
ACCOUNTABILITY DOSSIER

To: Board Chairs and School Leaders of SUNY Authorized Charter Schools with Grades 3-8

From: Jeff Wasbes, Executive Deputy Director for Accountability

Subject: 2016-17 Accountability Dossier: School Performance Summary and Comparative Performance Analysis Report

Date: February 2, 2018

The Charter Schools Institute (the “Institute”), as part of its ongoing oversight and evaluation of SUNY authorized schools, carefully considers school performance on state assessments compared to their academic Accountability Plan goals. Such consideration is a central component of the Institute’s renewal recommendations to the State University of New York Board of Trustees (the “SUNY Trustees”). This performance data, combined with the Institute’s qualitative school evaluations, form the basis of the SUNY Trustees’ renewal decisions.

Attached please find the school’s *English Language Arts (“ELA”)* and *Mathematics Performance Summaries* and *Comparative Performance Analysis Report* and the corresponding overview documents. The *Performance Summaries* provide data over the last three years (when available) on the required measures that constitute the two key academic goals. Please note that the *Performance Summaries* include information only about those measures that the Institute requires under each goal and not about any additional measures that may be included in the school’s Accountability Plan. The *Comparative Performance Analysis Report* provides a grade level breakdown of the school’s performance on the Institute’s effect size analysis which measures the school’s ELA and mathematics achievement against the achievement of schools throughout New York State enrolling similar percentages of economically disadvantaged students. The *Comparative Performance Analysis Report* also indicates the school’s performance on this important academic measure against the Institute’s target standard for performance.

The Institute has prepared the attached materials to help you understand your school’s performance in the context of SUNY’s renewal criteria, to help you hold your school leaders accountable and to bolster your own presentation of Accountability Plan results at the time of renewal. We expect you will share the *Performance Summaries* and *Comparative Performance Analysis Reports* with all board members and hope that they serve as a helpful resource in your discussions of academic performance and accountability.

Please examine the data contained in this dossier for accuracy. If any of the data reported herein do not align with the school’s records, contact Viola Pu (xuan.pu@suny.edu), the Institute’s Performance and Systems and Analyst, to provide corrections or updates.

PERFORMANCE SUMMARY OVERVIEW

RATIONALE

School Performance Summaries provide school boards of trustees and school leaders with a summary of results for their school's key academic Accountability Plan goals in the context of the Institute's standards for renewal. Leaders can use this feedback to gauge a school's progress towards meeting the goals in its Accountability Plan and to assist in preparing for the renewal process.

BACKGROUND: ANTICIPATING RENEWAL

The Institute bases renewal on four key questions, the most crucial being "*Is the school an academic success?*" The most important criterion for success, especially in the case of schools anticipating subsequent renewal, is that the school is meeting or coming close to meeting the academic goals in its Accountability Plan. The school, in consultation with the Institute, develops the plans in the first year of operation of the initial charter term or through the renewal process in subsequent charter terms. Each year, schools submit a report on their progress towards meeting the goals in their Accountability Plan. These annual Accountability Plan Progress Reports are an opportunity for schools to analyze their performance, share information with their community and, ultimately, build their case for renewal.

EVALUATION OF PERFORMANCE

Accountability Plan Goals and Outcome Measures: Each goal has a set of specific outcome measures that establish the levels of performance necessary for achievement of that goal. Over time, the Institute has become prescriptive about setting targets for outcome measures and, because of its standard of excellence, sets more rigorous expected levels of performance.

The Institute conducts a nuanced evaluation of a school's performance to determine whether it has met or come close to meeting the goals in its Accountability Plan. It bases its determination on the set of all outcome measures associated with a goal, taking into account the relative difficulty of individual measures. The measures vary in difficulty depending on factors such as the age of the school, grade span and the school district of location. The Institute has established priorities and places emphasis on certain performance results more heavily:

- ELA and math are most important for elementary and middle schools; graduation and college preparation are most important for high schools.
- Recent results, and especially performance on state exams, are most important.
- Comparative and growth measures are given more emphasis than absolute measures.
- Trends over time are considered but positive trends are not sufficient to meet expectations.
- The Institute considers additional measures that are valid and reliable assessments of the goal and are supplemental to the required measures.

ELEMENTARY/MIDDLE SCHOOL PERFORMANCE SUMMARIES

ACCOUNTABILITY PLAN GOALS AND OUTCOME MEASURES

The elementary and middle school goals are: ELA, mathematics, science and NCLB.¹ The Performance Summaries present results for only ELA and math. The goals consist of the three types of outcome measures:

- Absolute (fixed criterion)
- Comparative (to district, to similar schools)
- Growth (student year-to-year comparative gains)

All SUNY authorized elementary/middle schools have the same required measures in their Accountability Plan. The Institute posts the summaries on its website to be as transparent as possible.

