



**Bronx Charter School for Excellence**

**2**

**2018-19 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Charlene Reid, Chief Executive Officer, Sharleen Morris, Elementary Principal (K-2), Adije Okpo, Elementary Principal (3) and Monica Rios, Regional Director of School Operations, prepared this 2018-2019 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kathy Lathen	Board Chair, Executive/Finance/Discipline
Joyce Frost	Vice President, Executive/Finance/Discipline
Mardi Schecter	Secretary, Executive/Discipline
Lisa Keill	Treasurer, Executive/Finance/Discipline
Stacey Lauren	Trustee, Executive/Discipline
Tanya Pierre	Trustee, Executive/Discipline

Sharleen Morris has served as Elementary Principal (K-2) since July 2017. Adije Okpo has served as Elementary Principal (3) since August 2018.

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Bronx Charter School for Excellence 2 opened in the 2016-2017 academic year, serving grades K & 1. Each year since, it has added a grade level with a maximum capacity of 60 students. In the 2018-2019 academic year, BCSE 2 served 237 students, in grades K-3.

The mission of the Bronx Charter School for Excellence 2 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 2 are as follows:

Black (non-Hispanic)	29.5%
Hispanic	40.5%
American Indian, Alaskan, Asian or Pacific Islander	29.5%
White	0.5%

In addition, 79% 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	9	10	11	12	Total
2016-17	59	60												119
2017-18	60	60	60											180
2018-19	58	60	60	59										237

### GOAL 1: ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

BCSE 2 students will become proficient readers of the English Language. :

#### BACKGROUND

During the 2018-2019 academic year, Bronx Charter School for Excellence 2 implemented a high-quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 8<sup>th</sup> 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 3<sup>rd</sup> 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 Journeys 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 2 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 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 3<sup>rd</sup> 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 enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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### 2018-19 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	59	0	0	0	0	59
All	59	0	0	0	0	59

### 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 59 students tested in Grade 3, 49 were enrolled in at least their second year. Of the 49 continuously enrolled 3<sup>rd</sup> graders, 93.9% performed at or above a level 3 the New York State English Language Arts examination.

Based on the results of the 2018-19 English Language Arts exam for 3<sup>rd</sup> grade, Bronx Charter School for Excellence 2 met its objective for this outcome measure. BCSE 2 exceeded the benchmark of 75% proficient by 18.9 percentage points.

### Performance on 2018-19 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	91.5	59	93.9	49
ALL	91.5	59	93.9	49

### ADDITIONAL EVIDENCE

This was the first year taking the exam, so results cannot be compared to prior years.

### ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2018-19		2019-20		2020-21	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	93.9	49	N/A	N/A	N/A	N/A
All	93.9	49	N/A	N/A	N/A	N/A

<sup>1</sup> 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.

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### 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 2018-19 English language arts MIP for all students of 105. 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 59 students tested, 8.5% attained level 2, 78.0 % attained Level 3 and 13.5% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 198.25. Based on this result, BCSE 2 met the objective of having a Performance Index at or above 105. BCSE 2 exceeded the benchmark by a high degree.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
59	[0]	[8.5]	[78.0]	[13.5]

$$\begin{array}{rcl}
 \text{PI} & = & 0 \quad [8.5] \quad + \quad [78.0] \quad + \quad [13.5] \quad = \quad [100] \\
 & & & & & \{78.0\} \quad + \quad [13.5] \quad = \quad [91.5] \\
 & & & & & + \quad (.5)*[13.5] \quad = \quad [6.75]
 \end{array}$$

### 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

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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.<sup>2</sup>

### RESULTS AND EVALUATION

The percentages of students at Level 3 or above enrolled in at least two years at Bronx Charter School for Excellence 2 surpassed the aggregate district ELA performance for all students in District 11 in 3<sup>rd</sup> grade by a difference of 56.9 percentage points. Individually, 50.9 percentage points difference on the 3<sup>rd</sup> grade. Based on these results, Bronx Charter School for Excellence 2 met its objective for this outcome measure.

2018-19 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	93.9	49	43	3013
All	93.9	49	37	18358

### ADDITIONAL EVIDENCE

2018-2019 is the first year BCSE 2 students took the ELA state test. Therefore, results cannot be compared to prior years.

