



**Beginning
with Children**
Charter School 2

**BEGINNING WITH CHILDREN
CHARTER SCHOOL 2**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 22, 2017

Submitted By

The Beginning with Children Foundation
and Esosa Ogbahon, School Leader

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INTRODUCTION

The Beginning with Children Foundation and Esosa Ogbahon, School Leader, prepared this 2016-17 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kolz, Amy	Chair, Executive, Finance, Academic Excellence
Baird, Travis	Academic Excellence, School
Baneman, Becca	Executive, Academic Excellence, Finance, Legal
Gulardo, Sonia	Academic Excellence, Legal, School
Morrow, Kiisha	Executive, Nominating, School
Waldron, Joan	Executive, Nominating, School
Whitten, Gregory	Executive, Finance, Nominating, Legal
Ogbahon, Esosa	Member Ex-Officio/Principal
Mosley, Jubilee	Member Ex-Officio/Lower School Principal
Nicole Blair-Barzey	Member Ex-Officio/Middle School Principal

Esosa Ogbahon has served as the Principal since February 2012.

INTRODUCTION

Beginning with Children Charter School 2 (BwCCS 2) is a nurturing community that fosters a love of learning and the development of character for students in grades K-1. Our students achieve academic excellence and are prepared to succeed in top performing high schools and colleges. BwCCS 2 students develop and use G.R.I.T. (Good Judgment, Resilience, Integrity, and Teamwork) for personal and community improvement.

Key design elements include:

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2012-13	50	50					100
2013-14	55	55	43				153
2014-15	45	52	54	42			193
2015-16	52	52	56	54	41		255
2016 - 17	42	53	51	51	53	40	290

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

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

At BwCCS 2 we believe that all children can succeed. Our literacy curriculum built around *Journeys* embeds Common Core-based instruction into every unit and lesson. It is a comprehensive program that provides the resources needed to plan and assess effectively, as well as teach and engage students. The *Journeys* student text uses the Common Core to engage students and build comprehension skills with materials leveled to ensure all readers receive the proper support and challenge. These texts apply comprehension skills and strategies from the core lessons and support students at their instructional level. The writing portion of the *Journeys* Common Core program is a combination of direct writing instruction through common core mini-lessons and student practice utilizing the Common Core Writing Handbook. Our core program is supplemented by Jolly Phonics, Reading Mastery, Scholastic Short Reads and teacher-created materials.

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

Our students are assessed 3 times a year using the Strategic Teaching and Evaluation of Progress (STEP) Assessment. The assessment provides students, teachers, parents and administrators with data on student mastery of reading accuracy, fluency, oral comprehension, silent comprehension, written comprehension, retelling and spelling.

As students progress out of the STEP assessment, we administer the Fountas & Pinnell Benchmark Assessment System. The assessment provides students, teachers, parents and administrators with data on a student's ability to infer meaning, synthesize information and respond to the author's craft, understand complex plots, use background information to interpret text and respond to text in writing.

All assessment data is collected and stored in an online data management system that is accessible to teachers, administrators and parents. The data is analyzed quarterly and used to

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customize instruction to meet the needs of our students. For example, the data is used to create reading groups and set learning and instructional goals within the groups.

Through professional development, teachers are supported in analyzing student data and creating next steps for themselves and their students. In this way, we are best able to prepare our students for future success.

In addition to deepening their understanding of the curricula, staff continued to use *Journeys* as the basis of new report cards. With the support of the Beginning with Children Foundation, BwCCS 2 has continued to refine its standards-based reports. The report cards were assessment based and provided our students' families with a clear understanding of their child's progress towards meeting Common Core standards.

Finally, BwCCS 2 continued its summer and after school programs. The after-school program provided students in small groups with extra support in identified areas of weakness. The summer program combined literacy, math and arts instruction to give students in small groups a well-rounded summer experience.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 5th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	50			1		51
4	52			1		53
5	39			1		40
All	141	0	0	3	0	144

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

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RESULTS

Overall, 58 percent of students in at least their second year of enrollment at BwCCS 2 scored at standards 3 and 4 on the NYS ELA exam. 57 percent of all 3rd and 4th grade students achieved proficiency.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	64%	50	66%	44
4	58%	52	58%	48
5	49%	39	49%	35
All	57%	141	58%	127

EVALUATION

BwCCS 2 did not achieve this measure.