FORMAT

The School Performance Summaries are one page three-year overviews, presenting results on the Institute's required outcome measures. Together the following five required outcome measures serve as the basis for determining if a school has met its ELA or mathematics goal:

- Measure 1 (absolute) shows the performance on the state test of both all students and students enrolled in at least their second year. The Institute places the least emphasis on this measure.
- Measure 2 (absolute) presents the school's Performance Level Index ("PLI") measured against the Annual Measurable Objective ("AMO") set by the state's NCLB accountability system. Schools calculate the PLI by adding together the percentage of students at Levels 2 and two times the percentage at Levels 3 and above. The PLI ranges from 0 to 200.
- Measure 3 (comparative) compares the performance of charter school students enrolled in at least their second year to all students in the same tested grades in the comparison school district.
- Measure 4 (comparative) compares actual overall performance to the predicted performance of similar schools statewide using a regression analysis based on economically disadvantaged statistics. Schools must achieve an Effect Size of 0.3 to meet this measure. See the attached Comparative Performance Analysis Report for more detail about this measure.
- Measure 5 (growth) examines the year-to-year growth of the same students in comparison to other students statewide with the same baseline score. The state assigns each student a growth percentile with a school-wide mean growth percentile aggregating student results. (See [Accountability Plan Guidelines, May 2013](#), page 11, for further discussion.)

¹ The Every Student Succeeds Act replaced NCLB during 2016-17. However, as the state still used prior years' results to determine accountability designations for 2016-17, the Institute analyzes the school's NCLB status for that year.

SCHOOL PERFORMANCE SUMMARY: English Language Arts

Bronx Charter School for Better Learning



	2014-15			MET	2015-16			MET	2016-17			MET			
	Grades Served: K-5				Grades Served: K-5				Grades Served: K-5						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	26.8 (71)	24.6 (65)	NO	3	40.3 (72)	40.6 (69)	NO	3	60.6 (94)	60.0 (85)	NO			
	4	33.8 (68)	34.9 (63)		4	33.8 (65)	34.4 (64)		4	40.6 (64)	39.3 (61)				
	5	33.3 (57)	32.7 (52)		5	30.3 (66)	30.3 (66)		5	44.4 (63)	44.4 (63)				
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)				
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	31.1 (196)	30.6 (180)		All	35.0 (203)	35.2 (199)		All	50.2 (221)	49.3 (209)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PLI	AMO	YES	Grades	PLI	AMO	YES	Grades	PLI	AMO	YES			
	3-5	107	97		3-5	117	104		3-5	138	111				
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 11			YES	Comparison: Bronx District 11			YES	Comparison: Bronx District 11			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
3-5	30.6	21.6	3-5	35.2	29.3	3-5	49.3	31.4							
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES
	82.1	31.1	20.4	0.79		81.1	35.0	28.7	0.37		81.1	50.2	30.0	1.17	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	NO	Grades	School	State	NO	Grades	School	State	YES			
	4	40.8			4	47.4			4	42.7					
	5	45.7			5	47.8			5	63.7					
	6	0.0			6	0.0			6	0.0					
	7	0.0			7	0.0			7	0.0					
	8	0.0			8	0.0			8	0.0					
	All	43.0	50.0		All	47.6	50.0		All	53.1	50.0				

SCHOOL PERFORMANCE SUMMARY: Mathematics

Bronx Charter School for Better Learning



	2014-15 Grades Served: K-5			MET	2015-16 Grades Served: K-5			MET	2016-17 Grades Served: K-5			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	59.2 (71)	60.0 (65)	NO	3	56.9 (72)	58.0 (69)	NO	3	69.1 (94)	70.6 (85)	NO			
	4	72.1 (68)	73.0 (63)		4	61.5 (65)	60.9 (64)		4	71.9 (64)	73.8 (61)				
	5	70.2 (57)	71.2 (52)		5	72.7 (66)	72.7 (66)		5	68.3 (63)	68.3 (63)				
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)				
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	66.8 (196)	67.8 (180)		All	63.5 (203)	63.8 (199)		All	69.7 (221)	70.8 (209)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PLI	AMO	YES	Grades	PLI	AMO	YES	Grades	PLI	AMO	YES			
	3-5	158	94		3-5	159	101		3-5	164	109				
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 11			YES	Comparison: Bronx District 11			YES	Comparison: Bronx District 11			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-5	67.8	29.0		3-5	63.8	29.2		3-5	70.8	30.7				
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES
	82.1	66.8	29.8	1.97		81.1	63.5	31.9	1.68		81.1	69.7	33.9	1.80	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	YES			
	4	65.6			4	47.9			4	60.7					
	5	45.6			5	59.7			5	66.2					
	6	0.0			6	0.0			6	0.0					
	7	0.0			7	0.0			7	0.0					
	8	0.0			8	0.0			8	0.0					
	All	56.4	50.0		All	53.8	50.0		All	63.4	50.0				

COMPARATIVE PERFORMANCE ANALYSIS OVERVIEW

The following pages provide detail about the comparative performance analysis. This analysis examines a school's performance on the New York State English language arts and mathematics assessments in comparison to demographically similar public schools statewide. Along with the analysis, an overview document will help to guide your interpretation of these reports. The SUNY Charter Schools Institute (the "Institute") informs board chairs each year of the results on this key comparative Accountability Plan measure.

The regression analysis reflected in the enclosed reports is based on the 2016-17 state assessment results released in August and on the percent of students identified as *economically disadvantaged*, which the New York State Education Department ("NYSED") made available to the Institute. The economically disadvantaged statistic, which will appear in the state's 2016-17 school report cards, is NYSED's official record of school reported BEDS data from 2016-17.

To meet this comparative measure in a school's Accountability Plan, the analysis must show a meaningful Effect Size, defined as 0.3 or greater, a statistically meaningful difference. The Institute deems schools with a negative Effect Size, performing lower than expected, to be far from meeting the measure insofar as they are achieving below the predicted level of performance of similar schools. Please keep in mind that this measure provides a rigorous analysis of a school's exam performance and is an important determinant of whether a school is meeting its English language arts and mathematics goals. While this measure is only one of multiple absolute, comparative, and growth measures included in the two goals, the Institute places significant emphasis on these comparative measures. Failure to meet this measure in multiple years puts a school's chances for renewal in jeopardy.

The Institute's [Guidelines for Creating an Accountability Plan](#) and [Guidelines for Creating an Accountability Plan Progress Report](#) provide additional information about this measure. For analysis of comparative performance data from previous school years or for data spanning multiple years, please refer to the [school's profile page](#).

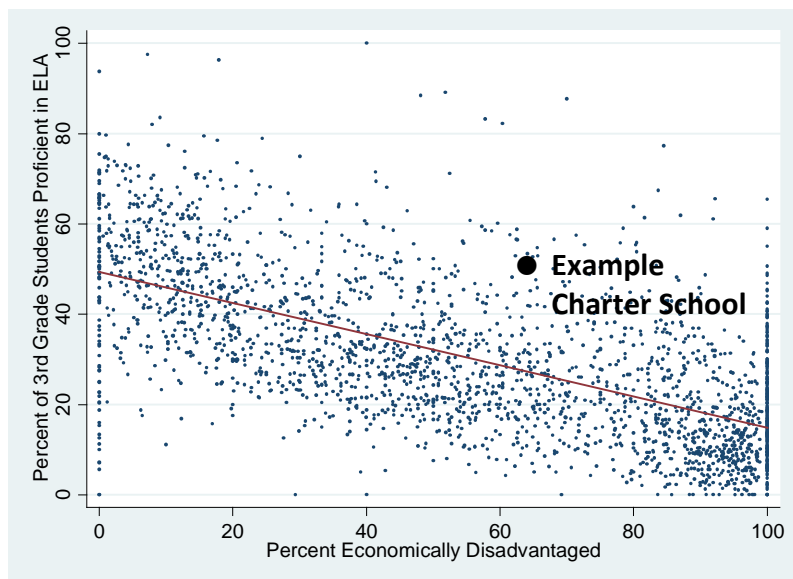
We encourage schools to verify the data contained in the attached analysis for accuracy and completeness. In particular, we advise that schools review all of the data reported by NYSED to the Institute, including the percentage of students at each grade level who are economically disadvantaged, the number of students tested at each grade level, and the actual results on each assessment at each grade level.

Finally, please share the Comparative Performance Analysis Reports with the school community and use them as a critical evaluation tool in informing the governance and administration of the school.

SUNY Authorized Charter Schools 2016-17 Comparative Performance Analysis Overview

Charter schools authorized by the Board of Trustees of the State University of New York have in their Accountability Plan a measure of student performance on the state English language arts and mathematics exams that compares the school to similar public schools statewide. In order to determine if schools are meeting this measure, the SUNY Charter Schools Institute (“the Institute”) conducts a regression analysis to examine how schools perform given the poverty level of their student population. The analysis yields a predicted percent of students scoring at proficiency in each test grade for every New York State public school based on its economically disadvantaged statistics.

Scatter Plot Analysis: The Institute uses a scatter plot graph to represent the results for each grade. The scatter plot shows all New York State public schools as dots on a graph whose axes are percent of proficient students on an exam and percent of economically disadvantaged students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of economically disadvantaged students. The Institute conducts a separate analysis for each tested grade in English language arts and mathematics.



As an example, a third-grade English language arts regression analysis is presented here. The scatter plot shows the distribution of all New York public schools by ELA proficiency and percent of economically disadvantaged students. The solid line shows schools’ predicted performance for a given percent of economically disadvantaged students. The graph shows the example charter school performing better than predicted; the further a school is above the line, the better its performance.

Reporting: The Comparative Performance Analysis Report displays a table that compares a school’s actual

and predicted level of performance in each tested grade and overall. The Institute uses the difference between a school’s actual and expected performance in each grade, relative to other schools with similar economically disadvantaged statistics, to produce an Effect Size.

To meet the measure in its Accountability Plan, a school’s result must show a meaningful Effect Size, defined as 0.3 or greater, which means a higher than expected level of performance to at least a small degree.*

* In interpreting the results, aside from meeting the measure, the Institute takes into account the overall pattern across the grades as well as the particular circumstances in the school’s testing program. For example, schools with larger positive effect sizes in successive grades may suggest the positive impact of the instructional program. (Also, a test grade which is an entry grade for the school would be taken into account in evaluating the overall school performance.)

Comparative Performance Analysis
New York State 2016-17 English Language Arts (ELA) Examination

BRONX CHARTER SCHOOL FOR BETTER LEARNING

The chart below displays how the charter school students in each grade performed compared to students in public schools in New York State with the same grade and a similar percent of economically disadvantaged students.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	82.8	94	61	32.2	28.8	1.56
4	78.8	64	41	31.6	9.4	0.51
5	81.0	63	44	25.1	18.9	1.26
6						
7						
8						
All	81.1	221	50.4	30.0	20.4	1.17

School's Overall Comparative Performance:
Higher than expected to large degree

Glossary

- Grade: Grades in which the school administered the state exam in 2017.
- Percent of Economically Disadvantaged Students: Percent reported by the New York State Education Department based on SIRS data from 2016-17.
- Actual Percent of Students at Levels 3&4: Percent reported by the New York State Education Department in August 2017.
- Predicted Percent of Students at Proficiency: Calculated after performing a regression to measure the effect of a school's economically disadvantaged population on its performance in each tested grade, based on all public schools in New York State, including charter schools, with the same tested grade in 2016-17. (The analysis weights the percent predicted for all grades by the number of students tested in each grade.)
- Effect Size: A statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation. It reflects the difference between a school's attained and expected performance in each tested grade, relative to other schools with similar economically disadvantaged statistics and tested grade. (The analysis weights the Effect Size for all grades by the number of students tested in each grade.)
- School's Overall Comparative Performance: Based on the following Effect Size ranges:

Above 0.79	Higher than expected to a large degree
0.30 to 0.79	Higher than expected to a meaningful degree
0.01 to 0.29	Slightly higher than expected
0.00	As Expected
Below -0.01	Lower than expected

Comparative Performance Analysis
New York State 2016-17 Mathematics Examination

BRONX CHARTER SCHOOL FOR BETTER LEARNING

The chart below displays how the charter school students in each grade performed compared to students in public schools in New York State with the same grade and a similar percent of economically disadvantaged students.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	82.8	94	69	37.4	31.6	1.50
4	78.8	64	72	32.2	39.8	2.02
5	81.0	63	68	30.5	37.5	2.03
6						
7						
8						
All	81.1	221	69.6	33.9	35.7	1.80

School's Overall Comparative Performance:
Higher than expected to large degree

Glossary

- Grade: Grades in which the school administered the state exam in 2017.
- Percent of Economically Disadvantaged Students: Percent reported by the New York State Education Department based on SIRS data from October 2016-17.
- Actual Percent of Students at Levels 3&4: Percent reported by the New York State Education Department in August 2017.
- Predicted Percent of Students at Proficiency: Calculated after performing a regression to measure the effect of a school's economically disadvantaged population on its performance in each tested grade, based on all public schools in New York State, including charter schools, with the same tested grade in 2016-17. (The analysis weights the percent predicted for all grades by the number of students tested in each grade.)
- Effect Size: A statistical measure calculated by dividing the difference between the actual and predicted outcome by the standard deviation. It reflects the difference between a school's attained and expected performance in each tested grade, relative to other schools with similar economically disadvantaged statistics and tested grade. (The analysis weights the Effect Size for all grades by the number of students tested in each grade.)
- School's Overall Comparative Performance: Based on the following Effect Size ranges:

Above 0.79	Higher than expected to a large degree
0.30 to 0.79	Higher than expected to a meaningful degree
0.01 to 0.29	Slightly higher than expected
0.00	As Expected
Below -0.01	Lower than Expected