



Expecting Excellence
From Our Children

Bronx Charter School for Excellence

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 18, 2018

By: Dr. Charlene Reid, Chief Executive Officer
Adije Okpo, Elementary Principal
Dawn Dean, Middle School Principal
Monica Rios, Regional Director of School Operations

1960 Benedict Avenue, Bronx, NY 10462

(718) 828-7301

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Charlene Reid, Chief Executive Officer, Adije Okpo, Elementary Principal, Dawn Dean, Middle School Principal and Monica Rios, Regional Director of School Operations, prepared this 2017-2018 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kathy Lathen	Board Chair, Executive/Finance
Joyce Frost	Vice President, Executive/Finance
Mardi Schechter	Vice Chair, Executive
Lisa Keill	Treasurer, Executive/Finance
Stacey Lauren	Secretary, Executive
Tanya Pierre	Trustee, Executive
Lena Rumpfelt	Parent Rep

Adije Okpo and Dawn Dean has served as the Bronx Charter School for Excellence Elementary and Middle school leaders since July 2016.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Opening in August 2004, Bronx Charter School for Excellence began an important and exciting public school alternative to serve children in the Parkchester section of the Bronx and its surrounding neighborhoods. In keeping with its original charter, the school grew one grade each year until it served Kindergarten through eighth grade. During the 2017-2018 school year served roughly 804 children in grades K-8.

The mission of the Bronx Charter School for Excellence is to prepare young people to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development. The school accomplishes this by constantly striving to create a supportive and caring environment that at all times has high expectations of its students and offers a challenging and rigorous academic curriculum.

The demographics of the population served by BCSE are as follows:

Black (non Hispanic)	40.5%
Hispanic	33.9%
American Indian, Alaskan, Asian or Pacific Islander	25.1%
White	0.5%

In addition, 87% of our students are eligible for free or reduced lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2013-14	84	84	56	56	56	56	56	56	50	554
2014-15	84	84	85	84	84	56	56	55	55	643
2015-16	91	90	90	90	90	90	90	90	52	773
2016-17	90	89	87	89	91	90	89	90	88	805
2017-18	89	91	90	90	88	89	90	89	88	804

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language. :

BACKGROUND

During the 2017-2018 academic year, Bronx Charter School for Excellence implemented a high quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 8th grades. The balanced reading program provides for students the foundation needed to become proficient readers. The reading program has balanced components that provide skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. Harcourt *Journeys* was used in K through 5th grades. This program is grounded in techniques and lessons that support explicit and systematic instruction and offers a platform for on-going professional development for teachers in the critical elements and methods of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. The program also includes an assessment component that provides appropriate measures for screening, progress monitoring and achievement outcome. This program is supplemented with Guided Reading and Literature Circles based on student learning needs. Students are regularly exposed to authentic texts and provided guided instruction at their frustration levels. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. Additionally, instructional staff utilized modules from EngageNY which provide resources in alignment to the New York State Common Core Standards. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent daily flexible reading groups that focus support in a smaller group for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Our writing program employs the basic components of Writing Workshop. Bronx Charter School for Excellence utilizes the writing workshop model for students to experience processed and craft writing. The Writing Workshop provides time for students to develop their writing fluency; to learn to communicate effectively; develop students' knowledge of the English written language system, with an emphasis on syntax and discourse; to understand the connections between reading and writing to develop writers; to understand and be able to write across various genres; and to develop a love of writing. All instructional staff participated in professional development, and modeling throughout the academic year.

The middle school program will continue this work with our scholars as they progress through their academic career. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading. For reading, a published program is used in concert with award winning novels.* The Harcourt *Collections* program is used in grades six through eight, and is directly aligned with New York State's Common Core Learning Standards to help ensure accurate content delivery and support in preparation for the NYS ELA assessment given in each grade. A wide variety of genres, word study/vocabulary enrichment, differentiated material and connections to the Writers Workshop

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

allow for balanced instruction. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. The award winning novels are directly tied to broader concepts and themes taught in other disciplines. Therefore, not only are reading engagement and stamina increased, but so are the connections that allow scholars to make better meaning and sense of the world around them. A minimum of 4 novels is taught each year.

The Writers Workshop builds upon the writing that scholars produced in the elementary years. Narrative, persuasive, informational and poetic writing are developed through the writing process to create substantive, craft rich pieces. However, there is an added emphasis on functional writings due to their prevalence in the academic world. To meet this need, Writers Workshop is taught for a minimum of 45 minutes each day, of which at least one period per week will focus on explicit grammar, usage, or mechanics instruction.

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 grade in April 2018. 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).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	90	0	0	0	0	90
4	89	0	0	0	0	89
5	90	0	0	0	0	90
6	90	0	0	0	0	90
7	89	0	0	0	0	89
8	87	0	0	0	1	88
All	535	0	0	0	1	536

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.