ADDITIONAL EVIDENCE

Proficiency rates in ELA have been steadily increasing year after year since BwCCS 2 began administering the exam in 2014-15; from 33% in 2015 to 48% in 2016 to 58% this year.

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English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33%	36	53%	47	66%	44
4			42%	36	58%	48
5					49%	35
All	33%	36	48%	83	58%	127

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

The Performance Level Index calculates to 152 in ELA, far exceeding the target AMO of 111.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
141	6%	36%	48%	10%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 36 & + & 48 & + & 10 & = & 94 \\
 & & & & 48 & + & 10 & = & \underline{58} \\
 & & & & & & \text{PLI} & = & 152
 \end{array}$$

EVALUATION

BwCCS 2 achieved this measure.

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

The BwCCS 2 students outperformed the local NYC district #14 in each grade and overall in ELA, 58% proficient versus their 39%.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District #14 Students	
	Percent	Number Tested	Percent	Number Tested
3	66%	44	42%	1153
4	58%	48	40%	1120
5	49%	35	35%	2273
All	58%	127	39%	3362

EVALUATION

BwCCS 2 achieved this measure.

ADDITIONAL EVIDENCE

As evidenced in the following table, BwCCS 2 continues to outperform the local district year after year.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	33%	30%	53%	42%	66%	44
4			42%	43%	58%	48
5					49%	35
All	33%	30%	48%	42%	58%	127

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

BwCCS 2 earned an effect size of 1.23 based upon the ELA results of grades 3-4 in 2015-16, which is higher than expected to a large degree and surpassing the target of 0.3.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.0	52	54	29.4	24.6	1.37
4	90.2	40	45	26.4	18.6	1.05
All	88.4	92	50.1	28.1	22.0	1.23

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School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

BwCCS 2 achieved this measure.

ADDITIONAL EVIDENCE

BwCCS 2 earned an effect size far greater than the minimum 0.3 in both years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	85.7	43	33	20.2	0.89
2015-16	3-4	88.4	92	50.1	28.1	1.23

Goal 1: Growth Measure⁴

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 state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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RESULTS

In 2015-16, BwCCS 2's fourth grade students earned a mean growth percentile of 51.4, greater than the statewide median of 50.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	51.46	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All	51.4	50.0

EVALUATION

BwCCS 2 achieved this measure.

Absolute Goal: Optional Measure

Each year, 75 percent of all tested K-2 students will achieve grade level reading comprehension competency as assessed using STEP guided reading level benchmark assessments.

METHOD: METHOD

All students take the University of Chicago developed STEP literacy assessment. The assessment is administered individually to each student. Before each assessment cycle, the staff collectively norms the comprehension portion of the assessment. Once a set of acceptable responses is created, it is shared electronically for all staff to reference. During the administration of the assessment, the staff is required to write student responses verbatim. For the summative STEP assessment at the end of the school year, students are not assessed by their classroom teacher. They are assessed by another member of the teaching staff.

RESULTS

The following table presents the STEP assessment results for all students.

2016-17 -- STEP Assessment Results by Grade Level

Grade	Percent of Students Achieving Proficiency	
	Percent	Number Tested
K	51.2%	41
1	35.8%	53
2	35.3%	51
3	35.3%	51
4	58.5%	53
5	62.5%	40
K+5 Combined	45.7%	289

EVALUATION

BwCCS 2 did not achieve this measure.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Beginning with Children Charter School 2 achieved all measures in ELA, with the exception of having 75% performing at levels 3 and 4. Steady gains in percentage of students who test proficient in ELA are occurring year after year, from 33% in 2015 to 58% this year. In addition, BwCCS 2 did achieve all other required ELA CSI accountability measures, compared to the district and schools of similar economic status and demonstrated growth.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
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.	Met
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Met
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 state's unadjusted median growth percentile. (Using 2015-16 results.)	Met
Optional	Each year, 75 percent of all tested K-2 students will achieve grade level reading comprehension competency as assessed using STEP guided reading level benchmark assessments.	Not Met

