BwC Charter School 2

Beginning with Children Charter School II

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2022

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2021-22 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 2021-22 Accountability Progress Report on behalf of the school's board of trustees:

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

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.

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 which is detailed in an annual Memorandum of Understanding (MOU) approved by the Board of Trustees.

During the 2021-22 school year, BwCCS 2 provided full-day in-person instruction to all students, and as needed, provided virtual remote instruction and asynchronous work assignments to students and/or cohorts who had to quarantine due COVID-19 infection or exposure. We returned to in person afterschool academic and enrichment programs, with a significant expansion of our Lower School's afterschool program in an effort to ensure additional learning and enrichment opportunities as our students recovered from the challenges of the pandemic. Additionally, our schools offered students a robust 20-day summer academic and enrichment program through the Summer Boost partnership with Bloomberg Philanthropies.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	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
2020-21	63	55	53	52	51	52	53	53	51					483
2021-22	54	51	52	50	50	51	52	58	51					469

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Beginning with Children Charter School 2 students will become proficient readers and writers of the English language.

ELEMENTARY ENGLISH LANGUAGE ARTS

At BwCCS 2 we believe that all children can succeed.

In the 2021-2022 School Year, BwCCS 2 Lower School made a curricular shift from the sunsetting Journeys Program to Fishtank Learning. BwCCS2 leaders and staff believe that Fishtank's rigorous, standards aligned, culturally relevant, well-reviewed curriculum gives our program the shape and support it needs coming out of the COVID-19 Pandemic.

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 received full Launch Training from the designers of the curriculum as well as frequent coaching support from the Co-Principals, Deans, and Director of Special Needs Supports. A portion of the 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 deepen their content knowledge 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 Fundations 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 was achieved in the 2021-2022 school year 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 Common Core standards.

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

Finally, BwCCS 2 formally launched our School Library in the 2021-2022 school year. Each homeroom was given one block per week to attend the library. A full checkout system was implemented to give students another opportunity to check out school books in addition to classroom lending libraries. Our school co-librarians offered promotions, contests, and National Library Week programming to further develop a student love of reading.

Middle School English Language Arts

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

To support our students and mitigate the impact of the COVID-19 pandemic, we also implemented Intervention programming for all students three days a week for 30 minutes a day.

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. For the first time since before the pandemic, we offered Saturday School to support students' attainment of English language arts goals.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

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

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

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

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	41				9	50
4	43				7	50
5	46				2	48
6	50					50
7	56					56
8	51					51
All	287	0	0	0	18	305

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in English Language Arts. In the tested grades, 51% of all students and 52% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (-24) within all students and (-23) by students in at least their second year. Of students enrolled two plus years, grades 3 and 8 performed best at 70% and 64%, while grades 5 and 4 struggled with lower proficiency levels at 24% and 41% respectively.

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

Grades	All Students	Enrolled in at least their Second Year

[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.

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68%	41	70%	37
4	40%	43	41%	41
5	24%	46	24%	41
6	60%	50	62%	45
7	46%	56	49%	47
8	65%	51	64%	50
All	51%	287	52%	261

ADDITIONAL EVIDENCE

The majority of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test. We do administer interim assessments as well as the iReady.

Goal 1: Absolute Measure

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

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

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

The New York State Education Department released the NYS English Language Arts scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

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

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	70%	37		
4	41%	41		
5	24%	41		
6	62%	45		
7	49%	47		
8	64%	50		
All	52%	261		

Additional Evidence

Pending District Scores

Goal 1: Comparative Measure

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

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

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

Goal 1: Growth Measure

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

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

Internal Exam Results

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

Results and Evaluation

The median percent progress toward Typical Growth for BwCCS2 3rd through 8th grade students End of Year is 148.5%. 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 grade levels below grade level in the fall calculates to 148.5% in the spring i-Ready ELA administration. The Annual Typical Growth of 3rd through 8th grade BwCCS2 students with disabilities did not exceed the ATG in ELA of all general education students with a median percent progress of 111% to 163.5%, therefore falling just short not meeting the measure. The fourth i-Ready ELA measure evaluates whether 75% of all students enrolled in at least their second year at BwCCS2 score at the *mid on-grade level* or above scale score for the year-end assessment. 39% of students in this group scored at mid on-grade level or above with grades 3 and 8 scoring highest with 32% and 54% respectively.

i-Ready Reading

2021-22 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 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	320	148.5%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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%	146	147%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[3]	163.5%[4]	95	111%	No

[3] 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

[4] 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.