RESULTS AND EVALUATION

The following table presents the New York State ELA test results for all students tested and for those students enrolled in at least their second year. Of the 90 students tested in Grade 3, 85 were enrolled in at least their second year. Of the 85 continuously enrolled 3rd graders, 65% performed at or above a level 3 the New York State English Language Arts examination. Of the 89 students tested in Grade 4, 83 were enrolled in at least their second year. Of the 83 continuously enrolled 4th graders, 70% performed at or above a level 3 on the New York State English Language Arts examination. Of the 90 students tested in Grade 5, 86 were enrolled in at least their second year. Of the 86 continuously enrolled 5th graders, 40% performed at or above a level 3 on the New York State English Language Arts examination. Of the 90 students tested in Grade 6, 81 were enrolled in at least their second year. Of the 81 continuously enrolled 6th graders, 56% performed at or above a level 3 on the New York State English Language Arts examination. Of the 89 students tested in Grade 7, 81 were enrolled in at least their second year. Of the 81 continuously enrolled 7th graders, 60 % performed at or above level 3 on the New York State English Language Arts examination. Of the 87 students tested in Grade 8 85 were enrolled in at least their second year. Of these 8th graders, 79 % performed at or above a level 3 on the New York State English Language Arts examination.

Performance on 2017-18 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	65.5	90	65	85
4	68.5	89	70	83
5	41.1	90	40	86
6	54.4	90	56	81
7	61.8	89	60	81
8	77	87	79	85
ALL	61.4	535	62	501

EVALUATION

Based on the results of the 2017-18 English Language Arts exam for 3rd, 4th, 5th, 6th, and 7th grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure. In grades 4, 5, 6, and 7, 58.2% of students who were enrolled in at least their second year performed at or above the State’s Performance Levels of Levels 3 and 4. In 8th Grade our students met the measure by 79% of the students performing at level 3 or 4. In 3rd grade, our students did not meet the measure at 65%, our 4th graders did not meet the measure at 70% passing with a level 3 or 4. The 5th graders did not meet the measure at 40% passing with a level 3 or 4, our 6th graders did not meet the measure with 56%, and our 7th graders did not meet the measure with 60% passing with level 3 or 4. Overall, Bronx Charter School for Excellence did not meet the outcome measure by 13 percentage points in English Language Arts.

ADDITIONAL EVIDENCE

The 2014-2015 academic year data reflects proficiency levels using the state’s published cut-scores. BCSE’s students demonstrated that 48.3 percent were at or above proficiency levels. Due to the revised NYS 3-8 Common Core- aligned testing program, exams were reconstructed, causing a state-wide drop in student achievement scores. For the 2015-2016 school year, Bronx Charter School for Excellence demonstrated 66.3 percent proficiency in English Language Arts, which is 18.0 percentage points higher than the previous 2014-2015 school year. For the 2016-2017 school year, Bronx Charter School for Excellence demonstrated 62.9 percent proficiency in English Language Arts, which is 3.4 percentage points lower than the previous 2015-2016 school year but 123 more students were tested. For the 2017-2018 school year Bronx Charter School demonstrated 62% proficient, which is 0.6 percentage points higher than the previous 2016-2017 school year.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	59.8	83	75.3	89	65	85
4	74.3	74	51.8	83	70	83
5	60.8	79	47.4	78	40	86
6	74.5	51	68.2	85	56	81
7	67.3	52	72.7	88	60	81
8	64.7	51	59.6	89	79	85
All	66.3	390	62.9	512	62	501

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Of the 535 students tested, 30% attained level 2, 40 % attained Level 3 and 21% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 162.5.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
535	[9]	[30]	[40]	[21]

$$\begin{aligned}
 \text{PI} &= [30] + [40] + [21] = [91] \\
 &+ [40] + [21] = [61] \\
 &+ (.5)*[21] = [10.5]
 \end{aligned}$$

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.

2017-18 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 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	65	85	40	1260
4	70	83	39	3155
5	40	86	24	3290
6	56	81	41	2950
7	60	81	35	2988
8	79	85	43	3003
All	62	501	37	18574

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

The percentages of students at Level 3 or above enrolled in at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3rd through 8th grade by a difference of 27 percentage points. Individually, 25 percentage points difference on the 3rd grade, 31 percentage points in 4th grade, 16 percentage points in 5th grade, 15 percentage points in 6th grade, 25 percentage points in 7th grade, and 36 percentage points in 8th grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

ADDITIONAL EVIDENCE

Due to NYS new two-session test design and performance standards, the 2018 Grades 3-8 ELA results cannot be compared with prior-year's results. The new baseline established this year will enable comparisons in student scores in 2019 and 2020.

In 2014-2015, the District was outperformed by 29 percentage points. In 2015-2016, Bronx Charter School for Excellence continued to outperform District 11 by 37.4 percentage points. In 2016-2017, Bronx Charter School for Excellence outperformed the District by 30.5 percentage points.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	38.5	21.8	59.8	32.2	65	40
4	67.9	11.1	74.3	31.7	70	39
5	54.9	20.3	60.8	24.0	40	24
6	40.4	19.7	74.5	22.8	56	41
7	35.8	19.0	67.3	28.6	60	35
8	51.9	24.0	64.7	33.5	79	43
All	48.3	19.3	66.3	28.9	64	37

RESULTS AND EVALUATION

Due to NYS new two-session test design and performance standards, the 2018 Grades 3-8 ELA results cannot be compared with prior-years results. The new baseline established this year will enable comparisons in student scores in 2019 and 2020.

ADDITIONAL EVIDENCE

In 2015-2016, Bronx Charter School for Excellence continued to outperform District 11 by 37.4 percentage points. In 2016-2017, Bronx Charter School for Excellence outperformed the District by

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

30.5 percentage points. In 2017-2018, Bronx Charter School for Excellence outperformed the District by 27 percentage points.

