



The Bronx Charter School for Better Learning 1

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2023

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Shubert Jacobs, Executive Director, and Dasha Alexander, Supervisor of Operations and Accountability, prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

| Trustee’s Name | Board Position | |
|---------------------|--|---|
| | Office (e.g., chair, treasurer, secretary) | Committees (e.g., finance, executive) |
| Kimberly Kelly | Chair | Complaint Review, Policy/Governance, Strategic Planning, Finance/Audit, Teacher Employment Committees |
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Mr. Shubert Jacobs has served as the Acting Executive Director since March 2023 and officially became the Executive Director of the Bronx Charter Schools for Better Learning in mid-October 2023.

SCHOOL OVERVIEW

The Board of Trustees of the State University of New York approved the application for the Bronx Charter School for Better Learning 1 (BBL 1) on February 23, 2003; it was subsequently approved by the Board of Regents on March 25, 2003. BBL 1 opened in the fall of 2003 with an enrollment of 50 students in Grade 1. One grade was added each year thereafter and enrolled 285 students in Grades 1-5 in the fall of 2007, the final year of its original charter term. On January 15, 2008, the State University Trustees granted BBL a full-term charter renewal for 5 years, authorizing the school to provide instruction in Grades K-5 through the 2012-2013 school year. BBL 1 added a Kindergarten program in the fall of 2008 and served 345 students in grades K-5. In 2010-11 the school enrolled 386 students in those same grades. On March 4, 2013, the State University Trustees granted another full five-year renewal of the charter for Bronx Charter School for Better Learning. Additionally, on June 4, 2014, the State University Trustees approved a five-year charter for the replication of BBL 1 and, in turn, the opening of Bronx Better Learning 2 (BBL 2) for September 2015. Since September 2015, the Bronx Charter School for Better Learning Educational Corporation (Board of Trustees) has governed both charters, i.e., BBL 1 and BBL 2.

BBL 1 was originally located in a facility leased from the Bronx Bethany Church of the Nazarene at 971 East 227th Street in the Bronx, NY. Following the first year of operation, BBL 1 reached a shared space agreement with the New York City Department of Education, through which BBL 1 received permission to locate in the annex portion of P.S. 111 (Seton Falls Elementary School) at 3740 Baychester Avenue in the Bronx, NY. The school used 3 classrooms and an office in the main building of P.S. 111 for the first time in 2008-09, to accommodate its growth in enrollment. Its new Kindergarten classes were situated there in 2008-2009, replaced by 5th grade in 2009-2010. Beginning September 2014, BBL 1 occupied three additional classrooms in the main building and added another two classrooms for the 2015-16 school year. Currently, its Kindergarten, 1st Grade, and some 2nd Grade classes situate in the main P.S. 111 building.

The mission of the Bronx Charter School for Better Learning 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.

In 2015, BBL 1 was recognized by the Commissioner Elia and the Board of Regents as a 2014-15 "High Progress Reward School". The award celebrates BBL 1's success in closing the gap between historically low and high performing students in the state. In 2018, BBL 1 was recognized as a Recognition School by the New York State Department of Education for having high academic achievement and student growth. Subsequently, the Bronx Charter School for Better Learning was acknowledged as a Recognition School for Academic Achievement in 2019.

BBL 1:

- 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 dominate it;
- does not have extended school days;
- does not incorporate an extended school year;
- backfills at all grade levels; and
- welcomes and actively recruits students eligible for free and reduced lunch, eligible for special education services and/or eligible for support as Multilingual Learners (MLLs).

On Wednesday, March 15, 2023, the SUNY Board of Trustees unanimously voted to renew Bronx Charter Schools for Better Learning's charters as a single entity, thereby aligning our charter cycles through 2028. The SUNY Board of Trustees approved our full-term charter renewals without condition.

In response to the learning disruptions experienced due to the COVID-19 pandemic, the Bronx Charter Schools for Better Learning made curricular adjustments to accelerate learning. For example, we have modified our mathematics program to include additional computation practice in all grades to ensure students possess the skills needed to address grade-specific curricular content. Our primary reading program, *Words in Color*, is now utilized more frequently in the older grades to address decoding deficiencies. To mitigate learning losses in

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

reading comprehension and writing, BBL is including *Junior Great Books* and a literacy-rich Social Studies curriculum, *Inquiry Journeys*. These curricular interventions have proven fruitful, and we continue to use the aforementioned platforms to enhance our academic program.