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	291	39%	No

End of Year Performance on 2021-22 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	30%	53	32%	47
4	15%	52	16%	49
5	8%	51	9%	45
6	23%	53	27%	45
7	17%	58	19%	53
8	53%	53	54%	52
All	24%	320	39%	291

End of Year Growth on 2021-22 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	138%	51
4	110%	51
5	80%	49
6	137%	51
7	182%	56
8	378%	52
All	158%	310

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Beginning with Children Charter School 2 did not achieve the absolute measure of 75% proficient in ELA, having 51% testing at Levels 3 and 4. We did see some excellent growth in skills based on the i-Ready Reading assessments given throughout the year. We look forward to being able to evaluate the scores in context when the statewide scores are released.

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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Pending District Results
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

LOWER SCHOOL ACTION PLAN

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

- Provide Fishtank Learning Professional Development in the following four areas:
  - Structuring a Writing Lesson
  - Leveraging Target Task Writing
  - Vocabulary Instruction
  - Supporting Multilingual Learners
- Revise K-5 Pacing Calendars to improve pacing following our first year of implementation with the Fishtank curriculum
- Formally score & track student's Fishtank "Target Task" written responses two times / week in order to improve teacher coaching, support classroom conversations about teaching & learning, and refine the 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
- In accordance with the philosophy of the Writing Revolution, eliminate the standalone Writing block and embed Writing instruction into all other discipline areas (Reading, Math, Social Studies, and Science, Music, Art, & PE)
- Revise daily ELA block scheduling to norm timing of each component of the Fishtank

lesson
- 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 Afterschool and during the school day
- Maintain and hire staff with a specialty & degree in supporting students with Special Needs
    - For the second 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
- Maintain our focus on giving frequent opportunities to write about reading using text dependent prompts

Middle School Action Plan

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

- BwCCS2 Middle Teachers in 6-8 will use Fishtank Learning as the core curricula along with other teacher created materials to continue our vertical alignment.
- Participate in Summer, Winter, and Spring formal professional development sessions with the trainers from Fishtank Learning.
- Maintain frequent ongoing ELA coaching with Assistant Principal
- Maintain and improve upon online tools for ELA comprehension and success that were refined during the 21/22 school year
    - Vocabulary.com and Google Classroom will be utilized in independent literacy stations while other children are meeting with one of their teachers.
    - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of a school closure.
- Assessment
    - Having clear and consistent metrics for growth from the beginning of the year until the end of the year for all students
    - Refining Quarterly Long-Term Writing Projects
    - Bringing consistency to the analysis of weekly teacher-created quizzes and Interim Assessments
    - Informally assessing below grade level students using F&P in between formal assessment windows

- Guided Reading and Intervention
    - Providing Professional Development for Teachers: How to Plan and Implement Guided Reading Effectively
    - Using the Leveled Literacy Intervention program to support and assess below grade level readers

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Beginning with Children Charter School 2 students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

BACKGROUND

In Beginning with Children Charter School 2's tenth year, BwCCS2 Leaders and Staff decided to transition from the Math in Focus curriculum to the Eureka Math curriculum. While Math in Focus had myriad benefits, BwCCS2 leaders and staff believe that a more standards-based, aligned approach would benefit *all* students. Math in Focus often spent too much valuable time on peripheral or future standards at the expense of the solidification and mastery of current grade-level student learning standards. Eureka's aligned & straightforward, yet rigorous, approach will serve to support all children, including students with special needs and English Language Learners, as the particulars of the curriculum become more deeply internalized.

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.

Beginning in the 2021-2022, BwCCS 2 teachers scored and entered daily exit tickets in gradewide trackers in order to improve conversations about student learning and the supports provided by SETSS & ENL teachers. 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 concert with Eureka professionals, utilizing their yearlong K-5 curricular overview that offers pacing recommendations per module and standard.

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

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

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

Our Middle School math program builds on math skills gained in our elementary school. The foundation of our Middle School program is built on three components - Fishtank's math curriculum, standards aligned software, and whole school math intervention.

Fishtank learning provides a solid foundation from which we can build out our math programming from all grades. It supports our core goals by providing students with opportunities to communicate and discuss their thinking, and in turn improve students' understanding. The curriculum provides teachers with useful information to inform instruction and shifts power away from teachers being the possessors of knowledge to students being the constructors of it.

We supplemented the Fishtank curriculum with digital resources such as Khan Academy, IXL, Quizziz, and iReady. Digital and online resources were essential to maintaining student engagement and providing opportunities for students to receive instruction targeted to their level of mathematical development.

Additionally, all students received targeted small group math support 2 to 3 times a week. Students facing the most challenges were paired with our special education and core math teachers while on or above grade level students completed extension activities with core teachers from other subject areas.

Lastly, to ensure a formal academic assessment checkpoint, students used the iReady Diagnostic tool. Children in grades 3-8 participated in three administrations of the exam (fall, winter, spring), and children in grades K-2 participated in two administrations of the exam (March and June). The data collected from the assessments was useful for planning, family communication, and the formation of student math groups.

ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	43				8	51
4	44				7	51
5	44				5	49
6						
7	55				1	56
8	51				2	53
All	239	0	0	0	73	312

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in mathematics. In the tested grades, 57% of all students and 58% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (-18) within all students and (-17) by students in at least their second year. Of the students enrolled in at least their second year at B2, grades 3 and 4 performed best at 77% and 79%, while grades 5 and 7 struggled with lower proficiency levels at 28% and 47% respectively.

[5] 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.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	74%	43	77%	39
4	80%	44	79%	43
5	30%	44	28%	40
6[6]				
7	45%	55	47%	47
8	63%	51	62%	50
All	57%	239	58%	221

ADDITIONAL EVIDENCE

Most of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test. We do administer interim assessments as well as the iReady.

Goal 2: Absolute Measure

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

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

Goal 2: Comparative Measure

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

METHOD

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

[6] Grade 6 Math scores have not been received at the time of this report due to a technical issue. Working with NYCDOE/NYSED to attain.

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.[7]

RESULTS AND EVALUATION

The New York State Education Department released the NYS Mathematics scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	77%	39		
4	79%	43		
5	28%	40		
6				
7	47%	47		
8	62%	50		
All	58%	221		

ADDITIONAL EVIDENCE

Pending District Assessment Results

Goal 2: Comparative Measure

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

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

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

Goal 2: Growth Measure

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

[7] 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.

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

INTERNAL EXAM RESULTS

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

As evidenced in the i-Ready tables blow, the school's median percent progress toward Annual Typical Growth (ATG) in 3rd through 8th grade students end of year (EOY) is 167%. 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 159% on the spring i-Ready in mathematics.

The Annual Typical Growth of 3rd through 8th grade students with disabilities exceeded the ATG in mathematics of all general education students with a median percent progress of 159% compared to 170.5%, thus not meeting the measure. In 2021-2022, the school did not meet the target of 75% of all students enrolled in at least their second year recording a scale score at the *mid on-grade level* or above on the year-end assessment. 33% of students in this group scored at mid on-grade level or above based on the year-end administration.

I-READY

2021-22 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 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	320	167%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th 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%	41	159%	Yes

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[8]	170.5%[9]	57	159%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	287	33%	No

End of Year Performance on 2021-22 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	23%	53	23%	47
4	27%	52	26%	49
5	17%	51	17%	45
6	31%	52	34%	44
7	34%	58	36%	53
8	53%	53	57%	49
All	31%	320	33%	287

[8] 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

[9] 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.

End of Year Growth on 2021-22 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	144%	51
4	133%	51
5	140%	49
6	187%	50
7	271%	56
8	322%	50
All	170%	307

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

58% of B2 students in at least their second year at the school performed at proficiency levels in math on NYS math assessment. Measures were met in growth on the iReady Math exam by overall students and the fall administration's low achievers.

We look forward to putting the NYS scores in context in comparison to the district, city and NYS upon release of the statewide results.

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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Pending District Score Release
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

LOWER SCHOOL ACTION PLAN

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

- Provide Eureka Math Professional Development to develop a shared vocabulary and normed approach to K-5 Word Problem Solving. Teaching a student population with immense ENL needs, a normed Problem Solving approach will offer great benefit. We will use the Read-Draw-Write approach.
- Revise K-5 Pacing Calendars to improve pacing following our first year of implementation with the Eureka curriculum
- Continue to track student's 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 second 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, in order to meet children at their instructional level and support growth across all cohorts

MIDDLE SCHOOL ACTION PLAN

- Teachers in the Middle School will be using FishTank Learning for the 6-8 Math Curriculum for the 22/23 school year.
- Participate in professional development sessions with the trainers from MatchFish Tank.
- Maintain frequent ongoing Math coaching with the Assistant Principal.
- Maintain and improve upon online tools for Math comprehension and success that were used during the 21/22 school year
    - Khan Academy & Quizziz will be utilized in independent math stations while other children are meeting with one of their teachers.
    - These tools, as well as Zoom tools (e.g., polls, breakout rooms), will also be on our fingertips in the event of student quarantine days or a school closure.
- Continue to utilize and improve upon the analysis of the iReady Online Assessment

    - Students in grades 6-8 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.
- Math Intervention Blocks are pre-scheduled for all classes 5x / week for the first half of the school year.
- 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 and enhance our emphasis on constructed math responses
- Maintain 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
- 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 I-Ready 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

Goal 3: Science

Beginning with Children Charter School 2 students will become proficient in Science.

BACKGROUND

BwCCS 2 continued to implement the Full Option Science System (FOSS) Program during science periods. 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

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

During the 2021-2022 School year, BwCCS 2 middle school science teachers were also active participants in Urban Advantage (UA), a professional learning community. UA is designed to support the science goals of the public-school system and supports grades 3-8 through continual teacher professional development. 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

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Overall, the school did meet this absolute measure in science. In the tested grades, 77% of all students and 79% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessments. The scores exceeded the goal of 75 percent proficient by both groups; (+2) within all students and (+4) by students in at least their second year. Grade 4 performed best at 93%.

