



# **BwC Charter School 2**

## **Beginning with Children Charter School 2**

### **2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By

By Beginning with Children, Mike Ferrara, Yvette  
Ferrara & Edwin Santiago

Lower School: 215 Heyward St, Brooklyn, NY 11206

Phone: (718) 302-7700

Middle School: 11 Bartlett St, Brooklyn, NY 11206

Phone: (718) 599-2924

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

The Beginning with Children Foundation (BwC), Mike Ferrara (Lower School Co- Principal), Yvette Ferrara (Lower School Co- Principal), and Edwin Santiago (Middle School Principal) prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	Committees
Joan Walrond	Chair	Executive, Nominating, Legal, Academic
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Mitch Protass	Trustee	Finance, Strategic Planning
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**Founding Principal Esosa Ogbahon led Beginning with Children Charter School 2 (BwCCS 2) from February 2012 to July 2019. Mike and Yvette Ferrara became co-principals of BwCCS 2 Lower School in August 2017. When Mr. Ogbahon advanced to Managing Director of Teaching and Learning for the BwC Foundation in July 2019, Edwin Santiago became principal of BwCCS 2’s Middle School after completing a Principal in residence period.**

## 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 in grades K-8. 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.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2014-15	45	52	54	42						193
2015-16	52	52	56	54	41					255
2016-17	42	53	51	51	53	40				290
2017-18	53	45	52	51	54	52	47			354
2018-19	45	56	49	54	53	52	56	47		412
2019-20	48	51	54	48	51	54	51	50	37	444

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

BwCCS2 students will become proficient readers and writers of the English language.

#### BACKGROUND

In Beginning with Children Charter School 2’s eighth year, the ELA staff continued to utilize Journeys/Collections 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 Journeys program provides resources for on-level, advanced, and below-level learners, as well as background knowledge, texts, and instructional guidance for English Language Learners. This content, coupled with ongoing professional development, aims to support every child at their level.

Teachers and students in all grades at the Lower School supplement the Journeys curriculum with authentic texts in a variety of instructional formats, including read-alouds, shared reads, guided reading, novel studies, and book clubs. BwCCS 2 houses an ample library of texts to connect to the curriculum, support instructional objectives, and develop a deep love of reading.

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, Leveled Literacy Intervention, and teacher-created materials.

During our 90-120 minute reading block our elementary 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.

The Middle School reading program builds on literacy skills gained in our elementary school. In Middle School, literacy is taught in daily 90 minute blocks in order to minimize transitions between classes and to better integrate reading, writing and history instruction. The foundation of our Middle School literacy program in Fall 2019 was built on three components - Houghton Mifflin Harcourt's (HMH) Journeys/Collections Literacy Program, explicit vocabulary instruction through Educational Publishing Services' Classical Roots Program, interdisciplinary writing using social studies content. At the end of quarter 1, we incorporated Match Fishtank's novel-based literacy units. These core curricular elements were further supplemented by teacher-created units using texts such as *My Antonia*, *The Underdogs* and *Far from the Tree*.

All students are assessed 3 times a year until they've tested out of using the Fountas & Pinnell Benchmark Assessment System. 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.

During the 19/20 school year, both the elementary school and the middle school also administered standards aligned Interim Assessments. The teacher-created, network-vetted assessments consisted of short and long constructed responses. The data from both the F&P and Interim Assessments was stored in our Learning Management System, Illuminate, and used by teachers and administration to plan for mastery of standards. The data is analyzed frequently and used to customize instruction to meet the needs of our students. For example, the Fountas and Pinnell data is used to create reading groups and set learning and instructional goals within the groups.

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. In addition to teacher coaching and internal professional development sessions, teachers were also able to attend the Literacy for All conference at Lesley University, summer courses at Teachers College, the National Council of Teachers of English, as well as a variety of sessions to support English Language Learners.

With regards to report cards, staff continued to use Journeys/Collections/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 Common Core standards.

