

Success Academy Charter School - Bed-Stuy 3

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 19, 2018

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Yvonne Chan, Assistant General Counsel, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Bryan Binder	Vice Chair
Derrell Bradford	
Sam Cole	Chair
Scott Friedman	Treasurer
Suleman Lunat	
Edwin Cespedes	Parent Representative
Jarrett Posner	
Robin Pzena	
Greg Sawers	Secretary
Cate Shinker	
Brian Levine	
Lorenzo Smith	
Andy Stone	

Molly Gortz served as the school leader in 2017-18.

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The mission of Success Academy Charter School – Bed-Stuy 3 (“SA”) is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

In the table below, provide the school’s enrollment.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14														
2014-15														
2015-16														
2016-17														
2017-18	53	74	46	2										175

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in reading, writing, and comprehending the English language.

BACKGROUND

Believing that all students can succeed, SA goes above and beyond Common Core standards. SA uses THINK Literacy, a comprehensive balanced literacy program, in all grades. THINK Literacy was developed in-house by the Instructional Management team at Success Academy Charter Schools, the charter management organization. There are many components of THINK, including Shared Text, Guided Reading, Read Aloud with Discussion, Reading Workshop, and Writing Workshop. During Shared Text, the teacher displays a text and the whole class reads and analyzes it together, giving students practice interpreting brief, engaging texts. During Guided Reading, the teacher works with a small group of students to read and comprehend a book that is one level above what they can read and understand independently. During Read Aloud with Discussion, the teacher models the internal thinking that excellent readers exhibit, and students discuss their ideas about the book with their classmates. During Reading Workshop and Writing Workshop, students internalize key aspects of great reading and writing, through direct instruction, independent work, and partner work. All THINK components press students to read, write, think, and speak with clarity and precision.

In kindergarten and first grade, students also receive extensive phonics instruction. This early literacy curriculum is modeled on an enhanced version of Success For All (SFA), which has a proven track record in urban schools and has been implemented in 1,300 schools around the United States.

Students are assessed in reading regularly. They progress to the next instructional reading level when ready. Thus, children are assigned to appropriate reading levels based on reading performance, not age or grade.

SA enforces specific protocols for how it collects, distributes, and analyzes data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having ready access to academic data empowers the staff to better decide how to expend time and resources so as to maximize student achievement.

SA views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of their professional responsibilities as it develops skills, provides content area knowledge, and improves pedagogical techniques so that the teachers are prepared to “win the race” that is educating children. Further information is available in the school’s charter.

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

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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.

METHOD

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 1: Growth Measure¹

¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

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.	N/A
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.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	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. (Using 2016-17 results.)	N/A

ACTION PLAN

Not applicable.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will show competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

SA uses Cognitively Guided Instruction (CGI) and the Investigations math program. Some of its key elements are described below:

- **Problem Solving** – CGI offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding. Students learn the basics of problem solving strategies by solving daily word problems that require critical thinking and both written and verbal expression of mathematical reasoning. Students work individually to solve a problem and then share their strategies with their peers. The teacher leads a discussion based on student strategies that leads to understanding of mathematical properties.
- **Assessment** – SA administers Math Interim Assessments and weekly quizzes to determine the progress of students with respect to the Common Core standards. Teachers use the data to inform future instruction.
- **Common Core State Standard Alignment** – SA has mapped the scope and sequence of CGI and the Investigations math program to closely align with the Common Core. This scope and sequence closely follows the state and national requirements of what students should know and be able to do at each administration of the state math assessments. By aligning closely with the Common Core and assessments, teachers will have a much better sense of where their students stand in SA's goal of preparing all students for college-track level mathematics in middle and high school.
- **Conceptual Understanding** – Investigations math places an emphasis on open-ended exploration and interactive learning components to each lesson to let students make sense of mathematics by building on ideas and observations from previous experiences. By learning mathematical ideas and procedures that is grounded in meaning, students are able to apply their thinking to new situations and unfamiliar problems. CGI uses daily world problems to give students meaning, understanding, and application to the math they learn.
- **Computational Fluency** – SA also provides students with regular math facts practice because it recognizes the importance of computational fluency. Math facts quizzes emphasize both accuracy and speed.

Goal 2: Absolute Measure

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

METHOD

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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.

METHOD

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

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

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Comparative Measure

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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

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

Goal 2: Growth Measure²

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 school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE MATHEMATICS GOAL

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.	N/A
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

² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	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. (Using the 2016-17 results.)	N/A

ACTION PLAN

Not applicable.

GOAL 3: SCIENCE

Goal 3: Science

Students will understand and apply scientific principles at a proficient level.

BACKGROUND

The school's curriculum is unique in its attention to science, including unprecedented daily instruction. The school uses a discovery-based, experiential approach to science, guided by the most influential authorities on elementary science education today, the American Association for the Advancement of Science Benchmarks and the National Resource Council National Science Education Standards. Taught by specialized science teachers, students have hands-on experience with objects, materials, and organisms to understand the natural world. The curriculum provides students with a solid foundation in discovery-based science to ensure that they can excel in middle and high school science classes.

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

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

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ADDITIONAL EVIDENCE

Not applicable.

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.

METHOD

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

ACTION PLAN

Not applicable.

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

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

This school did not serve testing grades in the relevant year.

RESULTS AND EVALUATION

Not applicable.

ADDITIONAL EVIDENCE

Not applicable.

