BRONX CHARTER SCHOOL FOR BETTER LEARNING 2

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Kevin Brennan, Ed.D.

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Dr. Kevin Brennan, Executive Director, and Mrs. Anne Clarke-Raysor, Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Kimberly Kelly	Board Chairperson, Complaint Review Policy/Governance Committee, Strategic Planning Committee, Finance/Audit Committee
Marvin Waldman	Vice-Chairperson, Fundraising/Development Committee, Policy/Governance Committee, Strategic Planning Committee
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Victor Zimmerman	Complaint Review Committee, Fundraising/Development Committee, Finance/Audit Committee
Jem Pagan	Fundraising/Development
Marlon Henry	Parent Representative

Dr. Kevin B. Brennan has served as the Executive Director since June 2010.

The Board of Trustees of the State University of New York approved the application for the Bronx Charter School for Better Learning 2 (BBL 2) on June 4, 2014. BBL 2 opened in the fall of 2015 with an enrollment of 75 students in Kindergarten. For the 2016-17 school year, BBL 2 added a 1st grade, increasing its enrollment to 150 students. BBL 2 continues to add one grade each year, with a projected enrollment of 450 students at full capacity in 2020. Since September 2015, the Bronx Charter School for Better Learning Educational Corporation (Board of Trustees) has governed both charters, i.e., the Bronx Charter School for Better Learning 1 (BBL 1) and BBL 2.

Prior to the first year of operation, BBL 2 reached a shared space agreement with the New York City Department of Education, through which BBL 2, the school, received permission to co-locate on the JHS 144 Michelangelo campus, sharing space with two public middle schools: JHS 144 and Pelham Gardens. BBL 2 is located at 2545 Gunther Avenue, on the 3rd floor, in CSD 11, approximately two miles from BBL 1. The BBL 2 campus will accommodate its growth up to full enrollment. Its original Kindergarten classes were situated there in 2015-2016, and 1st grade classes were added for the 2016-2017 school year. Beginning September 2015, BBL 2 occupied a total of 16 full or half size classrooms. For the 2016-2017 school year, BBL 2 occupied a total of 17 full or half size classrooms, in the 2017-2018 school year, we occupied 19 full or half size classrooms, and in the 2018-2019 school year, BBL 2 occupied a total of 22 full or half size classrooms. The school occupies two extra full size classrooms for the 2019-2020 school year, with plans to eventually occupy the entire 3rd floor at full capacity.

The mission of The Bronx Charter School for Better Learning 2 is as follows:

> *The Bronx Charter School for Better Learning provides its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility and a sustained love of learning, all of which contribute directly to high academic achievement.*

To fulfill its mission, the school's teachers endeavor to practice *the Subordination of Teaching to Learning*, an instructional approach that does not dominate learning, but rather is guided by it. Implementing the approach involves: getting students actively and mentally engaged in lessons; assisting students to go beyond rote memorization, wherever the subject matter allows, and to develop criteria for understanding; recognizing every child's high intellectual capacity and, thereby, welcoming errors in students' work as guides to help them harness that capacity; promoting students' use of what they know to master new content; and encouraging student initiative and self-sufficiency.

The Bronx Charter School for Better Learning 2:

- is not test-prep driven; as noted, the instructional approach is constructivist: we know children "construct" their knowledge, understanding and skills, so our teaching is guided by

their learning and does not attempt to control it;
- does not have extended school days;
- does not incorporate an extended school year;
- backfills at all grade levels; and
- serves all students, including those eligible for free and reduced lunch, eligible for special education services and/or eligible for support as English Language Learners (ELL).

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-2016	75													75
2016-2017	78	72												150
2017-2018	73	76	76											225
2018-2019	74	72	78	75										297

Goal 1: English Language Arts
Students will become proficient readers and writers of the English Language.

BACKGROUND

The Bronx Charter School for Better Learning 2 (BBL 2) maintains a focus on four priorities: 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching; 2) Data-Based Decision Making, to ensure that all instructional decisions are based on student performance; 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student; 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy, all students sustain a personal sense of their own innate abilities.