When COVID-19 forced school buildings to close, literacy instruction did not stop at BwCCS2. At the elementary school level, children used Zoom and the Seesaw platform to participate in live sessions, watch teacher videos, and complete daily assignments. K-5 Attendance for the March-June building closure was 92%. At the middle school level, children used Zoom and the Google classroom platform to participate in live sessions and complete daily assignments. Grades 6-8 attendance for the March - June building closure was 96%.

Finally, BwCCS 2 continued its summer, after school, and Saturday programs. Of particular note, BwCCS2 conducted 4 weeks of remote summer instructional programming. The programming, available daily to all students, offered both synchronous and asynchronous instruction.

### **GOAL 1: EFFECTIVE ASSESSMENT OF STUDENT ACHIEVEMENT IN ELA AT THE END OF THE 2019-20 SCHOOL YEAR**

RESULTS FROM THE NATIONAL NORM-REFERENCED EXAM HAVE INFORMED OUR GRADE-LEVEL PRIORITIES AND GROUPINGS OF STUDENTS IN THE 2020-21 SCHOOL YEAR

#### **METHOD**

In the absence of the New York State tests, the school administered the NWEA English Language Assessment for students in 3<sup>rd</sup> through 8th grade in June 2020. Each student's raw score has been converted to a New York State Assessment scaled proficiency score.

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 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).

2019-20 NWEA English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>		Total Enrolled
		IEP	Absent	
3	45		3	47
4	45		6	53
5	50		4	55
6	51		0	51
7	49		1	49
8	37		0	38
All	277		14	293

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP) or absence for at least some part of the exam.

**RESULTS AND EVALUATION**

Over the past two school years, our schools have emphasized instruction on and assessment of constructed written responses. In the elementary grades, student performance showed declines from Spring 2019 NYSTP (62% were proficient) to Spring 2020 NWEA (47% were projected proficient). Declines may be attributed to our school year emphasis on constructed and extended math responses, while the NWEA assessment is composed of only objective response questions. Elementary students were also experiencing assessment on a computer for the first time. At the middle school grades, despite the NWEA being composed of only objective response questions, our students’ absolute performance on the Spring 2020 NWEA (52% of students projected to be proficient) exceeded their absolute performance on the Spring 2019 NYSTP (42% were proficient).

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### Performance on 2019-20 NWEA 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	
	NWEA ELA EXAM Projected NYSTP Percent Proficient	Number Tested	NWEA ELA EXAM Projected NYSTP Percent Proficient	Number Tested
3	49%	45	49%	43
4	56%	45	54%	41
5	34%	50	38%	45
6	49%	51	49%	51
7	53%	49	53%	49
8	54%	37	54%	37
All	50%	277	50%	266

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

This spring’s administration of the NWEA was the school’s first. As such year-over-year data is not available.

ELA Performance on NWEA and NYSTP by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	New York State Test				NWEA - Projected NYSTP Proficient	
	2017-18		2018-19		2019-20	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	59%	44	83%	41	49%	43
4	54%	48	61%	44	54%	41
5	42%	48	43%	44	38%	45
6	76%	37	41%	46	49%	51
7			44%	39	53%	49
8					54%	37
<b>All</b>	<u>56%</u>	177	<u>54%</u>	214	<u>50%</u>	266

### 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.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the cancellation of the 2019-20 New York State tests, a 2019-20 analysis is not available. This report contains 2018-19 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

The school's effect size of 1.09 surpassed the target of 0.3, indicating the school performed higher than expected to a large degree in comparison to schools statewide enrolling similar concentrations of economically disadvantaged students.

