	29.12%	340	35.22%	247

End of Year Growth on 2023-24 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	133.5%	48
4	154.5%	50
5	122.5%	32
6	93%	60
7	92%	73
8	222%	77
All	135%	340

SUMMARY OF THE MATHEMATICS GOAL

The charter school met four of the five mathematics goals in 2023-24. The absolute measure was not met as 73 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 171 which does meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district based on aggregate proficiency. The 2022-23 Comparative Performance Analysis demonstrates 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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

statewide in terms of poverty. The school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was above the target of 50. 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.	No
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.	Yes
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.	Yes
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.	Yes
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.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the measures were achieved in 2023-24. The statewide, NYC and CSD grade 3-8 assessment results have been posted, however they are still preliminary at the time of this report.

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 fell just short of meeting this measure. Overall, 73% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grades 3 and 4 were our high points with 100% scoring at levels 3 and 4, while grade 5 also excelled with 95%. 6th grade performed below our average with 38%.
2. Measure: The school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP
 - The school did meet this measure with an aggregate performance index of 171 exceeding the target measure of interim progress of 115.3.
3. 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 73% proficient compared to the district's 53.8% in grades 3-8.
- 4. 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
 - The charter school did meet this measure, having an effect size of 1.51 in 2022-23, the most recent data available.
- 5. Under the state's Growth Model the school's mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did meet this measure, having a growth percentile of 54.5
- 6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

ADDITIONAL CONTEXT AND EVIDENCE

36 students in 8th grade took Algebra 1 as a class and also sat for the NYS Math 8 exam as well. 94 percent earned a score of at least a 65 on the Algebra 1 Regents.

LOWER SCHOOL ACTION PLAN

The following strategies will be implemented throughout the 2024-2025 school year at Beginning with Children Charter School 2:

- Further refine our implementation of the Eureka Math curriculum through 4x / year in-person coaching with Eureka curricular consultants
- Formalize Unit Launch protocol with all grade teams
- Differentiate *new staff* and *returning staff* Professional Development
- 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 third 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

- 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.
- Discontinue the use of the Fishtank Learning Math Curriculum for grades 6-8 and All Things Algebra for the Algebra I Regents classes.
- Utilize the chosen curriculum: Eureka Math Squared across grades 6-8, and make use of the built in intervention supports and routines.
- Provide teachers with ongoing professional development on the implementation of the Eureka Math Squared curriculum, including professional development received directly from the curriculum providers.
- Ongoing coaching with Principals: Provide regular coaching and support from the Co-Principals and Assistant Principal to teachers, focusing on implementing effective instructional strategies, utilizing curriculum resources, and analyzing student data to inform instruction.
- Continue to emphasize a questioning mindset: Promote a classroom culture that shifts 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 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.
- Expand Algebra I Regents access: 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 BACKGROUND

Community High School taught Algebra and Geometry to its 9th and 10th graders using Achievement First's (AF) math curricula. The curricula focus on exploring linear functions, quadratic functions, and exponential 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 curricula. 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. Teachers use this data to target and monitor intervention support for our students.

CHS will continue to use AF's Algebra and Geometry curricula in order to prepare students to take the NYS Regents. CHS will also add three new math courses using the following curricula: Algebra II(AF and EMath Instruction), Quantitative Reasoning (CUNY), and Pre-calculus (Edgenuity).

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 2023-24. Community High School had only ninth and tenth grade students this year.

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 2023-24. Community High School had only ninth and tenth grade students this year.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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 8th 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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 8th 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.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

None of the high school mathematics accountability measures applied to BwCCS2 High School (“Community High School”) in 2023-24.

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.	N/A
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.	N/A
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 th 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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently	N/A

	scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

First and second year high school students are making progress toward the math metrics.