During the 2018-19 school year, BBL 2 maintained its strong commitment, as a replication of Bronx Better Learning 1 (BBL 1), to ensure a quality ELA program for all of its students, through the delivery of a comprehensive and challenging instructional program that is aligned with the New York State Learning Standards by:

- Emphasizing the consistent application of Bronx Better Learning's pedagogical approach, the *Subordination of Teaching to Learning*;
- Refining the curriculum to ensure its alignment with the State's Learning Standards;
- Incorporating as part of its reading foundation the use of Reader's Workshop and Writer's Workshop throughout the school;
- Fostering a joy for reading through the Growing Great Readers program;
- Encouraging students to raise their own expectations of their reading capacity through the Accelerated Readers program;
- Making available to all students, access to an extensive classroom library;
- Closely monitoring each student's progress through the use of regularly scheduled interim assessments and the scheduling of a monthly "Data Day";
- Providing supplemental support to students identified as not progressing as expected;
- Appointing high performing teachers to the position of Academic Leader assigned to further support teacher development at each grade level;
- Providing professional development through our in-house professional development specialists to both teachers and assistants to enhance each person's readiness to support the needs of all of our students;
- Utilizing writing rubrics that are aligned with the State's Learning Standards; and
- Providing feedback to teachers and assistants on their instructional approach through increasing the frequency of classroom observations and "walkthroughs" by administration.

Goal: Absolute Measure

Each year, 75% of all tested students enrolled in at least their second year will perform at proficiency on the New York State (NYS)English Language Arts exam for grades 3-5.

METHOD

The school administered the New York State Testing Program English Language Arts ("ELA") assessment to students in third grade in April 2019. 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 been enrolled in a t least their second year (defined as enrolled by BEDS day of the previous school year).

Grade	Total Tested	Not Tested				Total Enrolled
		IEP	ELL	Absent	Refused	
3	75	0	0	0	0	75
4						
5						
All	75	0	0	0	0	75

2018-2019 State English Language Arts Exam
Number of Students Tested and Not Tested

RESULTS AND EVALUATION

While we are encouraged by the percent of 3rd grade students who were proficient or above on the NYS ELA assessment in 2019, we recognize there is still work to be done. We did not meet our Absolute Measure of 75% of our students being proficient; however, given this was the students' first NYS testing year, we are satisfied by the percentage of students who performed well. For those students enrolled in at least their second year at BBL, 62% performed at proficient levels.

Our pedagogy and instructional delivery support all of our students' individual learning needs. Small group instruction and additional instruction for those students who are underperforming on classroom assessments as well as NYS-aligned grade level assessments are the cornerstone of our educational structure.

<table>
<tr><td colspan="5" align="center">2018-2019 State English Language Arts Exam
Number of Students Tested and Not Tested</td></tr>
</table>

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	60%	75	62%	68
4				
5				
All	60%	75	62%	68

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the NYS 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, 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 2018-2019 English Language Arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2019. 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

The school performance index was 158, exceeding the state MIP of 105 by 53 points. BBL 2 met the criteria for this measure.

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
68	7	31	56	6

	PI	=	31	+	56	+	6	=	93
					56	+	6	=	62
						+	(.5)*6	=	3
						PI	=	158

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 NYS English Language Arts exam will be greater than that of students in the same tested grades in the local school district.

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 results for all students at the corresponding grades in the school district.

RESULTS AND EVALUATION

BBL 2's continuously enrolled students exceeded District 11's grade level peers' performance on the NYS ELA assessment for the 2018-19 school year. The percent of BBL 2's continuously enrolled students achieving a level 3 or 4 was 62%, while 43% of District 11's 3rd grade cohort scored at or above proficiency. BBL 2 exceeded District 11's performance by 19 percentage points, thereby meeting the target for this measure.

2018-2019 State English Language Arts Exam
BBL 2 and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	BBL 2 Students in at Least their 2nd Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	62%	68	43%	3013
4				
5				
All	62%	68	43%	3013

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the NYS 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 Growth Measures.

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.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available.

RESULTS AND EVALUATION

Since this was the first year BBL 2 had a testing grade, there is not a prior year analysis to report.

Goal 1: Growth Measure

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

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 2017-2018 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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available.

RESULTS AND EVALUATION

Since this was the first year BBL 2 had a testing grade, there is not a prior year analysis to report.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

BBL 2 met two of the three applicable goals.