ACTION PLAN

- Instruct and assess all fiction and non-fiction sub-genres
- Increase the amount of about-the-text questions used in daily instruction
- Increase the use of Scholastic Short Reads to supplement the core guided reading program
- Maintain our focus on giving frequent opportunities to write about reading using text-dependent prompts
- Developing a 6th grade scope and sequence
- Maintain frequent on-going ELA coaching

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

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

At BwCCS 2 we believe that all children can succeed. Our math curriculum built around *Math in Focus* embeds Common Core aligned instruction into every 60-75 minute lesson. The program supports teachers in providing students with systematic and explicit instruction in the key areas of math as identified by the authors of the Common Core State Standards and Trends in International Mathematics and Science Study. Those key areas are: making sense of problems and solving them; reasoning abstractly and quantitatively; constructing viable arguments and assessing the work of others; modeling with mathematics; using appropriate tools strategically; attending to precision; looking for and making use of structure; and looking for, and expressing regularity in repeated reasoning. The *Math in Focus* Curriculum emphasizes depth of mathematical topics rather than breadth. *Math in Focus* lessons are organized in a way that meets the needs of students. Specifically, *Math in Focus* uses a concrete-pictorial-abstract approach to introduce topics to students.

BwCCS 2's implementation of Math in Focus during the 2016/17 school year was supported by pre-service professional development by a Singapore Math implementation consultant and by internal professional development.

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

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

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- A focused, coherent curriculum that emphasizes teaching to mastery
- A visual, balanced approach that meets students' needs
- Confidence in knowing that the program has informed the creation of the common core math standards

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

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	50		1		51	
4	52		1		53	
5	39		1		40	
All	141	0	3	0	144	

RESULTS

66 percent of all students as well as 70 percent of students in at least their second year at BwCCS 2 performed at standards 3 and 4 on the 2017 NYS Math exam.

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

MATHEMATICS

Performance on 2016-17 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	62%	50	66%	44
4	67%	52	71%	48
5	69%	39	72%	36
All	66%	141	70%	128

EVALUATION

BwCCS 2 did not achieve this measure.

ADDITIONAL EVIDENCE

After big gains from 2015 to 2016, proficiency rates dipped below 75 percent in 2017.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	62%	37	74%	47	66%	44
4			81%	36	71%	48
5					72%	36
All	62%	37	77%	83	70%	128

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding

MATHEMATICS

the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

The GCACS Performance Level Indicator in Math calculates to 159, which is greater than the AMO of 109.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
141	7%	27%	36%	30%

$$\begin{array}{rcccccccc} \text{PI} & = & 27 & + & 36 & + & 30 & = & 93 \\ & & & & 36 & + & 30 & = & \underline{66} \\ & & & & & & \text{PLI} & = & 159 \end{array}$$

EVALUATION

BwCCS 2 achieved this measure.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

BwCCS 2 outscored the local district, NYC #14, by 30 points in math; overall 70% proficient to their 39%.

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

2016-17 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District #14 Students	
	Percent	Number Tested	Percent	Number Tested
3	66%	44	42%	1143
4	71%	48	36%	1122
5	71%	36	38%	1102
All	70%	128	39%	3367

EVALUATION

Beginning with Children Charter School 2 achieved this measure.

ADDITIONAL EVIDENCE

As evidenced below, BwCCS 2 continues to have higher proficiency rates than the local district year after year.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	62%	36%	74%	40%	66%	42%
4			81%	40%	71%	36%
5					71%	38%
All	62%	36%	77%	40%	70%	39%

Goal 2: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size.

Beginning with Children Charter School 2 2016-17 Accountability Plan Progress Report

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An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16, Beginning with Children Charter School 2 achieved an overall effect size of 2.37, which is Higher than Expected to a Large Degree.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.0	52	77	31.9	45.1	2.10
4	90.2	40	83	28.7	54.3	2.72
All	88.4	92	79.6	30.5	49.1	2.37

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

BwCCS 2 achieved this measure.