#### 2018-19 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	94.4	49	606.0	593.8	12.2	1.40
4	94.3	53	602.0	592.2	9.8	1.19
5	90.4	50	604.0	593.3	10.7	1.31
6	89.3	52	596.0	591.1	4.9	0.56
7	95.7	40	601.0	592.6	8.4	0.98
8	~	~	~	~	~	~
ALL	92.7	244	601.8	592.6	9.2	<b>1.09</b>
<b>SCHOOL'S OVERALL COMPARATIVE PERFORMANCE:</b>						
<i>HIGHER THAN EXPECTED TO A LARGE DEGREE</i>						

### ADDITIONAL EVIDENCE

The school's effect size has been substantially greater than 0.3 for the past 4 years.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-4	88.4	92	50.1	28.1	1.23
2016-17	3-5	89.1	141	57.6	26.4	1.87
2017-18	3-6	92.1	199	53.8	32.2	1.21
2018-19	3-7	92.7	244	601.8	592.2	1.09

## Goal 1: Growth Measure

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-8 will be above the target of 50.

### 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 2018-19 and also have a state exam score from 2017-18 including students who were retained in the same grade. Students with the same 2017-18 score are ranked by their 2018-19 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.

Given the cancellation of the 2019-20 New York State tests, a 2019-20 analysis is not available. This report contains 2018-19 results, the most recent Growth Model data available.

### RESULTS AND EVALUATION

In 2018-19, BwCCS 2 did not achieve this measure with an overall mean growth percentile of 45.7. BwCCS 2 students in the Lower School exceeded growth targets, but students in grades 6 and 7 fell below the mean growth percentile target of 50.

2018-19 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	52.3	50.0
5	52.1	50.0
6	36.9	50.0
7	40.3	50.0
8		50.0
All	<b><u>45.7</u></b>	50.0

ADDITIONAL EVIDENCE

For the third year in the past four testing years, grades 4 and 5 have exceeded the mean growth percentile target of 50 with the 2018-19 results. Our middle school ELA department continues to reflect on how to increase proficiency levels going forward. Please refer to the action plan at the end of this section for details.

ENGLISH LANGUAGE ARTS MEAN GROWTH PERCENTILE BY GRADE LEVEL AND SCHOOL YEAR

GRADE	MEAN GROWTH PERCENTILE				
	2015-16	2016-17	2017-18	2018-19	TARGET
4	51.4	59.1	44.3	52.3	50.0
5		56.9	43.9	52.1	50.0
6			54.8	36.9	50.0
7				40.3	50.0
8					50.0
ALL	<u>51.4</u>	<u>58.1</u>	<u>47.2</u>	<u>45.7</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The closure of our physical school buildings this past spring and the cancellation of the New York State tests meant that we lacked the opportunity to demonstrate progress towards our goal of 75 percent of students achieving grade-level proficiency on the NYS ELA exam. We administered the NWEA English Language Assessment for students in 3rd through 8th grade in June 2020 to have a norm-referenced, end-of-year benchmark for our students, knowing that technology and administration hurdles in a remote testing environment would yield imperfect data and results. Though we were heartened to see the overall ELA proficiency projected by NWEA to be in line with our 2018-19 NYS exam results, the data from our NWEA assessment has, more importantly, informed our instructional priorities for our summer bridge academic program in July and August 2020 and the 2020-21 school year.

Finally, for the fourth testing year, BwCCS 2 students did perform higher than expected to a large degree as measured by the comparative performance effect size analysis conducted by SUNY.

Type	Measure	Outcome
Absolute	Effective assessment of student achievement in ELA at the end of the 2019-20 school year	Achieved 2019/20 School Year
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. (Using 2018-19 results.)	N/A 2019/20 School Year Achieved 2018/19 School Year
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. (Using 2018-19 results.)	N/A 2019/20 School Year Did Not Achieve 2018/19 School Year

**ACTION PLAN**

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

Lower School:

- Include daily synchronous literacy instruction as a key component of the BwCCS2 Remote Learning program