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

RESULTS AND EVALUATION

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2016-2017 academic year was for grades 3 through 8. Grade 3 had an Effect Size of 2.31, grade 4 had an Effect Size of 1.14, grade 5 had an Effect Size of 1.31, grade 6 had an effect size of 2.58, grade 7 had an effect size of 2.22, and grade 8 had an effect size of 1.19.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	70.0	90	76	37.8	38.2	2.31
4	82.2	91	51	30.2	20.8	1.14
5	77.4	90	46	26.6	19.4	1.31
6	69.7	90	67	26.3	40.7	2.58
7	80.2	89	72	30.6	41.4	2.22
8	73.0	89	60	38.2	21.8	1.19
All	75.4	539	62.0	31.6	30.4	1.79

School’s Overall Comparative Performance:

Higher than expected to large degree

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Since the requirement was 0.3, and an Effect Size was attained for Grades 3 through 8 of 1.79, Bronx Charter School for Excellence met its objective for this outcome. The measure exceeded by 1.49 and was higher than expected to a large degree.

Displayed in the table below is the data for Grades 3 through 8. As stated above, Bronx Charter School for Excellence met its objective for this outcome measure for 3rd through 8^h grade ELA exams in 2016-2017 by outperforming the predicted measure by 30.4 percentage points.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	76.2	389	46.8	22.3	1.73
2015-16	3-8	72.8	500	64.5	30.5	2.08
2016-17	3-8	75.4	539	62.0	31.6	1.79

Goal 1: Growth Measure²

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

RESULTS AND EVALUATION

In 2016-2017, the 4th grade cohort had a mean growth percentile of 48.6, 5th grade had a mean growth percentile of 38.7, 6th grade had a mean growth percentile of 59.8, 7th grade had a mean growth percentile of 45.6, and 8th grade had a mean growth percentile of 49.7. Overall, the school's mean growth percentile was 48.5, which is 1.5 percent below the statewide median.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

4	48.6	50.0
5	38.7	50.0
6	59.8	50.0
7	45.6	50.0
8	49.7	50.0
All	48.5	50.0

ADDITIONAL EVIDENCE

Bronx Charter School for Excellence had an overall mean growth percentile of 48.5.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	61.2	68.8	48.6	50.0
5	48.4	55.1	38.7	50.0
6	57.1	66.3	59.8	50.0
7	48.8	57.1	45.6	50.0
8	50.9	60.2	49.7	50.0
All	54.0	63.1	48.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

As delineated in the following table, Bronx Charter School for Excellence met 3 out of 5 outcome measures for Goal 1. Overall, the school did not meet proficiency in English Language Arts at Bronx Charter School for Excellence. The school's aggregate Performance Level Index (PLI) on the state English language arts exam met this year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. Bronx Charter School for Excellence did achieve the measure of performing greater than students in the same grades in the local school district. Additionally, the school has also achieved the measure of exceeding its predicted level of performance on the ELA exam by an Effect Size of 0.3 or above to a large degree. 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 is above the state's unadjusted median growth percentile. Bronx Charter School for Excellence will continue to strive to meet its English Language Arts goal of students becoming proficient readers of the English language.

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.	Did Not Achieve
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.	Achieved

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Achieved
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.)	Achieved
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.	Did Not Achieve

ACTION PLAN

Bronx Charter School for Excellence will continue the following steps to improve particular areas within curriculum and instruction while continuing to strive for high academic performance through specific enhancements of the overall English Language Arts program. These steps will allow us to meet Goal 1:

1. We will prioritize our professional development for all teachers with a strong focus on the Common Core Learning Standards. The Common Core Standards will be analyzed and emphasized in all discipline areas and grade levels. The Leadership Team will work closely with all grade level teams on internalizing the Common Core standards and understanding the shift in planning and instructional delivery. We will continue to focus on the 6 shifts including:

- Balancing Informational and Literary Texts
- Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing from Sources
- Academic Vocabulary

Excellence Community Schools will collaborate with leadership team to revise curriculum maps and units that are in complete alignment with the Common Core Standards and emphasize academic language rigor. Writing will take place in all discipline areas.

2. Our early childhood classes will get more support from the Leadership team, the Principal and additional support staff identifying students who need early intervention/prevention in the areas of Literacy within the first few weeks of school. Supplemental instructional materials will be given to support an intervention program to meet their needs. An extra block of literacy intervention will be given to these students. Students who receive early intervention will be monitored on a weekly basis for short term goal improvement.

Our upper grade classes will get more support from the Leadership team in identifying students who need intervention and support in the areas of Literacy during the first two weeks of school.

Supplemental instructional materials will be given to support an intervention through a push in or pull out program. For the few upper grade students who still need support with phonics and fluency, they will receive an extra literacy intervention block to support their improvement in these areas. Extra resources will also be provided for 5th through 8th grade students to improve their literacy learning by integrating literacy with Social Studies and Science to ensure emphasis on the Common Core Standards. Students will have access to more classic literature and a rigorous writing program.