ADDITIONAL EVIDENCE

BwCCS 2 has earned an effect size far greater than the required 0.3 both years the analysis has been performed.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3	85.7	44	49	29.2	1.56
2015-16	3-4	88.4	92	79.6	30.5	2.37

MATHEMATICS

Goal 2: Growth Measure⁹

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 state's unadjusted median growth percentile.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

RESULTS

BwCCS 2 grade 4 growth percentile 68.6 for 2015-16 surpassed the statewide median of 50.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	68.6	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All	68.6	50.0

EVALUATION

BwCCS 2 achieved this measure.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

Beginning with Children Charter School 2 met all but one outcome measure. Although the math proficiency rate was above 75 percent in 2016, it dipped in 2017 to 70%. 70 percent is still higher than the local district, citywide and statewide proficiency rate in overall same grades. Please refer to the action plan below for strategies to increase math performance in 2017-18.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Met
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.	Met
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Met
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 state's unadjusted median growth percentile.	Met

ACTION PLAN

- Create more opportunities for students to practice and master visually representing mathematical information
- Maintaining students demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Provide additional professional development for teachers on the following topics:
 - Developing students' conceptual understandings
 - Visualization of mathematical concepts
 - Using/refining ongoing diagnostics such as formative assessments
- Developing a 6th grade scope and sequence
- Maintaining frequent, ongoing math coaching

SCIENCE

Goal 3: Science

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

BACKGROUND

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

The FOSS program supports teachers in providing students with systemic and explicit instruction in the key areas of science. Students visit and re-visit key science topics within the K-6 scope and sequence. The goals of the program are to promote:

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

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

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

- Hands-on activities are a regular part of the program reinforcing and giving meaning to abstract concepts
- Frequent opportunities to build content knowledge through reading and writing about science
- Frequent use of in-program formative and summative assessments to assess learning and plan for future instruction
- Embedded ELL supports through the use of consistent language and the use of pictures and concrete objects
- Opportunities to transfer in-classroom learning to the real-world through the use of field experiences

SCIENCE

- Connections between in-classroom learning and the development and implementation of a student-run recycling program

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

90 percent of our grade 4 students in at least their second year scored at levels 3 and 4 on the NYS Science exam in 2016-17.

Charter School Performance on 2016-17 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87%	52	90%	48

EVALUATION

Beginning with Children Charter School 2 achieved this science measure.

ADDITIONAL EVIDENCE

BwCCS 2 has met this outcome both years it has administered the NYS Science 4 exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4			97%	34	90%	48

Goal 3: Comparative Measure

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

SCIENCE

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

RESULTS

NYC District #14 Science 4 results are pending.

2016-17 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District #14 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	90%	48	TBD	

EVALUATION

Pending

ADDITIONAL EVIDENCE

BwCCS 2 grade 4 students did outperform the local district in 2015-16, the most recent results available at the time of this report.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4			97%	91%	90%	TBD

SUMMARY OF THE SCIENCE GOAL

Using the most recent information available, BwCCS 2 achieved all science outcome measures. 90 percent of grade 4 students in at least their second year scored at levels 3 and 4.

SCIENCE

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.	Met
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.	Met (2015-16)

ACTION PLAN

- BwCCS 2's elementary science specialist will continue to implement FOSS in grades k-5.
- BwCCS 2 has hired a middle school science specialist for grade 6.
- Both science teachers will work to create alignment between the elementary and middle school science scope and sequence
- Science teachers will continue to develop a project based approach to science instruction

NCLB

Goal 4: NCLB

Under the state’s NCLB accountability system, the CPCS’s Accountability Status will be “Good Standing” each year.

Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

Beginning with Children Charter School 2 continues to be in Good Standing.

EVALUATION

BwCCS 2 achieved this outcome measure.

ADDITIONAL EVIDENCE

BwCCS 2 has been in Good Standing since it opened.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing