

September 17, 2014

VIA ELECTRONIC MAIL

Ms. Kimberly Kelly
Chairperson, Board of Trustees
c/o Bronx Charter School for Better Learning
3740 Baychester Ave. - Annex
Bronx, NY 10466

Re: 2014 Comparative Performance Analysis Reports

Dear Ms. Kelly:

Enclosed for your information are Bronx Charter School for Better Learning's *2014 Comparative Performance Analysis Reports*, which examine the school's performance on the New York State English language arts and mathematics assessments in comparison to demographically similar public schools statewide, as well as an overview document 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 2013-14 state assessment results released in August and on the percent of students identified as *economically disadvantaged*, which the New York State Education Department ("NYSED") recently made available to the Institute. The economically disadvantaged statistic, which will appear in the state's 2013-14 school report cards, is NYSED's official record of school reported BEDS data from 2013-14.

To meet this comparative measure in your 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 you to share the Comparative Performance Analysis Reports with your school community and to use them as a critical evaluation tool in informing the governance and administration of your school. If you have any questions, please do not hesitate to contact me at jeffrey.wasbes@suny.edu.

Sincerely,



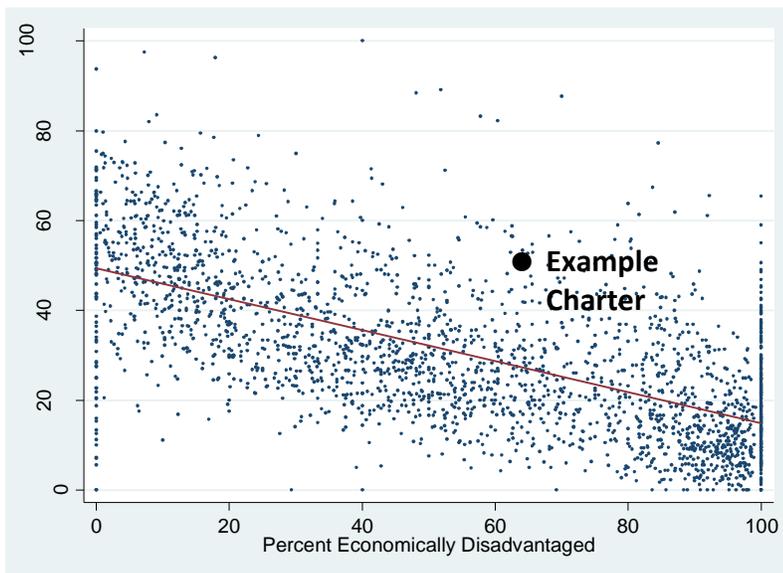
Jeff Wasbes
Director of Performance and Systems Analysis

Enclosures
c: Kevin Brennan

SUNY Authorized Charter Schools **2013-14 Comparative Performance Analysis: An 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.†

* The Institute is using this statistic in place of *percent eligible for free-lunch*, because it is NYSED’s primary socio-economic measure, and is reported for each grade separately.

† 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 2013-14 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	84.7	72	45	21.7	23.3	1.72
4	80.0	57	48	23.7	24.3	1.69
5	74.1	58	44	22.2	21.8	1.69
6						
7						
8						
All	80.0	187	45.6	22.5	23.1	1.70

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

Glossary

- **Grade:** Grades in which the school administered the state exam in 2014.
- **Percent of Economically Disadvantaged Students:** Percent reported by the New York State Education Department based on SIRS data from 2013-14.
- **Actual Percent of Students at Levels 3&4:** Percent reported by the New York State Education Department in August 2014.
- **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 2013-14. (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 2013-14 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	84.7	72	54	30.7	23.3	1.29
4	80.0	57	82	31.7	50.3	2.53
5	74.1	58	69	31.4	37.6	1.96
6						
7						
8						
All	80.0	187	67.2	31.2	36.0	1.88

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

Glossary

- **Grade:** Grades in which the school administered the state exam in 2014.
- **Percent of Economically Disadvantaged Students:** Percent reported by the New York State Education Department based on SIRS data from October 2013-14.
- **Actual Percent of Students at Levels 3&4:** Percent reported by the New York State Education Department in August 2014.
- **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 2013-14. (The analysis weights the percent predicted for all grades by the number of students tested in each grade.)
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