While there is still a great deal of work to do, BBL 2 is satisfied with the performance of its 3rd Grade students on their first NYS assessment.

Type	Measure	Outcome
Absolute	Each year, 75% of all tested students who are enrolled in at least their second year will perform at proficiency of the New York State English Language Arts exam for grades 3 – 8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Index ("PI") on the NYS English Language Arts exam will meet that year's state Measure of Interim Progress ("MIP") 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 NYS English Language Arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the NYS 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 Growth Measures.	Not Applicable
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.	Not Applicable

ACTION PLAN

While our ongoing analysis of individual student test results and an analysis of the administration of the NYS ELA assessment will likely lead to additional adjustments in the ELA program as the next school year begins, the following targeted steps are already planned:

1. Daily Reading Programs:
   a. We will continue to enhance reading comprehension by focusing on our Growing Great Readers Program to foster a joy for reading. We will allocate time in our daily schedule for that program.
   b. In addition to our Growing Great Readers Program, the teachers will allot time in their ELA instruction for guided reading groups. That adjustment will allow teachers

to work with students according to their specific reading levels, and an opportunity to focus on targeted skills to aid in increasing reading comprehension.

2. Instructional Rigor. We will continue to maintain:
    a. A high level of administrative support: The Principal has an especially strong background in ELA. She will continue to make frequent classroom visits to ensure instructional rigor and continuity in the instructional program across the school. She will review weekly lesson plans and provide targeted feedback during "walkthroughs," as well as during grade level meetings.
    b. The addition of an Assistant Principal: The school made a deliberate effort to ensure the continuity of our ELA program by hiring additional administrative support. The Assistant Principal will support the Principal in her efforts to ensure instructional rigor and the continuity of our ELA program.

3. Continued Increased Adult Supervision: We will continue to provide small group instruction as part of our pedagogy. Furthermore, we will have self-contained 3rd grade classrooms with 2 teachers and one assistant. That level of staffing will further improve the student-to-adult ratio, and will allow the teacher to create smaller groups during instruction and more individualized instruction.

4. Data Driven Decision Making: Monthly reviews of running records will take place during our Data Day time allotment to ensure that students are making substantial growth throughout the school year.

5. Student Support: Students who are "at-risk" will be identified early in the school year to ensure that they receive the support services needed.
    a. Special education instructional options: Students who are identified as being in need of special education services will continue to receive those services throughout the school day, including integrated co-teaching (ICT) and Special Education Teacher Support Services (SETTS).
    b. English Language Learners: We will ensure that students who are identified as English language learners receive an effective delivery of instruction that meets their needs, in full accord with our charter.
    c. Academic support: The scheduling of academic support, both during and after school hours, will be reviewed and expanded as needed to better meet the needs of underperforming students.

6. Professional Development: The ELA professional development staff will continue to work with teachers and classroom assistants to provide the highest quality of instruction through professional development sessions during lunch and after school hours, along with in-class support.

7. School Collaboration: We will continue to partner with Pelham Gardens Middle School (Pelham Gardens) through a collaborative literacy program. Students from Pelham Gardens volunteer to read with our students to promote school collaboration and a culture of literacy throughout the building.

8. ELA Nights for Parents: The school with host a series of ELA nights for parents to gain insight into our ELA program. They will learn strategies that they can use at home to supplement our efforts at school, which will support our literacy efforts. The first of those meetings will take place within the first two months of school to ensure parents have an opportunity to supplement our literacy efforts at school early on.

Goal 2: Mathematics
Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

BBL 2 maintains a focus on four priorities: 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching; 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance; 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student; 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy all students sustain a personal sense of their own innate abilities.