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					
	2018-19		2019-20		2020-21	
	Charter School	District	Charter School	District	Charter School	District
3	93.9	43	N/A	N/A	N/A	N/A
All	93.9	37	N/A	N/A	N/A	N/A

<sup>2</sup> 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](#).

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### RESULTS AND EVALUATION

Due to Bronx Excellence 2 testing for the first year, the 2019 Grades 3-8 ELA results cannot be compared with prior-year's results. The comparison scores will happen student scores in 2020 and 2021.

Additional Evidence

In 2018-2019, Bronx Charter School for Excellence 2 outperformed District 11 by 56.9 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

Due to Bronx Excellence 2 testing for the first year, there is no Effect Size for the 2017-2018 ELA exam.

**2017-18 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	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

#### School's Overall Comparative Performance:

***Not applicable***

### ADDITIONAL EVIDENCE

Since there is no 2017-2018 ELA Effect Size, this goal is not currently applicable.



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### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2017-18	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 1: Growth Measure<sup>3</sup>

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

Due to Bronx Excellence 2 testing for the first year, there is no Mean Growth Percentile for the 2017-2018 ELA exam.

### 2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
3	N/A	N/A
All	N/A	N/A

#### ADDITIONAL EVIDENCE

Since there is no 2017-2018 ELA Mean Growth Percentile, this goal is not currently applicable.

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

Grade	Mean Growth Percentile			Target
	2018-2019	2020-2021	2021-2022	
3 <sup>rd</sup>	N/A	N/A	N/A	N/A

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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All	N/A	N/A	N/A	N/A
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### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

As delineated in the following table, Bronx Charter School for Excellence 2 met 3 out of 5 outcome measures for Goal 1. The comparative and growth goal are not applicable because this is Bronx Excellence 2 first year testing. Overall, the students enrolled in at least their second year met proficiency in English Language Arts at a rate higher than 75%. 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 ESSA accountability system. Bronx Charter School for Excellence 2 did achieve the measure of performing greater than students in the same grades in the local school district. Bronx Charter School for Excellence 2 will continue to strive to meet its English Language Arts goal of students becoming proficient readers of the English language for the 2019-2020 school year.

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 grade 3.	Achieved
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 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 2017-18 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

### ACTION PLAN

Bronx Charter School for Excellence 2 will continue to meet the areas of achievement 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

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- 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. 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 2 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 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 2 will continue to maintain and implement important components of its overall English Language Arts program such as:

- Daily uninterrupted reading block (8:40-10:30) in Kindergarten through third 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

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### GOAL 2: MATHEMATICS

#### Goal 2: Mathematics

BCSE 2 students will demonstrate steady progress in the understanding and application of mathematical skills.

#### BACKGROUND

During the 2018-2019 school year, Bronx Charter School for Excellence 2 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 Eureka Math 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 student 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 will be required to achieve mastery in the building blocks of algebra beginning in sixth grade. Assessments and teacher anecdotes will be 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.

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### METHOD

The school administered the New York State Testing Program mathematics assessment to students in grade 3 in May 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 enrolled in at least their second year.

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>4</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	59	0	0	0	0	59
All	59	0	0	0	0	59

### EVALUATION

Based on the results of the 2019 mathematics exam for 3<sup>rd</sup> grade, Bronx Charter School for Excellence 2 met its objective for this outcome measure. The 3<sup>rd</sup> grade 94.9 was proficient which is 19.9 percentage points higher than the 75 percent goal.

Performance on 2018-19 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	94.9	59	97.9	49
All	94.9	59	97.9	49

### ADDITIONAL EVIDENCE

Because 2018-2019 was the first academic year that BCSE 2 students took the state math exam, results cannot be compared with prior years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2018-19	2019-20	2020-21

<sup>4</sup> 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.

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	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	97.9	49	N/A	N/A	N/A	N/A
All	97.9	49	N/A	N/A	N/A	N/A

### 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 2018-19 mathematics MIP for all students of 107. 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 59 students tested, 2% attained a Level 1, 3% attained a Level 2, 31% attained a Level 3, and 64% attained Level 4. The attained aggregate Performance Index on the mathematics exam was 174.75. BCSE 2 met the objective of having a Performance Index at or above 107, exceeding this benchmark by a high degree.