3. We will prioritize our professional development for early childhood teachers with more time devoted to addressing the needs of the struggling, proficient and advanced readers. Since Bronx Charter School for Excellence teaches reading through a daily cycle of whole group instruction to flexible reading groups within the entire grade, most of the improvement will take place during the flexible reading group sessions.

4. We will prioritize our professional development for upper grade teachers with more time devoted in the area of guided reading and literature circles, with a strong emphasis on building effective reading comprehension strategies and critical thinking techniques.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall English Language Arts program such as:

- Daily uninterrupted reading block (8:40-10:20) in Kindergarten through fifth grade, with 3 hour reading and social studies integrated blocks in sixth through Eighth grade
- Daily explicit reading instruction increased from 90 minutes to 100 minutes
- Daily one hour flexible reading groups
- Differentiated curriculum, instruction, assessment and staff development
- Co-teaching and modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observations

GOAL 2: MATHEMATICS

Goal 2: Mathematics

BCSE students will demonstrate steady progress in the understanding and application of mathematical skills.

BACKGROUND

During the 2017-2018 school year, Bronx Charter School for Excellence used a program that has the core tenets of mathematical instruction (i.e. computational, procedural and conceptual) to support and enable success with authentic problem-solving activities. The Math in Focus program with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experience is a program that focuses on making connections and unpacking mathematical skills and concepts. Our enriched curriculum supports the goals of the Common Core State Standards for Mathematics, is research-based and focuses on classroom learning, discussion, and practice while balancing conceptual understanding, visual learning, and problem solving. On a daily basis students are asked to demonstrate their mastery of basic concepts so that these skills can move to a level of automaticity, allowing more time to be spent on robust and challenging mathematical questions. Our focus is on making our students fluent in mathematics as evidenced by their ability to tackle concepts from a variety of angles. Both programs were supported with resources from Engage NY to align to the Common Core standards. All grades are expected to master both content and mathematical processes appropriate for their age/grade.

Our assessments include unit-based quizzes and tests that check progress for proficiency in skills and concepts connected to the Common Core standards. We also use simple and multi-step constructed responses and project-based learning to assess mastery of skills and concepts.

In addition to preparing for school-based exams and New York State standardized tests, it is our intention that many students will be able to progress to algebra completion by the end of eighth grade. In order to achieve this, students are required to achieve mastery in the building blocks of algebra beginning in sixth grade. Assessments and teacher anecdotes are used to determine which students should enroll in advanced coursework beginning in the seventh grade to prepare. This allows for increased access to advanced high school and college courses.

This year our professional development focused on looking closely at the Common Core standards by attending professional development sessions and examining sample tasks offered by New York State and other educational agencies and organizations.

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grades in May 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	90	0	0	0	0	90
4	89	0	0	0	0	89
5	90	0	0	0	0	90
6	90	0	0	0	0	90
7	89	0	0	0	0	89
8	87	0	0	0	0	88
All	535	0	0	0	0	536

EVALUATION

Based on the results of the 2018 mathematics exam for 3rd, 4th, 5th, 6th, 7th, and 8th grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure except for 3rd and 7th grade. The 3rd grade 76.4 scoring proficient which is 1.4 points higher than the 75 percent goal. The 7th grade has 77.7 scoring Proficient which is 2.7 percentage points higher than the 75 percent goal. In grades 4, 5, 6 and 8, less than 75% of students who were enrolled in at least their second year performed at or above Proficient.

Bronx Charter School for Excellence 4th graders fell short of the measure by 4.8 percentage points, 5th graders fell short of the measure by 16.9 percentage points, our 6th graders fell short of the measure by 17.2 percentage points, and our 8th graders fell short of the measure by 11.5 percentage points.

ADDITIONAL EVIDENCE

The 2016-2017 academic year data reflects proficiency levels using the state's published cut-scores. BCSE's students demonstrated that 66.5 percent were at or above proficiency levels. For the 2016-2017 school year, Bronx Charter School for Excellence demonstrated 69.6 percent proficiency in Mathematics, which is 7.7 percentage points higher than the previous 2014-2015 school year. For the 2016-2017 school year, Bronx Charter School for Excellence demonstrated 57.4 percent proficiency

³ 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

in Mathematics, which is 12.2 percentage points lower than the previous 2015-2016 school year but 121 more students were tested.

The following table presents the New York State mathematics test results for all students tested and for those students enrolled in at least their second year. Of 90 students tested in Grade 3 85 were enrolled in at least their second year. Of these 3rd graders, 76.4% performed at or above Proficiency on the New York State mathematics examination. Of the 89 students tested in Grade 4, 83 were enrolled in at least their second year. Of the 83 continuously enrolled 4th graders, 71.0% performed at or above Proficiency on the New York State mathematics examination. Of the 90 students tested in Grade 5, 86 were enrolled in at least their second year. Of the 86 continuously enrolled 5th graders, 58.1 % performed at or Proficiency on the New York State mathematics examination. Of the 90 students tested in Grade 6, 83 were enrolled in at least their second year. Of the 83 continuously enrolled 6th graders, 57.8% performed at or above Proficiency on the New York State mathematics examination. Of the 89 students tested in Grade 7th, 81 were enrolled in at least their second year. Of the continuously enrolled 7th graders, 77.7% performed at or above Proficiency on the New York State mathematics examination. Of the continuously 87 students tested in Grade 8, 85 were enrolled in at least their second year. Of these 8th graders, 63.5% performed at or above Proficiency on the New York State mathematics examination.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	72.2	90	76.4	85
4	70.8	89	71.0	83
5	58.9	90	58.1	86
6	57.8	90	70.3	81
7	77.6	89	77.7	81
8	62.0	87	63.5	85
All	66.5	535	69.5	501