Professional development has always been an essential component of BBL’s academic program. While our past two summers have been dedicated to addressing the needs of students in response to the COVID-19 pandemic, BBL school leaders across both schools unanimously expressed the need to focus on teacher and teaching assistant preparation. In response to a needs assessment conducted by Principals, Academic Leaders, and the Professional Development department, BBL decided to dedicate the time and resources to train instructional staff during the Summer of 2023. Investing in summer training for instructional staff deepens their understanding of the curriculum, enhances pedagogical skills, fosters collaboration, and prepares them to address the diverse needs of students. BBL is confident that such dedication to staff development directly translates to enhanced student success and well-being.

We continue to offer a comprehensive suite of supports for students, staff, and families.

| | |
|-----------------|---|
| Students | <ul style="list-style-type: none"> • Monthly wellness checks for students and families: check-ins via calls or text for working parents; providing counseling as needed • Monthly SEL guidance classes: social-emotional learning support through our 7 Mindsets Program • College and career lessons: based on their career aspirations of students • Trauma recovery training for students: supportive forum for students to share their experiences and relate to one another with a focus on learning coping skills • Saturday Academics: providing targeting support for students in need • Targeted independent middle school and specialized programs for current 5th graders and early exposure for grades 2-4: Summer on the Hill, REACH Prep, A Better Chance, Prep for Prep, Independent School Entrance Examination Preparation for 5th graders on Saturdays • Support for alumni: Oliver Program, TEAK, and Prep 9 |
| Families | <ul style="list-style-type: none"> • Coffee and Conversation: provide parents the opportunity to meet with principals to collaborate, share feedback, and discuss school events and culture in an intimate setting • Parent Involvement Days: parents invited into classrooms to participate in learning activities • Parent support workshops: focus on community-building, sharing, and learning coping skills • Middle school spotlight: weekly meetings about middle school application process • Special programs: invited guests, such program coordinators or directors of Summer on the Hill/ REACH Prep/ Prep for Prep as well as independent schools. • Commonsense Parenting: two cycles of 10-week virtual sessions |
| Staff | <ul style="list-style-type: none"> • Trauma sensitive behavior management strategies: sharing instructional and social-emotional strategies based on the needs and behaviors exhibited by students • Mandated reporter training: workshop for staff to learn state and local mandated reporter guidelines regarding suspected cases of child abuse |

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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| | <ul style="list-style-type: none"> • Weekly grade level meetings: attending planning meetings to help teachers interpret the behaviors and needs of students while sharing strategies • Additional professional development: trauma-informed instruction, differentiation, meeting the needs of all students • Nonviolent Crisis Intervention Training: empowering educators to effectively and safely meet the needs of students in varying degrees of crisis • 7 Mindsets: Multitiered preK-12 SEL Curriculum designed to drive student achievement as well as create safe, supportive, and thriving communities • Data Days: dedicating time for staff to review and analyze data and ultimately generate data-informed action plans |
|--|---|

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|-----|-----|-----|-----|----|----|---|---|---|---|----|----|----|-------|
| 2020-21 | 103 | 102 | 77 | 78 | 99 | 94 | | | | | | | | 553 |
| 2021-22 | 104 | 104 | 104 | 75 | 77 | 88 | | | | | | | | 552 |
| 2022-23 | 101 | 103 | 98 | 100 | 70 | 74 | | | | | | | | 546 |

GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers and writers of the English Language.