#### Mathematics 2018-19 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	1.7%	3.4%	30.5%	64.4%

$$\begin{array}{rcl}
 \text{PI} & = & 3 \quad + \quad 31 \quad + \quad 64 \quad = 98 \\
 & & \quad \quad \quad 31 \quad + \quad 64 \quad = 95 \\
 & & \quad \quad \quad \quad \quad + \quad (.5) * 35.1 \quad = 32 \\
 & & & & \quad \quad \quad \text{PI} \quad = 174.75
 \end{array}$$

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### 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 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.<sup>5</sup>

### RESULTS AND EVALUATION

Bronx Charter School for Excellence 2's math for proficiency for returning 3<sup>rd</sup> graders was 97.9% compared to District 11's 38 % proficiency for 3<sup>rd</sup> graders. BCSE 2 surpassed this value by 59.9 percentage points.

The overall proficiency rate for District 11 was 32%. BCSE 2 surpassed this value by 65.9 percentage points. Based on these results, Bronx Charter School for Excellence 2 met its objective for this outcome measure.

2018-19 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	97.9	49	38	3065
All	97.9	49	32	18260

### ADDITIONAL EVIDENCE

Due to Bronx Excellence 2 testing for the first time, the 2019 grade 3 math results cannot be compared with prior-year results. The new results established this year will enable comparisons with student scores in 2020 and 2021.

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
	2018-2019

<sup>5</sup> 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](#).

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	Charter School	District
3	97.9	38
All	97.9	32

### 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 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 2017-2018 academic year is not applicable for grade 3. Bronx Excellence 2 did not have Grade 3. 2018-2019 is BCSE 2's first year of testing.

#### 2017-18 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		
N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

#### School's Overall Comparative Performance:

Not applicable



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### EVALUATION

Not applicable

### ADDITIONAL EVIDENCE

Not applicable

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2017-2018	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 2: Growth Measure<sup>6</sup>

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.

### RESULTS AND EVALUATION

Due to Bronx Excellence 2 testing for the first time, the growth model from last year is not applicable. The new results established this year will enable comparisons with student scores in 2020 and 2021.

#### 2017-18 Mathematics Mean Growth Percentile by Grade Level

### RESULTS AND EVALUATION

NOT APPLICABLE

### ADDITIONAL EVIDENCE

Bronx Charter School for Excellence 2 does not have an overall mean. This is Bronx Excellence 2 first year testing in 2018-2019

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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### Mathematics Mean Growth Percentile by Grade Level and School Year

#### 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.	Achieved
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.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	N/A

#### ACTION PLAN

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

1. Common core aligned benchmark assessments 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. 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 math curriculum. More time will be devoted for development in addressing the needs of struggling elementary 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.

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4. Implementation of Eureka and additional professional development with Eureka Math program and the Math Common Core Learning Standards will be provided.
5. 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 2 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 2 Leadership team and ECS team
- Collaborative unit and lesson planning
- Leadership grade team meetings
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation

### GOAL 3: SCIENCE

#### Goal 3: Science

BCSE 2 students will demonstrate proficiency relevant to science achievement.

#### BACKGROUND

The Bronx Charter School for Excellence 2'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 21<sup>st</sup> 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 2018-2019 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 experiences using more student led experiments with teacher support. In turn, students-built skills needed to investigate and then explain the world that

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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 explains and evidence.

### 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

NOT APPLICABLE

#### RESULTS AND EVALUATION

NOT APPLICABLE

#### ADDITIONAL EVIDENCE

Bronx Excellence 2 just added 4<sup>th</sup> grade to the 2019-2020 school year. In the 2019-2020 Bronx Excellence 2, 4<sup>th</sup> grade graders will participate in the 2020 New York State Testing Program Science Assessment. BCSE 2 did not take the state Science test in 2018-2019.

### Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

#### RESULTS AND EVALUATION

NOT APPLICABLE

#### ADDITIONAL EVIDENCE

This is Bronx Excellence 2 first year testing in 2018-2019 with their 3<sup>rd</sup> grade cohort. In 2019-2020 school year, 4<sup>th</sup> grade will take the NYS Science Exam.