ACTION PLAN

- Ensuring students have daily practice on Delta Math
- Pilot *Roadmaps* as an Algebra 1 intervention and remediation tool
- Identify and pilot a new math progress monitoring tool
- Balancing digital work with increased pencil/paper work
- Additional professional development on aligning algebra and geometry instruction to NYS standards
- Visit high performing charters
- Daily “Do Now” practice with released Regents questions
- Creating honors sections to promote a culture of high achievement
- Identifying and mastering key calculator skills
- Midterms/Finals questions pulled from released exams and graded using the regents grading scale
- 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 twelfth year, BwCCS2 Leaders and Staff continued to build upon our recent transition to *PhD Science*.

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 support the decision to utilize *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.

In the 2023-2024 School Year, BwCCS 2 had a *PhD Science* consultant spend four entire days onsite to support our implementation of the program. The foci of the sessions were scope & sequence planning, targeted grade-level planning, materials organization, and teacher coaching.

In addition to *PhD Science*, students in all grades at BwCCS 2 enhanced their scientific education through carefully selected Field Trips. For example, 4th Graders enjoyed an overnight trip to the Ashokan Center that prioritized hands-on, science-based, outdoor education.

MIDDLE SCHOOL BACKGROUND

In the 2023-2024 School year, BwCCS2 (Middle) Science teachers continued to be active participants in the 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.

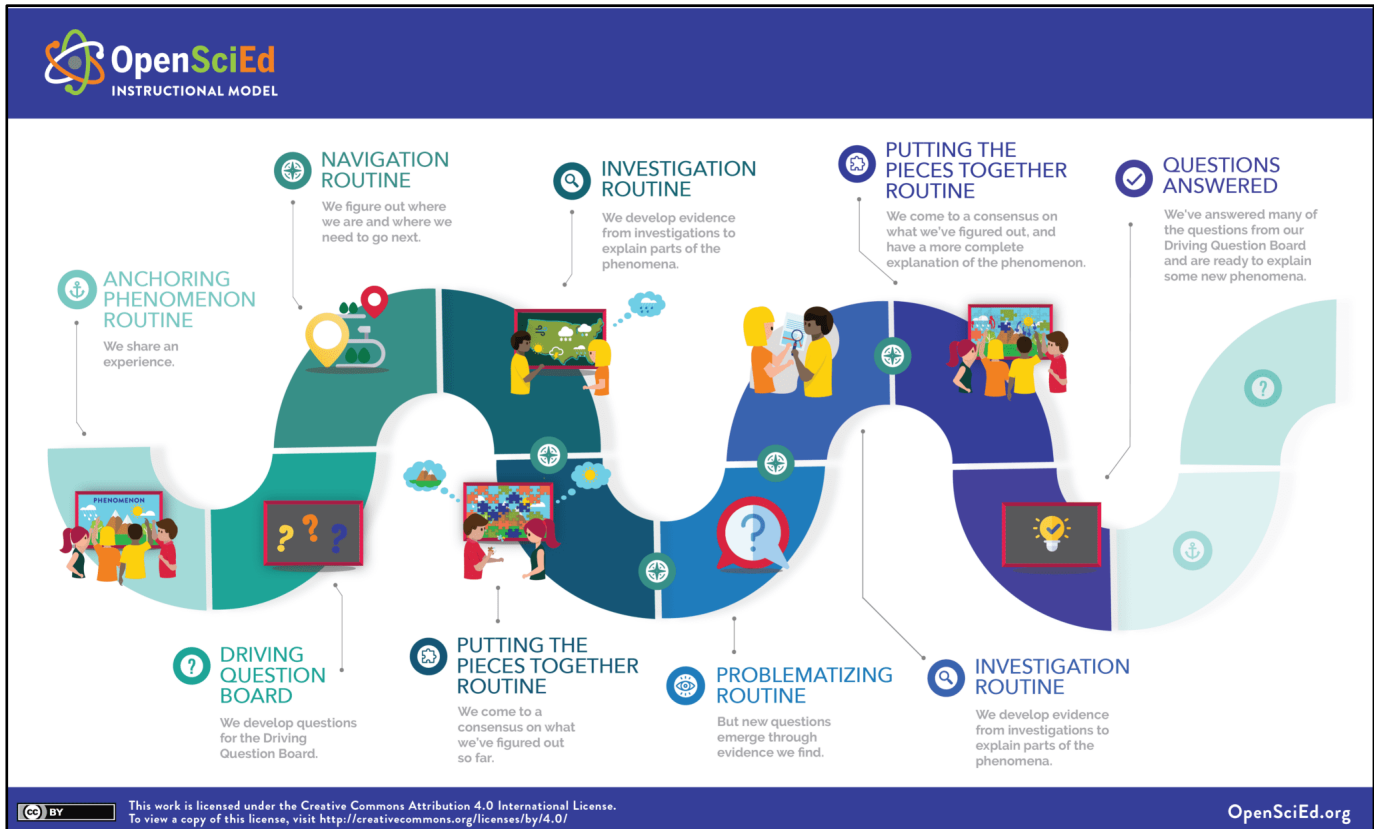
As part of UA, vouchers provided by the program supported students and teachers in experiential learning opportunities at various cultural institutions including museums, aquariums, and zoos.

BwCCS 2 (Middle) utilized Open Sci Ed as well as New York State Scope and Sequence as the base curriculum for grades 6 and 7. Additionally, the New Visions Living Environment curriculum was used for the 8th grade, as all students take the regents course. Recognizing the diversity of our student population and courting the complexity of the state assessments, the curriculum is modified by teachers to support all learners. The curriculum provided students with a systematic approach to learning 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:

1. Learn through an iterative process building on new understanding and knowledge;
2. Discover, investigate, and construct understanding with their peers;
3. Develop their ability to solve problems, ask questions, interpret data, and argue from evidence;
4. 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:

1. 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.



2. 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.
3. Differentiated instruction utilizing Universal Design for Learning principles to support a diverse student population including multilingual learners and students with learning disabilities.
4. 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).
5. Frequent use of various standards-aligned formative assessments, including regular exit tickets, quizzes, and discussions as well as summative assessments.
6. The use of state-provided standards-aligned rubric to review students' work and plan for appropriate supports including scaffolding up and scaffolding down.
7. Student-generated research projects and experiments.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

8. Simulations and data visualization tools enable students to create and refine models of their ideas of key scientific phenomena.
9. Embedded engineering in units focused on problem-solving and technology emphasizes that there is not always one right answer, as students balance competing constraints to design the best justifiable solutions.
10. Frequent opportunities to deepen understanding of content while supporting literacy goals, including vocabulary acquisition, through the intentional incorporation of frequent reading, writing, and discussion.
11. Vertical alignment from 6th to 8th grade of content and skills.

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 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	38	34	89.5%

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students Unavailable		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	38	34	89.5%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th and 8th grade students in science utilizing the NYS Science assessments and NYS Living Environment Regents. 89.5 percent of students in 5th grade achieved proficiency while 32 percent of 8th grade did so on the Regents 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.	Yes
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.	Not Available

EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2023-24. At the time of this report's submission, the science results for the district 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 5 & 8 exam.
 - o The charter school did meet this measure in grade 5. Overall, 89.5% of students enrolled in 2+ years demonstrated proficiency on the NYS science 5 assessment. Grade 8 students took the Living Environment Regents with 32% earning at least a performance level 3.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades. We are unable to report on this metric.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

All students in 8th grade sat for the Living Environment Regents exam in 2023-24 rather than the NYS Science 8.

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	25	18	72%
8	2023-24	Living Environment	63	20	32%

SCIENCE LOWER SCHOOL ACTION PLAN

- Support our new science specialist by providing him with four *PhD Science* direct consultations. The foci of the sessions will be scope & sequence planning, targeted grade-level planning, materials organization, and teacher coaching
- Create multiple opportunities for our science specialist to collaborate with the science specialist from our sister elementary school
- Incorporate *PhD Science* logbooks to better document scientific understanding while simultaneously supporting ELA skills
- Infuse the *PhD Science In Sync* program to provide additional learning opportunities for difficult standards while simultaneously increasing computer literacy
- Continue our 4th Grade Overnight Trip to the Ashokan Center to provide a hands-on, science-based outdoor educational experience
 - 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

SCIENCE MIDDLE SCHOOL ACTION PLAN

With a continuous emphasis on data-informed instructional decisions, BwCCS2 (Middle) 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 into 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.

Additionally, BwCCS2 utilizes the state-issued [performance descriptors](#) as a rubric for examining and assessing student work and designing learning segments. Coupled with the performance descriptors, teachers also use released items of the most recent state exams to practice with students to develop comprehension and metacognitive skills. The use of both has allowed teachers to monitor student progress toward state expectations of learning. This has allowed for data-driven grouping in classes as well as assistance in writing monitorable goals for students with IEPs that require science goals. Additionally, our curriculum is offered in both English and Spanish to support MLLs. In addition to supporting MLLs, this year science courses have had the support of additional teachers to support students with learning disabilities- ranging from the direct support of co-teaching to team-level support of planning, implementing, and evaluating support for students.

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 can 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.

HIGH SCHOOL SCIENCE

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

HIGH SCHOOL BACKGROUND

Community High School continued to teach Living Environment to its 9th graders using New Visions' curriculum. 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?

Community High School taught Earth Science to its 10th graders using New Visions' curriculum. Instruction focused on answering the following essential questions:

- What is the universe, and what is Earth's place in it?
- How do people reconstruct and date events in Earth's planetary history?
- How and why is Earth constantly changing?
- Why do the continents move, and what causes earthquakes and volcanoes?
- How do the properties and movements of water shape Earth's surface and affect its systems?

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- What regulates weather and climate?
- How do living organisms alter Earth’s processes and structures?
- How do Earth’s surface processes and human activities affect each other?

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*.** In Living Environment courses, teachers implemented teaching practices from the Building Thinking Classrooms approach. CHS also supported the Living Environment teacher in her application and participation in the Math for America program.

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 use New Visions’ Biology and Earth Science curricula in order to prepare students to take the NYS Regents in June 2025. For the 2024/25 school year, CHS will add two new science courses: general Environmental Science and AP Environmental 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.

Not applicable. Community High School does not have a fourth year cohort in 2023-24. Community High School had only ninth and tenth grade students this year.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

None of the high school mathematics accountability measures applied to BwCCS2 High School (“Community High School”) in 2023-24.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	on a New York State Regents science exam by the completion of their fourth year in the cohort.	
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.	N/A

HIGH SCHOOL ACTION PLAN

Action Steps in response to data:

- Create honors Living Environment and Earth Science sections and AP Environmental Science courses to promote a culture of high achievement
- Incorporate targeted Living Environment content into general Environmental Science classes
- Continue to include weekly written practice with released Regents questions
- Continue to clarify content that must be memorized/mastered
- Continue to clarify content that requires a more 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 and Earth Science Regents rubric
- Promote interdisciplinary practices re: graphing in Algebra and Living Environment
- Create midterm and final exams using released Regents exam questions
- Visit high performing schools that are models of high quality science instruction
- Participate in professional development offered by the DNA Learning Center

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

ELEMENTARY SCHOOL

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

At BwCCS2 Middle 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 the TCI 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

Community High School taught United States 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,

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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' US History curriculum, Savvas' Government/Economics curriculum and also begin implementing the New Visions' Global History curriculum in order to prepare students to take the NYS Regents.

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 2023-24.

Social Studies Measure 2 - Comparative

Each year, the percent to 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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 2023-24.

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

None of the high school social studies/history accountability measures applied to BwCCS2 High School ("Community High School") in 2023-24.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. 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.	N/A
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.	N/A
Comparative	Each year, the percent 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.	N/A

MIDDLE SCHOOL ACTION PLAN

- Transition from TCi to New Visions' US History Curriculum
- Provide US History professional development through New Visions

HIGH SCHOOL ACTION PLAN

- 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. Students achieving a passing grade without completing the essay
- Visit high performing charter schools
- Have all 9th grade students take the 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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- Creating honors sections to promote a culture of high achievement
- For 10th grade Government/Economics students, incorporating Document Based Questions and prompts into their instruction
- For 11th grade Global History and Geography students, incorporating Document Based Questions and prompts into their instruction
- Offer AP Global History to advanced students

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
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

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