BACKGROUND

The Bronx Charter School for Better Learning 1 continues its 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 2022-2023 school year, BBL 1 maintained its strong commitment to ensuring a quality ELA program for all its students, through the delivery of a comprehensive and challenging instructional program that is aligned with the New York State Learning Standards by:

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Developing and continuing to revise its ELA curriculum, which is based on authentic texts and promotes rich conversations, vocabulary development and critical analysis. Our curriculum consists of thematic units, including various reading and writing genres;
- Continuing to edit and revise K-5 ELA curriculum, primarily to increase rigor and to transition away from skill-based instruction to one that is theme based, focusing on the underlying mental functionings that are called upon for the range of reading skills that ensure high achievement;
- Continuing to emphasize the consistent application of Bronx Better Learning’s pedagogical approach, the *subordination of teaching to learning*;
- Continuing to incorporate, as part of its ELA class sessions, the use of Reader’s Workshop and Writer’s Workshop;
- Supporting increased reading proficiency through NWEA’s Assessment program;
- Providing technology resources and computer-based non-fiction resources with *Achieve 3000*, a web-based, adaptive, differentiated instructional resource;
- Continuing to closely monitor each student’s progress through regularly scheduled internal, interim assessments;
- Having one “Data Day” per month when teachers have the opportunity to analyze student data and develop action plans;
- Providing training an data analysis through our campus-based Assessment Team;
- Continuing to provide supplemental support to students identified as not progressing as expected;
- Employing a Supervisor of Curriculum and Instruction to oversee and coordinate teacher development, designed specifically to promote teachers’ capacity to practice well our unique pedagogy, the *subordination of teaching to learning*;
- Elevating high performing teachers to the position of Academic Leaders, assigned to further support teacher development at each grade level;
- Continuing to provide Professional Development, through our in-house Professional Development specialists and outside consultants, to both teachers and instructional assistants, further ensuring each person’s readiness to support the needs of all of our students;
- Including supplementary programs, such as Junior Great Books;
- Continuing to utilize writing rubrics that are aligned with the State’s Learning Standards and;
- Broadening our instructional technology resources and platforms for both students and teachers.

ELEMENTARY ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | |
| 3 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| 4 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |
| 5 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| All | 244 | 0 | 0 | 0 | 0 | 0 | 0 | 244 |

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 100 | 56 | 56% | 97 | 55 | 57% |
| 4 | 70 | 42 | 60% | 69 | 41 | 59% |
| 5 | 74 | 35 | 47% | 73 | 34 | 47% |
| All | 244 | 133 | 55% | 239 | 130 | 54% |

ELA Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.²

2022-23 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 Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 57% | 97 | 35% | 2059 |
| 4 | 59% | 69 | 41% | 2334 |
| 5 | 47% | 73 | 39% | 2318 |
| All | 54% | 239 | 38% | 6711 |

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Charters Schools 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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 ⁴ | | Effect Size |
|-------|--|---|-----------|----------------|
| | | Actual | Predicted | |
| 3 | 77.0 | 53.3 | 37.9 | 0.80 |

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 ⁴ | | Effect Size |
|-------|------------------------------------|--|-----------|-------------|
| | | Actual | Predicted | |
| 4 | 81.8 | 35.1 | 30.8 | 0.24 |
| 5 | 77.5 | 47.1 | 29.3 | 1.08 |
| All | 78.8 | 45.1 | 32.5 | 0.72 |

ELA Measure 5 - 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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

As illustrated in the table entitled *2022-23 NWEA MAP ELA Assessment End of Year Results*, BBL 1 students did not meet the median growth percentile for all students tested. The target growth goal for this measure is 50, with BBL 1’s results being 45. While it is clear that BBL 1 students experienced growth in ELA, we fell short of the normed median growth percentile rate. Further, our result on this measure for the 2021-2022 school year was 41, demonstrating improvement on our achievement between the 2021-2022 and 2022-2023 school years.

Neither our low initial achievers nor our students with disabilities groups achieved their target growth goals.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

NWEA ELA

2022-23 NWEA MAP ELA Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|---------|----------|--------|--------|---------|------|
| | | | | | |

rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | |
|--|---|-----|-----|-----|----|
| Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | 238 | 45 | No |
| Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | 132 | 46 | No |
| Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ⁵ | 45 | 33 | 42 | No |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁶ | 2+ students | 75% | 235 | 40% | No |

End of Year Performance on 2022-23 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|---------------------------------|---------------|--|---------------|
| | Percent Proficient ⁷ | Number Tested | Percent Proficient | Number Tested |
| 3 | 51% | 99 | 52% | 95 |

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁷ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | |
|-----|-----|-----|-----|-----|
| 4 | 37% | 70 | 37% | 68 |
| 5 | 29% | 73 | 29% | 72 |
| All | 40% | 242 | 40% | 235 |

End of Year Growth on 2022-23 NWEA MAP ELA Assessment By All Students

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3 | 47 | 96 |
| 4 | 39 | 69 |
| 5 | 49 | 73 |
| All | 45 | 238 |

SUMMARY OF THE ELA GOAL

BBL 1 did not meet *Absolute* measure 1 requiring that 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.