- Children learning remotely will receive all components of a balanced literacy program strategically through daily live Zoom sessions. Participation and engagement are supported by the Nearpod and Jamboard applications.
- Children will participate in whole group synchronous literacy lessons as well as small group, differentiated synchronous sessions.
- The number of minutes in the synchronous literacy block is determined by a child's age / grade level. Youngest students participate in 30 minute lessons, while older students participate in 1 hour lessons.
- After the synchronous session, children complete additional assignments and readings asynchronously through Seesaw and Raz-Kids.
- Incorporate the iReady Online Assessment 3x/ year in grades 3-5 in order to support instruction, obtain a formal snapshot of student learning, and develop children's ability to test with fidelity online.
- Continue partnership with literacy consultant Dr. Lizette Suxo (formerly a direct report of Irene Fountas) to enhance *Responsive Teaching* in Guided Reading in grades K-5
- Work *with* instructional staff to develop 2020-21 ELA Pacing Calendars. Strong staff retention has led to deeper content knowledge and understanding; in this atypical year, we believe staff input on pacing is more important than ever.
- Teach Jolly Phonics explicitly and in isolation the first quarter of school in Kindergarten, paired with assessment every eighth day
- Train staff on Specially Designed Instruction to support students with disabilities and English Language Learners
- Maintain our focus on beyond-the-text and about-the-text questioning throughout the literacy block
- Maintain our focus on giving frequent opportunities to write about reading using text-dependent prompts
- Maintain frequent ongoing ELA coaching

### Middle School

- Daily synchronous literacy instruction as a key component of the BwCCS2 Remote Learning program
  - Students will participate in whole group synchronous literacy lessons as well as small group, differentiated synchronous sessions.
  - The literacy block is 60 minutes long for all students plus 45 minutes of intervention for at-risk students.

- Outside of the synchronous sessions, students complete additional assignments on Lexia PowerUP, to support individualized progress in Grammar, Vocabulary & Reading Comprehension skills.
- Assessment
  - iReady Online Assessment 3x/ year to support instruction, obtain a formal snapshot of student learning
  - Fountas & Pinnell Assessments 2x a year
  - Unit Assessments aligned with Match Fishtank Curriculum
  - Vocabulary Assessments every 6-8 weeks aligned with Classical Roots vocabulary Curriculum.
- Morning Phonics intervention for students who have not tested out of Phonics according to iReady assessment.
- Study Hall/Intervention/Guided Reading groups to support below grade level students.
- Maintain a professional development foci
  - Developing teachers' ability to support students accessing a text's main/central ideas
  - Developing teachers' ability to support students comprehension of higher order thinking questions
- Maintain our focus on daily writing as students respond daily to standards based prompts following daily shared reading.
- Maintain frequent ongoing ELA coaching

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

BwCCS 2 students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

#### BACKGROUND

In Beginning with Children Charter School 2's eighth 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 math teaching 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 60-90 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.

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
- 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

BwCCS 2's implementation of Math in Focus during the 2019/20 school year was supported by ongoing internal and external professional development. The staff also engaged in frequent vertical alignment conversations and worked with Joe Flick, a HMH Math in Focus consultant.

Since no program can cover all of the students' diverse needs, we supplement Math in Focus at the Lower School with EngageNY, Every Day Counts Calendar Math, and the Mathletics and IXL computer programs.

Our Middle School math program builds on math skills gained in our elementary school. The foundation of our Middle School math program is built on three components - the HMH Math in Focus Program, standards aligned software, and supplementary resources. The supplementary resources included EngageNY and ReadyNY Instruction and Problem Solving texts.

During the 2019-2020 school year BwCCS2 revised its Math Interim Assessments in order to a.) receive quality data for instruction, b.) provide opportunities for students to gain familiarity with testing format & procedures, and c.) allow for collaborative discussions and review with other schools in our network.

When COVID-19 forced school buildings to close, math instruction did not stop at BwCCS2. Children learned through synchronous Zoom/Google Meets lessons, asynchronous teacher videos, differentiated assignments on the Seesaw learning platform, and continued use of our online platforms (IXL, Mathletics, and Khan Academy). Grades K-5 attendance for the March - June building closure was 92%. Grades 6-8 attendance for the March - June building closure was 96%.