ADDITIONAL EVIDENCE

The 2014-2015 academic year data reflects proficiency levels using the state’s published cut-scores. BCSE’s students demonstrated that 61.9 percent were at or above proficiency levels. Due to the revised NYS 3-8 Common Core- aligned testing program, exams were reconstructed, causing a state-wide drop in student achievement scores. For the 2015-2016 school year, Bronx Charter School for Excellence demonstrated 69.6 percent proficiency in Mathematics, which is 7.7 percentage points higher than the previous 2014-2015 school year. For the 2016-2017 school year, Bronx Charter School for Excellence demonstrated 57.4 percent proficiency in Mathematics, which is 12.2 percentage points lower than the previous 2015-2016 school year but 121 more students were tested . For the

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-2018 school year, BCSE demonstrated 66.5 proficient, which is an increase of 9.1 percentage points from last year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	76.8	82	70.5	88	76.4	85
4	58.1	74	60.2	83	71.0	83
5	66.7	78	32.1	78	58.1	86
6	94.1	51	76.2	84	70.3	81
7	59.6	52	68.2	88	77.7	81
8	64.7	51	35.2	88	63.5	85
All	69.6	388	57.4	509	69.5	501

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Of the 501 students tested, 10.5% attained a Level 1, 22.8% attained a Level 2, 32.1% attained a Level 3, and 35.1% attained Level 4. The attained aggregate Performance Index on the mathematics exam was 174.75.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	10.5	22.8	32.1	35.1

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

$$\begin{array}{r}
 \text{PI} \\
 = \\
 22.8 \\
 + \\
 32.1 \\
 32.1 \\
 + \\
 + \\
 + \\
 35.1 \\
 35.1 \\
 (.5)*35.1 \\
 \text{PI} \\
 =90 \\
 =67.2 \\
 =17.55 \\
 =174.75
 \end{array}$$

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 the performance of tested students enrolled in at least their second year to that of 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.⁴

RESULTS AND EVALUATION

The following table presents the results for Grades 3 through 8 along with the aggregate data. Bronx Charter School for Excellence's percentage for 3rd grade was 76.4% compared to District 11's 37%, 4th grade was 70.2% compared to District 11's 34%, 5th grade was 58.1% compared to District 11's 29%, 6th grade was 57.8% compared to District 11's 28%, 7th grade was 77.7% compared to District 11's 29%, and 8th grade was 63.5% compared to District 11's 23%. Grades 3 through 8 outperformed District 11 by 37.13% with a percentage of 67.13% compared to 30%.

The percentages of students at Level 3 or above enrolled in at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3rd through 8th grade by a difference of 37.13 percentage points. Individually, 39.40 percentage points difference on the 3rd grade, 30.20 percentage points in 4th grade, 29.10 percentage points in 5th grade, 28.80 percentage points in 6th grade, 48.70 percentage points in 7th grade, and 40.50 percentage points in 8th grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

2017-18 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 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	76.4	85	37	3250

⁴ 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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

4	71.0	83	34	3188
5	58.1	86	29	3310
6	70.3	81	28	2979
7	77.7	81	29	3011
8	63.5	85	23	2697
All	69.5	501	30	18435

ADDITIONAL EVIDENCE

Due to the State's new two-session test design and performance standards, the 2018 grade 3-8 math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	76.8	29.8	70.5	33.9	76.4	37
4	58.1	31.2	60.2	29.0	71.0	34
5	66.7	26.7	32.1	29.0	58.1	29
6	94.1	25.8	76.2	27.3	70.3	28
7	59.6	21.8	68.2	23.0	77.7	29
8	64.7	18.6	35.2	14.0	63.5	23
All	69.6	25.9	57.4	26.5	69.5	30

Goal 2: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the schools's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

RESULTS AND EVALUATION

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2016-2017 academic year was 1.38 for grades 3 through 8. Grade 3 had an Effect Size of 1.49, grade 4 had an Effect Size of 1.40, grade 5 had an Effect Size of 0.09, grade 6 had an effect size of 2.14, grade 7 had an effect size of 2.12, and grade 8 had an effect size of 1.05.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	70.0	88	70	43.2	26.8	1.49
4	82.2	91	58	30.4	27.6	1.40
5	77.4	90	34	32.3	1.7	0.09
6	69.7	89	74	32.4	41.6	2.14
7	80.2	89	67	23.5	43.5	2.12
8	73.0	88	35	15.5	19.5	1.05
All	75.5	535	56.3	29.6	26.7	1.38

School's Overall Comparative Performance:

Higher than expected to large degree

EVALUATION

Since the requirement was 0.3, and an Effect Size was attained for Grades 3 through 8 of 1.38, Bronx Charter School for Excellence met its objective for this outcome.