BBL 1 met both *Comparative* accountability measures stipulating that:

- 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;
- and, 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.

| 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. | No |
| 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. | N/A |

2022-23 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. | Yes |
| 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | Yes |
| 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 |

EVALUATION OF ELA GOAL

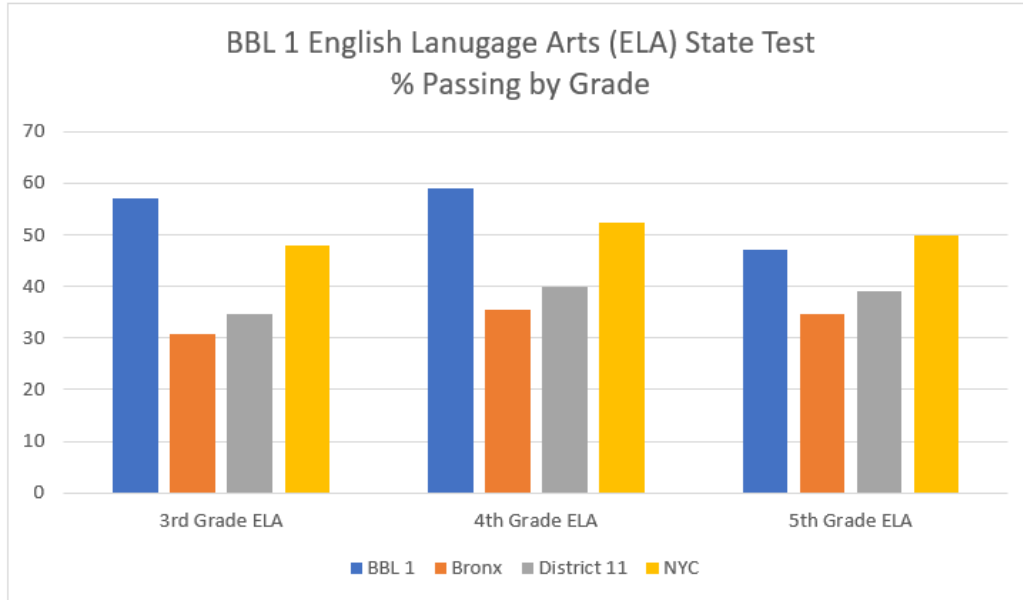
It is crucial to recognize that while BBL 1 did not reach all desired targets in English Language Arts, progress is clearly evident. BBL 1 exhibited resilience and adaptability in the face of pandemic and post-pandemic challenges, including disrupted learning and teacher retention.

Testament to the efforts of our students, teachers, and staff, the percentage of proficient students, those with us for at least two years, saw an increase of 46% to 54% within a year. This growth, despite the lingering setbacks caused by aforementioned pandemic-related challenges, is a clear indicator that the interventions implemented by BBL 1 in ELA are both effective and conducive to accelerated student learning.

Additionally, BBL 1 continues its track record of outperforming both its resident district and schools of similar socioeconomic levels. 54% of BBL 1 students passed the NYS ELA test as compared to District 11, which has a 38% passing rate. Students in our school outperformed students in schools with comparable socioeconomic levels to a meaningful degree, with an effect size of 0.72.

The table below demonstrates that in addition to outperforming District 11, our students outscored the borough and New York City students in grades 3, 4, and 5 in English Language Arts. As we anticipate further data from New York State and NYC charter schools, we acknowledge the released data demonstrates that we are on a positive trajectory in English Language Arts.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT



ADDITIONAL CONTEXT AND EVIDENCE

The utilization of assessments like the NWEA MAP is valuable as it offers a comprehensive view of student performance. The 2022-2023 school year was our first year using this assessment platform. In BBL 1's second year of implementing this assessment, we have taken what we learned from the 2022-2023 school year and have diligent steps to solidify our administration processes and protocols for 2023-2024. We aim to ensure that the data derived are both reliable and valid.