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### GOAL 1: EFFECTIVE ASSESSMENT OF STUDENT ACHIEVEMENT IN MATH AT THE END OF THE 2019-20 SCHOOL YEAR

RESULTS FROM THE NATIONAL NORM-REFERENCED EXAM HAVE INFORMED OUR GRADE-LEVEL PRIORITIES AND GROUPINGS OF STUDENTS IN THE 2020-21 SCHOOL YEAR

### METHOD

In the absence of the New York State tests, the school administered the NWEA Mathematics Assessment for students in 3<sup>rd</sup> through 8th grade in June 2020. Each student's raw score has been converted to a New York State Assessment scaled proficiency score.

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).

2019-20 NWEA Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>		Total Enrolled
		IEP	Absent	
3	46		2	48
4	49		2	51
5	53		1	54
6	51		0	51
7	49		1	49
8	36		1	37
All	284		7	291

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP) or absence for at least some part of the exam.

### RESULTS AND EVALUATION

Over the past two school years, our schools have emphasized instruction on and assessment of constructed math responses. At the elementary grades, student performance showed declines from Spring 2019 to Spring 2020. Declines may be attributed to our school year emphasis on constructed and extended math responses, while the NWEA assessment is composed of only objective response questions. Elementary students were also experiencing assessment on a computer for the first time. At the middle school grades, despite the NWEA being composed of only objective response questions, our students' absolute performance on the Spring 2020 NWEA (52% of students

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projected to be proficient) nearly matched their absolute performance on the Spring 2019 NYSTP (53% were proficient).

### Performance on 2019-20 NWEA Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	NWEA Math EXAM Projected NYSTP Percent Proficient	Number Tested	NWEA Math EXAM Projected NYSTP Percent Proficient	Number Tested
3	46%	46	47%	43
4	47%	49	47%	44
5	42%	53	44%	48
6	55%	51	55%	51
7	61%	49	61%	49
8	39%	36	39%	36
All	48%	284	49%	271

#### ADDITIONAL EVIDENCE

This spring's administration of the NWEA was the school's first. As such year-over-year data is not available.

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### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	New York State Test				NWEA - Projected NYSTP Proficient	
	2017-18		2018-19		2019-20	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	70%	44	62%	42	47%	43
4	61%	49	72%	43	47%	44
5	77%	48	86%	44	44%	48
6	53%	38	67%	46	55%	51
7			39%	38	61%	49
8					39%	36
All	66%	179	66%	213	49%	271

#### 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 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 cancellation of the 2019-20 New York State tests, a 2019-20 analysis is not available. This report contains 2018-19 results, the most recent Comparative Performance Analysis available.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The school's effect size of 1.40 well surpassed the target of 0.3, indicating the school performed higher than expected to a large degree in comparison to schools statewide enrolling similar concentrations of economically disadvantaged students.

*2018-19 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	94.4	50	604.0	593.7	10.3	1.08
4	94.3	52	607.0	592.7	14.3	1.50
5	90.4	50	617.0	593.5	23.5	2.36
6	89.3	53	605.0	593.4	11.6	1.23
7	95.7	40	599.0	592.3	6.7	0.72
8	~	~	~	~	~	~
ALL	92.7	245	606.7	593.2	13.5	<b>1.40</b>
<b>SCHOOL'S OVERALL COMPARATIVE PERFORMANCE:</b>						
<i>HIGHER THAN EXPECTED TO A LARGE DEGREE</i>						

### ADDITIONAL EVIDENCE

The school's effect size has consistently surpassed the goal of 0.3, indicating that the school has outperformed, to a large degree, schools with similar populations of economically disadvantaged students.

# 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-4	88.4	92	79.6	30.5	2.37
2016-17	3-5	89.1	141	65.8	29.5	1.88
2017-18	3-6	92.1	202	62.9	32.0	1.57
2018-19	3-7	92.7	245	606.7	593.2	1.40

### Goal 2: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in Mathematics for all tested students in grades 4-8 will be above the target of 50.

#### 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 2018-19 and also have a state exam score from 2017-18 including students who were retained in the same grade. Students with the same 2017-18 score are ranked by their 2018-19 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.