ADDITIONAL EVIDENCE

Displayed in the table below is the data for Grades 3 through 8. As stated above, Bronx Charter School for Excellence met its objective for this outcome measure for 3rd through 8^h grade ELA exams in 2016-2017 by outperforming the predicted measure by 34.0 percentage points. Bronx Charter School for Excellence performed higher than the predicted percent of students at Level 3 and 4 during the 2014-2015 academic year by 22.3 percentage points and by 22.5 in 2013-2014 compared to similar schools statewide.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	75.5	389	68.2	28.0	2.07
2015-16	3-8	76.2	499	61.4	28.2	1.78
2016-17	3-8	75.5	535	56.3	26.7	1.38

Goal 2: Growth Measure⁵

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁶

RESULTS AND EVALUATION

In 2016-2017, the 4th grade cohort had a mean growth percentile of 45.2, 5th grade had a mean growth percentile of 23.9, 6th grade had a mean growth percentile of 59.8, 7th grade had a mean growth percentile of 43.7, and 8th grade had a mean growth percentile of 34.3. Overall, the school's mean growth percentile was 41.30.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45.2	50.0
5	23.9	50.0
6	59.8	50.0
7	43.7	50.0

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

8	34.3	50.0
All	<u>41.3</u>	50.0

ADDITIONAL EVIDENCE

Bronx Charter School for Excellence had an overall mean in 4th grade of 65.2 in 2014-15, 61.4 in 2015-16, and 45.2 in 2016-2017. Bronx Charter School for Excellence had an overall mean in 5th grade of 30.4 in 2014-15, 56.0 in 2015-16 and 23.9 in 2016-2017, w. In 2014-15, the 6th grade had a mean growth percentile of 66.2, 82.8 in 2015-16, and 59.80. Seventh grade had a mean growth percentile of 40.1 in 2014-15, 51.6 in 2015, and 43.70 in 2016-17. In 2014-15, 8th grade had a mean growth percentile of 59.1, which was above the statewide median. In 2015-2016 8th grade had a mean growth percentile of 74.0 and a 34.30 in 2016-2017. Overall, Bronx Charter School for Excellence had a mean growth percentile of 53.3 in 2014-15, 64.4 in 2015-16 and 34.30 in 2016-2017.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	65.2	61.4	45.2	50.0
5	30.4	56.0	23.9	50.0
6	66.2	82.8	59.80	50.0
7	40.1	51.6	43.70	50.0
8	59.1	74.0	34.30	50.0
All	53.3	64.4	41.30	50.0

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.	Did Not Achieve
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.	Achieved
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.	Achieved
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.)	Achieved

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.)	Did Not Achieve
---------------	--	------------------------

ACTION PLAN

Bronx Charter School for Excellence will undertake the following steps to improve particular areas the mathematics curriculum and instruction. These steps will allow us to meet Goal 2 in upcoming years, elementary and middle school level:

1. Common core aligned benchmark assessment will be given to all students 4-6 times throughout the year to monitor students’ progress on skills to be mastered at each grade level. Students who are underperforming will receive additional support during intervention blocks.
2. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills the first two weeks of school. Students who receive early intervention will be monitored on a weekly basis for short-term goal improvement and attainment of performance indicators in mathematics.
3. For middle school, a comprehensive advisory program will be instituted to make sure that the developmental needs of students are met before the core instructional day begins.
4. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Common Core standards and new the adoption of our new math curriculum. More time will be devoted for development in addressing the needs of struggling elementary and middle school students. We will also focus on training teachers in effective and multiple strategies of differentiating instruction that will allow all students to be able learn content and process skills from multiple vantage points.
5. Implementation of Eureka and additional professional development with Eureka Math program and the Math Common Core Learning Standards will be provided.
6. Classrooms will integrate Math Messages into their morning meetings and continue math talk into their math periods, providing an additional hour of math exposure and instruction weekly.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall Mathematics program such as:

- Differentiated curriculum, instruction, interim assessment and staff development
- Co-teaching and modeling cycles with Bronx Excellence Leadership team and ECS team
- Collaborative unit and lesson planning
- Leadership grade team meetings
- Math Talk Teaching block
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation

GOAL 3: SCIENCE

Goal 3: Science

BCSE students will demonstrate proficiency relevant to science achievement. .

BACKGROUND

The Bronx Charter School for Excellence's science curriculum is based on the New York State standards, common core curriculum, and the next generation science standards which focus on three major strands- the physical environment, earth and space, and the living environment integrated with mathematics and technology. Under the direct guidance of the standards, key ideas and performance indicators, the science program has an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21st century.

Science instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their own understandings of key concepts and invites students to develop and explain concepts in their own words orally through writing and drawing. Students are provided with options and projects that will allow them to demonstrate mastery of content. When young learners are actively engaged in the discovery process effectively, their natural curiosity leads them to explore, discover and learn about the natural world.

Professional development was offered consistently for the 2017-2018 school year. It provided the science cluster teacher with models of curriculum mapping and unit planning and opportunities to explore resources. Talented, certified teachers participated in professional workshops to enhance inquiry-based explorations and build on developing more hands-on experiences using more student-led experiments with teacher support. In turn, students built skills needed to investigate and then explain the world that surrounds them. Teacher professional development directly and indirectly affects students. Students learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

The middle school science program is also governed by the New York State standards, common core standards, and the New Generation Standards. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. The goal is for students to be able to explain, both accurately and with appropriate depth, the big ideas. Guided by teachers, students will continually develop and learn science knowledge to complete a scientific investigation. Moreover, they learn to communicate thoughts about science knowledge. With practice, trial and error, students will begin to recognize the relationship between explanations and evidence. Thus, students in grades 5-8 demonstrated their understanding of science process skills and procedures. At least four, award-winning trade books a year will be part of the High-interest books that can transform scientific concepts into fluid text are ideal. In all, varied opportunities allowed BCSE students to use appropriate scientific language and demonstrate

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

proficiency toward the eighth-grade science exit project and other competitive examinations such as New York State Living Environments Regents.