It is noteworthy that while NWEA MAP is a normed tool with statistical alignment to State Test proficiency rates (as cited in the 2020 linking study), there exists a noticeable disparity in student performance between it and our most recent state test data. We recognize the difference in modality, paper-based versus adaptive computer-based, can contribute to variations in performance. Recognizing these variances, we are committed to thoroughly analyzing the results of both tests.

BBL 1 NYS ELA Test Proficiency Compared to MAP Proficiency Percentages

| BBL 1 ELA | State | MAP | Difference |
|-----------|-------|-----|------------|
| 3 | 57 | 52 | -5 |
| 4 | 59 | 37 | -22 |
| 5 | 47 | 29 | -18 |
| Total | 55 | 40 | -15 |

In our pursuit of excellence, our chief aim is to ensure that every assessment tool we employ provides an authentic representation of our students' abilities.

ELA ACTION PLAN

As highlighted in our action plan, below, we continue to closely review and enhance our newly revamped ELA curriculum, along with several ancillary actions that have proven successful. The BBL Board of Trustees affirms its commitment to ensure the continued improvement of student performance in ELA, including working with the Executive Director to provide all needed resources.

The following steps have been taken in order to further boost student achievement:

1. BBL consistently and constantly seeks to increase the rigor of the content and academic challenges presented to students. By raising the level of vocabulary students are exposed to and expected to use, their writing and reading comprehension is improved. Our instructional staff will continue to plan and integrate the reading, writing, and Words in Color ELA curricula (K-5), which in turn will provide a comprehensive, broader perspective for teaching and learning and a cohesive literacy program. Students will be able to analyze high-level texts and incorporate such writing mechanics in their own writing.
2. We will continue to incorporate daily reading times in our schedule. We will use the *Junior Great Books* curriculum which combines high-quality literature, student-centered discussion, and activities that support reading comprehension, critical thinking, speaking and listening, and writing. *Junior Great Books* exposes students to both fiction and informational texts. Teachers are trained to provide students with a staircase of text complexity which they can apply to other works, while focusing on finding evidence to support their responses. Additionally, this program exposes students to rich vocabulary. BBL also has adopted *Inquiry Journeys* as part of its social studies curriculum since it not only aligns with the pedagogy but supplies rich engaging texts. The inquiry process engages students' drive to discover, their need to question, and their ability to create solutions that transform the world around them. Like *Junior Great Books*, students engage in rich text that supports culturally responsive instruction. This inquiry-based approach allows students to build knowledge in history, civics, geography, economics through investigations.
3. Instructional Rigor. We will continue to maintain:
 1. A high level of administrative support: The Principal 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.
 2. Assistant Principal: The Assistant Principal will support the Principal in her efforts to ensure instructional rigor and the continuity of our ELA program.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

4. **Increased Teacher-to-Student Ratio:** We will continue to provide small group instruction as part of our pedagogy. We will have co teachers in ELA in 3rd, 4th and 5th grades. 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.
5. **Data-Driven Decision Making:** Weekly reviews and reflections on student work, both quantitative and anecdotal, will take place to ensure that students are making substantial growth throughout the school year and instructional decisions are data-driven.
6. **Student Support:** Students who are “at-risk” will be identified early in the school year to ensure that they receive the support services needed.
 1. **Special education instructional options:** Students who are identified as needing 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).
 2. **Multilingual Learners (MLLs):** 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.
 3. **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.
7. **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. For the 2023-2024 school year, we offer additional professional development opportunities on Saturdays on a voluntary, compensatory basis. Through informal observation of teachers and through collaboration with the Professional Development team, academic leaders, and mentor/master teachers, monitors teacher performance and implements processes for efficiently and effectively practicing the *subordination of teaching to learning* and compatible teaching practices. This data guides our weekly WIC and writing institutes.
8. We will continue to utilize our assessment platform: NWEA. After reviewing the offerings of NWEA in terms of questions available, analysis (item and growth over time), and alignment with our Student Information System, we believe we will be able to better support our students’ academic growth over time.
9. **Expanded Parent Partnerships:**

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

As listed in the table above, we will continue to support parents with curriculum needs, social and emotional support, and resources for the greater BBL community. We will host 5 curriculum nights in English Language Arts for parents throughout the 2023-2024 school year.