Given the cancellation of the 2019-20 New York State tests, a 2019-20 analysis is not available. This report contains 2018-19 results, the most recent Growth Model data available.

#### RESULTS AND EVALUATION

In 2018-19, BwCCS 2 did achieve this measure with an overall mean growth percentile of 51.1. Grade 5 demonstrated the most growth with a MGP of 81.1.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.2	50.0
5	81.1	50.0
6	36.7	50.0
7	33.1	50.0
8		50.0
All	<u>51.1</u>	50.0

#### ADDITIONAL EVIDENCE

Though BwCCS 2 has consistently outperformed its district peers in mathematics proficiency, and dramatically exceeded its predicted performance compared to schools with similar proportions of economically disadvantaged students, the school has fallen shy of meeting the unadjusted mean growth percentile target of 50 in recent prior test years. Though we were pleased to meet the growth percentile target in 2018-19, our math department continues to reflect on how to increase proficiency levels going forward. Please see our action plan for more details.

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				
	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>Target</u>
<u>4</u>	<u>68.6</u>	<u>54.2</u>	<u>41.5</u>	49.2	<u>50.0</u>
<u>5</u>		<u>42.1</u>	<u>58.9</u>	81.1	<u>50.0</u>
<u>6</u>			<u>35.6</u>	36.7	<u>50.0</u>
<u>7</u>				33.1	<u>50.0</u>
<u>8</u>					<u>50.0</u>
<u>All</u>	<u>68.6</u>	<u>49.0</u>	<u>46.0</u>	<u>51.1</u>	<u>50.0</u>

SUMMARY OF THE MATHEMATICS GOAL

The closure of our physical school buildings this past spring and the cancellation of the New York State tests meant that we lacked the opportunity to demonstrate progress towards our goal of 75 percent of students in grades 3-8 achieving grade-level proficiency on the NYS Math exam. We administered the NWEA Mathematics Assessment for students in 3<sup>rd</sup> through 8th grade in June 2020 to have a norm-referenced, end-of-year benchmark for our students, knowing that technology and administration hurdles in a remote testing environment would yield imperfect data and results. Though the performance of our elementary students on the NWEA assessment reflected these remote testing hurdles, we were heartened to see 52% of our middle school students achieve proficiency on the NWEA assessment, despite the NWEA being composed of only objective response questions. And most importantly, data from our June 2020 NWEA assessment has informed our instructional priorities for our summer bridge academic program in July and August 2020 and the 2020-21 school year.

Finally, for the fourth testing year, BwCCS 2 students did perform higher than expected to a large degree on the 2018-19 assessment, as measured by the comparative performance effect size analysis conducted by SUNY, and students also met the mean growth percentile target.

Type	Measure	Outcome
Absolute	Effective assessment of student achievement in ELA at the end of the 2019-20 school year	Achieved 2019/20 School Year
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. (Using 2018-19 results.)	N/A 2019/20 School Year Achieved 2018/19 School Year

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. (Using 2018-19 results.)	N/A 2019/20 School Year  Achieved 2018/19 School Year
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**ACTION PLAN**

The following strategies will be implemented throughout the 2020-21 school year at the Beginning with Children Charter School 2

**Lower School:**

- Include daily synchronous Math instruction as a key component of the BwCCS2 Remote Learning program
  - Children learning remotely will participate in whole class and small group math lessons daily with their homeroom teachers. Participation and engagement are supported by the Nearpod and Jamboard applications.
  - The number of minutes in the synchronous math block is determined by a child’s age / grade level. Youngest students participate in 30 minute lessons, while older students participate in 1 hour lessons.
  - After the synchronous session, children complete additional assignments and checks for understanding asynchronously through Seesaw, IXL, and Khan Academy.
  - Systematic Math Warmups and Number Stories have been added to our Remote Learning plan, ensuring the virtual classroom looks more like the traditional classroom than it did during the 2019-2020 closure.
- Incorporate the iReady Online Assessment 3x/ year in grades 3-5 in order to support instruction, obtain a formal snapshot of student learning, and develop children’s ability to test with fidelity online.
- Work with instructional staff to develop 2020-21 Math Pacing Calendars. Strong staff retention has led to deeper content knowledge and understanding; in this atypical year, we believe staff input on pacing is more important than ever.
- Continue our emphasis on the Concrete- Pictorial - Abstract continuum, with the knowledge that more firm foundational understandings lead to easier and more confident mathematical thinking
- Continue our emphasis on constructed math responses