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 2018. 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

Of the 4th grade students at the Bronx Charter School for Excellence, 97% of the students achieved Levels 3 and 4. Of the 8th grade students, 92% of the students achieved Levels 3 or 4. However, due to the release date, district data is unavailable at this time.

The grade 4th and 8th performance for 2017-2018 was at 94.5 %. The measure was met with 100% of the students who were enrolled in at least their second year performing at or above a Level 3 for 4th grade and 93% for 8th grade. The notable science achievement of this 4th grade cohort is 22% above the measure of 75% performing at or above Level 3. The 8th grade cohort is 17% above the measure of 75% performing at or above Level 3. BCSE also had 29 8th grade students taking the Living Environment Regents. All students (100%) taking the Living Environments Regents passed the exam.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97	88	n/a	n/a
8	92	59	n/a	n/a
All	94.5	147	n/a	n/a

ADDITIONAL EVIDENCE

The trend during the current Accountability Period is that at least 95% of our 4th grade students for 2016-2017, and since 2007-2008 school year, have achieved a Level 3 or 4 on the New York State Science Performance exam. During the 2012-2013 school year, the 8th grade students took the New York State Science Performance exams for the first time, and 85% of the students achieved a Level 3 or 4. In 2013-2014, BCSE increased the number of 8th graders taking the New York State Earth Science regents, but the overall score dropped 7% below the 75% goal. In the 2014-2015 year, the 8th grade Bronx Charter School for Excellence 1 2017-18 Accountability Plan Progress Report Page 26 of 34

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

increased the number of students taking the NYS Regents exam. The NYS Science Performance increased to 96%, which is an improvement of 28%. In the 2015-2016 school year, BCSE had ten more students (total of 35) take the NYS Science exam compared to 2014-2015 and the overall score dropped 9% below the 75% goal. In the 2016-17 school year, BCSE had forty-five more students (total of 80) take the NYS Science exam compared to 2015-16 and the overall score rose 10% above the 75% goal. Overall, the number of students tested increased from 98 in 2014-2015 to 163 in 2016-2017. The school has continued to maintain a high level of overall performance at 94.5%, by providing students with differentiated instruction that provides learning opportunities for all learning styles. Due to the timing of the district data, 2017-2018 has not yet been released.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	89	95.2	83	97	88
8	66	35	80.0	80	92	59
All	83	112	87.7	163	94.5	147

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

The 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 and the results for the respective grades in the school district of comparison.

RESULTS AND EVALUATION

Of the 4th grade students at the Bronx Charter School for Excellence, 97 % of the students achieved Levels 3 and 4. Of the 8th grade students, 92% of the students achieved Levels 3 or 4. Due to the timing of the district data, 2017-2018 has not yet been released.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁷	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97	88	n/a	n/a
8	92	59	n/a	n/a
All	94.5	147	n/a	n/a

ADDITIONAL EVIDENCE

The Bronx Charter School for Excellence 4th and 8th grade performed at 96.5 % for the 2017-2018 school year. For the 2016-2017, the school performed at 87.7%. For the 2015-16 school year, the school performed at 83%. For the 2014-15 school year, the school performed at 97%, exceeding the district's performance of 62.5% by 34.5%. The local district's performance for 2017-2018 has not been released.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	100	n/a	95.2	n/a	100	n/a
8	66	n/a	80.0	N/a	93	n/a
All	83	n/a	87.7	n/a	96.5	n/a

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.	Achieved
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

The following steps have enabled Bronx Charter School for Excellence to improve upon and maintain high science curriculum, instruction and academic performance which allows us to continue to annually meet Goal 3:

1. The Science program will continue to follow the New Generation Science standards to drive further rigor and instruction through the Science Curriculum. These standards will continue to be implemented into every aspect of the curriculum.
2. The elementary science teacher and middle school science team will continue to receive support and guidance from the Leadership team in identifying students who need early intervention, whether for remediation. Steady progression or extending concepts. Supplemental instruction materials will be given to support intervention to meet students' needs. Students who receive early intervention will be monitored on a weekly basis to assess short term goals and attainment of performance indicators in science.
3. We will prioritize our professional development for teachers to have on-going opportunities to plan with grade level teams and grade spans for curriculum mapping and unit planning, explore resources and strategies for differentiation in instructional delivery, materials, and assessment, enhance technology and question lesson planning skills to address the needs of the struggling, proficient and advanced students. We will also focus on training more teachers on pedagogical methods for quality instruction.
4. K-5 will continue to implement the FOSS science program. They will receive ongoing professional development for the program and support on the integration of STEM instruction within the classroom.