BBL 2 demonstrates a strong commitment to those school-wide priorities, as a replication of BBL 1, to ensure the delivery of a challenging and meaningful instructional program in mathematics for all of its students by:

- Reviewing the mathematics curriculum to ensure that the pacing of the instructional program effectively supports student learning of the full scope of the Learning Standards;
- Maintaining a strong commitment to the Bronx Better Learning's pedagogical approach, the subordination of teaching to learning;
- Consistently applying the use of manipulatives, primarily Cuisenaire rods, even in the earliest stages, so students develop models for thinking mathematically;
- Providing supplemental support to students identified as not progressing as expected;
- Continuing to provide professional development, through our in-house professional development specialists, to both teachers and assistants to bolster each person's readiness to meet the needs of all of our students;
- Increasing feedback to teachers and assistants on their instructional approach through more frequent classroom visits by the Principal;
- Emphasizing our students' development of two overarching capacities, i.e., becoming swift and accurate in computation skills and increasing their ability to focus on problem solving activities that involve practice and real world application of those skills; and
- Ensuring that instructional decisions are made based on specific student performance data. As with ELA, teachers utilize both formative and summative assessments, along with real-time, moment-to-moment analysis of how students are responding to instruction.

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 (NYS) Mathematics exam for grades 3-5.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in third grade in April 2019. 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 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.

2018-2019 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested				Total Enrolled
		IEP	ELL	Absent	Refused	
3	75	0	0	0	0	75
4						
5						
All	75	0	0	0	0	75

RESULTS AND EVALUATION

78% of BBL 2's continuously enrolled students scored at proficiency or above on the NY State mathematics, exceeding the target by 3 percentage points, thereby achieving the benchmark for this measure.

Performance on 2018-2019 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in At Least Their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75%	75	78%	68
4				
5				
All	75%	75	78%	68

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 2018-19 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2019. 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

The school performance index was 187, exceeding the state's MIP of 107 by 80 points. BBL 2 met the criteria for this measures.

Mathematics 2018-2019 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
68	4	18	52	26

PI	=	18		+	52	+	26	=	96
					52	+	26	=	78
						+	(.5)*26	=	13
							PI	=	187

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.

RESULTS AND EVALUATION

BBL 2's continuously enrolled students exceeded District 11's grade level peers' performance on the NYS mathematics assessment for the 2018-19 school year. The percent of BBL 2's continuously enrolled students achieving a level 3 or 4 was 78%, while 43% of District 11's 3rd grade cohort scored at or above proficiency. BBL 2 exceeded District 11's performance by 30 percentage points, thereby meeting the target for this measure.

2018-2019 State Mathematics Exam
BBL 2 and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
| | BBL Students in at Least their 2nd Year | | All District 11 Students | |
	Percent	Number Tested	Percent	Number Tested
3	78%	68	43%	3065
4				
5				
All	78%	68	43%	3065

Goal 2: Comparative Measure
Each year, the school will exceed its predicted level of performance on the NYS 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 Growth Measure.

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.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available.

RESULTS AND EVALUATION

Since this was the first year BBL 2 had a testing grade, there is not a prior year analysis to report.

Goal 1: Growth Measure
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in Mathematics for all tested students in grades 4-8 will be above the target of 50.

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 2017-2018 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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available.

RESULTS AND EVALUATION

Since this was the first year BBL 2 had a testing grade, there is not a prior year analysis to report.

SUMMARY OF THE MATHEMATICS GOAL

BBL 2 met all three relevant measures in mathematics.

Type	Measure	Outcome
Absolute	Each year, 75% of all tested students who are enrolled in at least their second year will perform at proficiency of the New York State Mathematics exam for grades 3 – 8.	Achieved
Absolute	Each year, the school's aggregate Performance Index ("PI") on the NYS Mathematics exam will meet that year's state Measure of Interim Progress ("MIP") 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 NYS Mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the NYS 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 Growth Measures.	Not Applicable
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.	Not Applicable

ACTION PLAN

We are encouraged by the 3rd Grade student performance outcomes on the NYS Mathematics assessment for the 2018-19 school year.

Still, going forward, we will increase our own, regularly scheduled self-assessments. We will re-examine how students get support to achieve learning objectives, and when. We will look at when our students are assessed and at how teachers are supported to provide rigorous and consistent instruction. To actualize those plans, we will have four Academic Leaders (ALs) for K-3, with two of them focused on mathematics.