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

Grade	All Students		Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	90%	42	93%	41
8	66%	50	67%	49
All	77%	92	79%	90

Goal 3: Comparative Measure

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

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Science instruction followed the FOSS Science program that included lessons and end of unit assessments. Many students performed as having mastered concepts and units throughout the year. Students in grades 4 and 8 took the NYS Science exams. The score results were varied.

LOWER SCHOOL ACTION PLAN

- BwCCS 2's Lower School will continue to employ a science specialist to provide coherent aligned instruction to students in grades K-8.
- Beginning in the 2022-2023 School Year, BwCCS 2 Lower School will transition from the FOSS curriculum to PhD Science.
    - *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. Like real scientists, they ask questions, synthesize information, and apply their understanding to new contexts. Each lesson builds on the lessons before it, so students develop their understanding of science concepts in the context of each module's anchor phenomenon.
    - Science logbooks, hands-on materials kits, knowledge deck cards, trade books, core texts, assessment packs, and family tip sheets provide additional levels of support for all learners.
    - BwCCS 2 Leadership and Science Specialist will engage in formal Professional Development with curriculum designers during August Institute and throughout the school year to develop a richer understanding of the curriculum.
- BwCCS2's Lower School science specialist is cross-trained and certified to support Students with Special Needs.
- Students in grades 3 & 4 will resume their outdoor education, science-based Overnight Trip (grade 3 to Frost Valley YMCA, grade 4 to the Ashokan Center).
    - The science specialist will continue to explore and implement meaningful field trip opportunities that bring classroom science content to life.
- 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

MIDDLE SCHOOL ACTION PLAN

- The science department will utilize the OpenSciEd curriculum this upcoming school year. OpenSciEd provides phenomenon-based, three-dimensional units that prioritize student coherence and equitable science sensemaking. The curriculum also provides an instructional model that allows for teachers to serve as facilitators of learning, shifting the onus on the students, while providing the impetus to learn by navigating through coherent, highly engaging storylines. Throughout the units, students develop their ability to solve problems, ask and answer questions, and argue from evidence.
- We are also creating, and refining assessments aligned to the 3D assessments that reflect NGSS. Generally, the three dimensions of the standards are disciplinary core ideas - what

students know; crosscutting concepts - how students think; and science and engineering practices - what students do. Using OpenSciEd provides resources for frequent and varied assessments including pre-assessments, self-assessments, formative assessments, and summative assessments that allow opportunities for feedback in all three dimensions.

- Our focus this year expands on last year's goal of creating an equitable and collaborative classroom that authentically reflects the nature of science. As a department we are guided in our endeavor through the following questions:
    - How are we courting intellectual complexity that is appropriately challenging for the full spectrum of learners (including emerging multilingual learners and students above and below grade level)?
        - More discussion and opportunities for sense-making
        - Directly teaching root words
        - Student-directed projects and investigations with differentiated products.
    - How are we intentionally providing students opportunities to discuss and question in science to promote agency, depth of understanding of concepts and vocabulary, and support the improvement of interpersonal communication skills?
        - Anchoring understanding in a shared phenomenon
        - Utilizing "Driving Board Question" too to allow student-generated questions to drive instruction.
        - Student-generated text wall (including words, definitions, models, and questions)
    - How are we providing opportunities for students to reflect and utilize student-facing data as a way to increase agency and ownership of learning in the classroom?
        - Utilizing Edulastic for students to monitor their growth and mastery
        - Providing more opportunities for self and peer assessment
    - How are we supporting teachers' professional development?
        - Urban Advantage
        - PD calendar
        - Problems of Practice

  Our department meetings, and our scope and sequence intentionally provide opportunities to collaborate, reflect, and refine our practices in the above areas by utilizing Problems of Practice. Teachers are also starting the year with goal setting aligned to Danielson's rubric, which will inform our Problems of Practice as well as professional development opportunities.

- We are excited to continue our partnership with Urban Advantage and NY's Billion Oyster Project to provide opportunities to learn and apply knowledge beyond the classroom as well as supporting teachers through continuous professional development.
- We are also excited to expand our in-school programming with schoolwide opportunities for students to present their learning with a Science and Engineering Fair, Service Learning

Project, and Human Impact Symposium planned throughout the year. We want to provide opportunities for students to experience science as not just a body of knowledge, but also the application of knowledge to positively impact communities.

GOAL 4: ESSA

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

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school met this measure and remained in Good Standing in 2021-2022.

ADDITIONAL EVIDENCE

The school continues to be in good standing throughout this term.

Accountability Status by Year

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