Bronx Charter School for Excellence will continue to include the following for its overall Science Program:

- Differentiated curriculum, instruction, assessment and staff development
- Inquiry-based projects
- Co-teaching modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation
- Project-based assessments
- Field Trips

ESSA

Goal 4: ESSA

Under the state’s ESSA accountability system, The school’s accountability status will be “Good Standing” each year.

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state’s learning standards, ESSA legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s ESSA accountability system.

RESULTS

Bronx Charter School for Excellence’s ESSA status for 2017-18 school year is “Good Standing.”

EVALUATION

The ESSA status of Bronx charter School for Excellence is “Good Standing.”

ADDITIONAL EVIDENCE

Bronx Charter School for Excellence has maintained “Good Standing” since the 2005-2006 school year.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing
2018-19	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 5: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

Goal 5: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

METHOD

For the eleventh consecutive year, Bronx Charter School for Excellence (BCSE) used the NYC Learning Environment Survey and Report, which is used for the NYC public schools. It serves as a resource to unveil and assess parents’ views and values of their child’s learning environment. School year 2007-2008 was the first year that all New York City charter schools participated in this citywide survey and we discovered over the past 8 years that it was confusing for many parents. More importantly, BCSE’s use of the NYC survey and report as a public charter school offers a familiar and citywide evaluative measure for both the school and its parents. So, during the 2013-2014, 2014-2015, 2015-2016, 2016-2017 and 2017-18 school year, the parents used the same survey.

RESULTS

Of the 641 families at BCSE, 610 families responded to the 2017-2018 The NYC Learning Environment Survey with a rate of 100%. Displayed in percentages, the family respondents were satisfied with respect to four highlighted categories: 1) Academic Expectations – 93%, 2) Communication – 96%, 3) Engagement - 96%, and 4) Safety and Respect – 96%.

2016-17 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
641	641	100%

2016-17 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Academic Expectations	93%
Communication	96%
Engagement	96%

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Safety and Respect	96%
--------------------	-----

EVALUATION

The above mentioned, with 100% of families completing the 2017-2018 The NYC Learning Environment Survey, reflect immense parent satisfaction. Within each category, a balanced range of questions allow parents to examine and express their level of satisfaction with the overall quality of their child's education and the learning environment of BCSE. In comparison to last year's results of the NYC Learning Environment Survey Report, family slightly stayed the same or increased. During school community gatherings, the BCSE staff likened survey completion to their support of school functions and events. Engaged parents will voice their needs and uphold their parental responsibilities. Indeed, this year's survey helped them to do so. With respect to the four highlighted categories: 1) Academic Expectations – decreased by 3% from 96% to 93% 2) Communication remained the same 3) Engagement remained the same Safety and Respect remained the same.

As illustrated above, the four categories of the NYC Learning Environment Survey Report highlight areas to help schools: set goals to improve response rates, providing details about how parents answered specific questions, evaluate specific learning conditions, and compare one's school to other schools. Overall parents has 100% parent response rate unlike the city's average response percentage of 57%. The measure was met in accordance to the goal to have two-thirds of parents demonstrate satisfaction based on parent satisfaction survey. The parent response increase was due to having parents complete the surveys during parent teacher conferences and sending out many reminders to families.

Bronx Charter School for Excellence will continue to conduct NYC Learning Environment Survey during Spring Parent-Teacher conferences to ensure, increase and encourage parent participation as well as continue to send reminders to the families. BCSE will continue to research different ways to increase parents to participate in the survey.

Goal 6: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

Every student that is admitted or discharged from the school is entered into ATS. This system maintains the details of each child and we use the information in ATS to finalize our numbers. We count all children who are discharged after June 30th through early September. In the spring, we ask parents to complete an "Intent to Return" form to provide BCSE with a tentative commitment to reserve space.

RESULTS

Over the summer of 2017, 32 students did not return to start the 2017-18 school year. Fifteen students left because they moved out of the district or state and seventeen for a range of parental choices including selecting other schools. Once the school year started, 12 students were discharged

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

before the end of the 2017-18 school year; one moved out of New York City and eleven transferred to other schools. In addition, the retention rate for the 2016-2017 school year was 97%.

2017-18 Student Retention Rate

2016-17 Enrollment	Number of Students Who Graduated in 2016-17	Number of Students Who Returned in 2017-18	Retention Rate 2017-18 Re-enrollment ÷ (2016-17 Enrollment – Graduates)
850	88	685	96%

EVALUATION

The number of students who returned for the 2017-2018 school year is based on the number of students initially returning in September. The retention rate for 2017-2018 school year was 96%. The goal was 90%; the measure was met.

ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	98%
2015-16	96%
2016-17	97%
2017-18	96%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Attendance is taken every morning and entered into NYCDOE's ATS system. Daily, monthly and annual attendance reports are calculated by child, class and school and can be requested in a variety of reports.

RESULTS

In 2017-18, the school maintained a rate of 95% attendance and ended the year with an average of 97.1%. Goal 6 was met.

2016-17 Attendance

Grade	Average Daily Attendance Rate
K	96%
1	97.1%
2	97.5%
3	97.3%
4	97.2%
5	97.4%
6	97%

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

7	97.3%
8	97.5%
Overall	97.1%

EVALUATION

Successfully, the measure was met. The school's daily attendance rate of at least 95 percent exceeded the school's target by 2.1%

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	97.3%
2015-16	97.6%
2016-17	97.5%
2017-18	97.1%