While our ongoing analysis of individual student test results and an item analysis of the NYS Mathematics assessment will likely lead to additional adjustments in our mathematics program as the school year begins, we have already planned the following targeted steps:

1. Instructional Alignment: Our mathematics professional development staff, as well as the two mathematics Academic Leaders, along with our teachers, will continue to review our informal assessments and our in-class assignments to reflect the structure of the assessment questions of the NYS Mathematics exam. Through weekly grade-level planning, professional development staff, AL's and teachers will adapt the curriculum to ensure students' familiarity of the nature of the assessment when tested, especially in 3rd grade, which once again will include a cohort of students who will be taking this assessment for the first time.
2. Instructional Rigor: The mathematics program will continue to focus on ensuring that students demonstrate competence in their understanding and application of mathematical computation and problem solving. The assigned mathematics Academic Leaders have several years' experience with the mathematics curriculum. Their expertise will support the teachers' professional development, curriculum planning, the facilitation of common planning meetings, one-on-one targeted coaching with the teachers around our approach and the use of manipulatives in the classroom.
3. Data Driven Decision Making:
   a. Twice annually, we will give NYS practice assessments, which will help to monitor student progress and to identify where the instructional program requires modification to better support student learning.
   b. NYS assessment-like centers will be created and incorporated into daily math lessons to allow teachers an additional opportunity to monitor student progress and adjust instruction as necessary.
   c. Weekend homework will be given with NYS assessment-like questions added to give students additional opportunities to practice skills assessed on the NYS Mathematics exam. We also assign "break packets" for the long vacations in December, February and April to ensure consistent focus on mathematics.
   d. We will conduct a formal midterm assessment for both 3rd and 4th grades to assess how they are achieving the curricular and instructional goals. We will assess them in January using EdVista.
   e. We have monthly "Data Days" built into our calendar. We will increase our focus on specific grade-level skills identified through item analysis.
9. Continued Adult Supervision: That level of staffing will maintain a favorable student to adult ratio, and will allow our teachers to create smaller groups during instruction and more individualized instruction.
4. Student Support: Students who are "at-risk" will be identified early in the school year to ensure that they receive the support services needed.
   a. Special Education instructional options: Students who are identified as being in need of special education services will continue to receive those services throughout the school day, including integrated co-teaching (ICT) and Special Education Teacher Support Services (SETTS).
   b. English Language Learners: We will ensure that students who are identified as English language learners receive an effective delivery of instruction that meets their needs, in full accord with our charter.
   c. Academic support: The scheduling of academic support, both during and after school hours, will be reviewed and expanded as needed to better meet the needs of underperforming students.

5. Professional Development: The mathematics professional development staff will continue to work with teachers and classroom assistants to provide the highest quality of instruction through regularly scheduled professional development sessions during lunch and after school hours, as well as in-class support to ensure the application of the school's pedagogy throughout each class. Approximately 40% of our instructional staff attended a week-long mathematics professional development workshop over the summer to further enhance their teaching skills as well as to improve their understanding and delivery of the pedagogy we use at BBL. We will also have additional time allotted to BBL 2 from three of our Professional Development Specialists.

6. Home-School Connection: To build more support for mathematics at home, we will continue to use parent-teacher conferences to review individual scores with parents, "Coffee and Conversation" sessions to go over overall progress of each grade, and two Curriculum Nights in the beginning of the year – one in September for all parents and one in October for parents new to our school. Our primary purpose will be to increase parents' comfort with and willingness to rely on manipulatives to bolster students' deep understanding of basic mathematical concepts.

7. Administrative Support:
   The Principal will make more frequent visits into the classrooms to ensure continuity in the instructional program across the grades, as well as to ensure instructional rigor. Our Assistant Principal has expertise in mathematics instruction, and will assist the Principal in ensuring the implementation of these action steps. She will very closely monitor the mathematics program to ensure that students' needs are met and progress is being made by:
   i. frequent visits to the classrooms.
   ii. reviewing weekly lesson plans and homework.
   iii. providing targeted feedback to both teachers and assistants.
   iv. working closely with the Academic Leaders, PD staff and teachers to ensure consistency in rigor of mathematics instruction throughout the grades.

GOAL 3: SCIENCE

Not applicable – BBL 2 did not have a 4th Grade during the 2018-19 school year.

Goal 4: ESSA
The school will make Adequate Yearly Progress.

Goal 1: Comparative Measure
Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

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

RESULTS AND EVALUATION

The Bronx Charter School for Better Learning 2 is in Good Standing.