### Science Performance by Grade Level and School Year

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### RESULTS AND EVALUATION

NOT APPLICABLE

### ADDITIONAL EVIDENCE

This is Bronx Excellence 2 first year testing in 2018-2019 with their 3<sup>rd</sup> grade cohort. In 2019-2020 school year, 4<sup>th</sup> grade will take the NYS Science Exam.

#### 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 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

Due to Bronx Excellence 2 testing for the first time, the growth model from last year cannot be compared with prior-year results. The new results established next year will enable comparisons with student scores in 2020 and 2021.

## 2018-2019 State Science Exam

### RESULTS AND EVALUATION

NOT APPLICABLE

### ADDITIONAL EVIDENCE

This was Bronx Excellence 2 first year testing in 2018-2019 with their 3<sup>rd</sup> grade cohort. In 2019-2020 school year, 4<sup>th</sup> grade will take the NYS Science Exam.

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

### RESULTS AND EVALUATION

NOT APPLICABLE

### ADDITIONAL EVIDENCE

Bronx Charter School for Excellence 2 does not have an overall mean. This is Bronx Excellence 2 first year testing in 2018-2019.

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## SUMMARY OF THE SCIENCE GOAL

NOT APPLICABLE

## ACTION PLAN

NOT APPLICABLE

## 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 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

In 2018-2019, BCSE 2 was in good standing with ESSA's accountability requirements.

## ADDITIONAL EVIDENCE

Each year since its founding, BCSE 2 has been in good standing with ESSA's accountability requirements.

Accountability Status by Year

Year	Status
2016-17	In Good Standing
2017-18	In Good Standing
2018-19	In Good Standing

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## APPENDIX A: OPTIONAL GOALS

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

### Goal S: Absolute Measure

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

#### METHOD

Each year BCSE 2 families received a satisfaction survey. This survey allows BCSE 2 leadership and staff to receive parent feedback, and determine both how the school is succeeding, and where it can improve.

#### RESULTS AND EVALUATION

The 2018-2019 Parent Satisfaction Survey saw a 100% response rate among its 214 families. There were 89% positive responses regarding Inclusive Leadership, and 94% positive responses regarding Parent-Principal trust. 97% of parents responded positively regarding Parent-Teacher trust. 100% of parents said their child was safe at BCSE 2. Lastly, 97% of parents were satisfied with the education their child received. In each of these fields, more than two thirds of parents responded positively.

#### 2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
214	214	100%

#### 2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Inclusive Leadership	89%
Parent-Principal Trust	94%
Parent-Teacher Trust	97%
Safety	100%
Education Satisfaction	97%

### Goal S: Absolute Measure

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

#### METHOD

Each year, enrollment is tracked in ATS, which acts as a city-wide student information system. Retention rate was calculated by finding the number of students discharged before the first day of school.

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Subtracting this number from 2017-2018 enrollment total will give the number of returning students. This allows us to calculate retention rate.

### RESULTS AND EVALUATION

Of the 180 students enrolled in 2017-2018, 10 students were discharged before the first day of the 2018-2019 academic year. This means BCSE 2 had a retention rate of 94%. This meets the objective of at least 90% retention.

#### 2018-19 Student Retention Rate

2017-2018 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-19 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
180	0	170	94%

### ADDITIONAL EVIDENCE

Year	Retention Rate
2018-19	94%

#### Goal S: Absolute Measure

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

### METHOD

Each year, attendance is tracked in ATS, which acts as a city-wide student information system. Attendance results for this report were pulled from an ATS attendance report.

### RESULTS AND EVALUATION

In 2018-2019 BCSE 2 achieved a 96.8% attendance rate overall. This meets the 95% attendance benchmark. Individually, Kindergarten had 96.4% attendance, grade 1 had 96.6%, grade 2 had 96.8%, and grade 3 had 97.3%. Each of these individually surpasses the 95% attendance benchmark.

#### 2018-19 Attendance

Grade	Average Daily Attendance Rate
K	96.4%
1	96.6%
2	96.8%
3	97.3%
Overall	96.8%



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### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	97.2%
2017-18	96.6%
2018-19	96.8%