- Maintaining students' demonstrated strength in algorithmic computations, while strengthening students' abilities to apply those algorithms in novel situations
- Instructing in guided, small groups, in order to meet children at their instructional level and support growth across all cohorts
- Maintaining frequent, ongoing math coaching

### Middle School:

- Assessment
  - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
  - Refining our use of iReady data
  - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments
- In 6th Grade, providing greater and earlier opportunities for students to engage with standards aligned geometry concepts. In addition, creating greater opportunities for students to demonstrate not only procedural mastery, but conceptual mastery of geometry standards.
- In 7th Grade, similarly providing greater and earlier opportunities for students to engage with standards-aligned geometry concepts. In addition, creating greater opportunities for students to demonstrate not only procedural mastery, but conceptual mastery of geometry standards.
- In 8th Grade, providing earlier and greater opportunities for students to demonstrate mastery on standards-aligned constructed response prompts and designing a pacing calendar that allows for mastery by April 2020 of grade level content including minor clusters.

## GOAL 3: SCIENCE

### ELEMENTARY 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 revisit key science topics within the K-8 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

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

When COVID-19 forced school buildings to close, science instruction did not stop at BwCCS2. At the elementary level, children learned through asynchronous teacher videos and differentiated assignments on the Seesaw learning platform. Additionally, there were multiple synchronous science-based whole school assemblies between March and June, including our *Earth Day Assembly* and our *Plastic-Free Lunch Day Assembly*. At the middle school level, children learned through daily synchronous instruction.

### METHOD

In the absence of the New York State science tests, the school used students' cumulative science report card grades as a measure for assessing student mastery of science content. With regards to assessing mastery, we've taken an approach similar to NYSED's granting of Regents credit for students with passing grades in their coursework.

### RESULTS AND EVALUATION

As a school we met this measure. Grade 4 science students have consistently met this measure, with at least 90% proficiency rates. Our Grade 8 science students did not meet this measure. This would have been our school's first year of 8th grade science testing.

#### CHARTER SCHOOL PERFORMANCE ON 2019-20 SCIENCE COURSEWORK

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Assessed	Percent Proficient	Number Assessed
4	96%	51	98%	47
8	46%	37	47%	36
All	75%	88	76%	83

ADDITIONAL EVIDENCE

Grade 4 science students have consistently met this measure with at least 90% proficiency rates.

SCIENCE PERFORMANCE BY GRADE LEVEL AND SCHOOL YEAR

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	90%	48	94%	48	98%	41

ACTION PLAN

The following strategies will be implemented throughout the 2020-21 school year at the Beginning with Children Charter School 2:

- Live, synchronous lessons with the K-5 science specialist will replace the asynchronous teaching from the 2019/20 building closure.
  - Lessons will be 30 minutes for all grades K-5 and will help students connect more meaningfully with rich science content.
- At the middle school level, synchronous lessons with the science specialist will occur daily.
  - Lessons will be 60 minutes for all grades 6-8 and will help students connect more meaningfully with rich science content.
- BwCCS 2’s science specialist will continue to implement FOSS in grades K-8.
- Science teachers will continue to develop a project-based approach to science instruction
- Science teachers will work to create alignment between the Lower and Middle School science scope and sequence

## GOAL 4: ESSA

### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

BwCCS 2 continues to be in Good Standing and achieved this measure.

### ADDITIONAL EVIDENCE

BwCCS 2 has been in Good Standing since opening.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