10. Finally, our expanded Technology Department is determined to work with administration, Professional Development, and our Academic Leaders to ensure tech equity. We have significantly increased our technology capability given that technology is now a cornerstone of education during these unprecedented times. Our school has taken the following steps to boost student achievement, especially during remote instruction:
 1. Provided each student in grades 3-5 with a Google Classroom account and each student in grades PreK-2 with a SeeSaw account.
 2. Collaborated with our Professional Development team to create online versions of our curriculum tools and documents, including Words in Color Charts and Primers.
 4. Augmented our online subscriptions to ensure engagement with a multitude of online resources for literacy, vocabulary development, reading comprehension, and writing skills.
 5. Hosted numerous training sessions for both parents and staff to ensure everyone is ready to engage with the technology platforms used by BBL.
 6. Engaged grade-level coordinating teachers in supporting instructional technology.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

The Bronx Charter School for Better Learning 1 continues its 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | | | | | |
|-----|-----|---|---|---|---|---|---|---|-----|
| 4 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |
| 5 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| All | 244 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 244 |

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 100 | 65 | 65% | 97 | 63 | 65% |
| 4 | 70 | 44 | 63% | 69 | 44 | 64% |
| 5 | 74 | 36 | 49% | 73 | 36 | 49% |
| All | 244 | 145 | 59% | 239 | 143 | 60% |

Math Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.

2022-23 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 Proficient | Number Tested | Percent Proficient | Number Tested |
| | | | | |

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | |
|-----|-----|-----|-----|------|
| 3 | 65% | 97 | 43% | 2128 |
| 4 | 64% | 69 | 41% | 2405 |
| 5 | 49% | 73 | 39% | 2353 |
| All | 60% | 239 | 41% | 6886 |

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 | | Effect Size |
|-------|------------------------------------|-----------------------------------|-----------|-------------|
| | | Actual | Predicted | |
| 3 | 77.0 | 53.3 | 38.4 | 0.70 |
| 4 | 81.8 | 44.2 | 29.4 | 0.73 |
| 5 | 77.5 | 45.9 | 26.6 | 1.05 |
| All | 78.8 | 47.7 | 31.3 | 0.83 |

Math Measure 5 - 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

As illustrated in the table entitled *2022-23 NWEA MAP Mathematics Assessment End of Year Results*, BBL 1 students did meet the median growth percentile for all students tested. The

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

target growth goal for this measure is 50, with BBL I's results being 51. While it is clear that BBL 1 students experienced growth in math, we fell short of the normed median growth percentile rate for our low initial achievers and our students with disabilities.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **NWEA MAP**

NWEA MATH

| 2022-23 NWEA MAP Math Assessment End of Year Results | | | | | |
|--|---|--------|--------|---------|------|
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | 238 | 51 | Yes |
| Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | 159 | 53 | No |
| Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ⁸ | 51 | 33 | 45 | No |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁹ | 2+ students | 75% | 235 | 37% | No |

⁸ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2022-23 NWEA MAP Math Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|-------------------------------------|---------------|--|---------------|
| | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 3 | 35% | 99 | 36% | 95 |
| 4 | 46% | 70 | 47% | 68 |
| 5 | 30% | 73 | 31% | 72 |
| All | 37% | 242 | 37% | 235 |

End of Year Growth on 2022-23 NWEA MAP Math Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3 | 42 | 96 |
| 4 | 58 | 69 |
| 5 | 52 | 73 |
| All | 51 | 238 |

SUMMARY OF THE MATHEMATICS GOAL

BBL 1 did not meet Absolute Measure 1 requiring that 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Math exam for grades 3-8.

BBL 1 met both Comparative accountability measures stipulating that:

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state Math exam will be greater than that of students in the same tested grades in the school district of comparison;
- and, each year, the school will exceed its predicted level of performance on the state Math exam by an effect size of 0.3 or above (performing higher than expected to a

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

| 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. | No |
| Absolute | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | N/A |
| 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. | Yes |
| 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | Yes |
| 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. | N/A |

EVALUATION OF THE MATHEMATICS GOAL

It is crucial to recognize that while BBL 1 did not reach all desired targets in math, progress is clearly evident in mathematics. BBL 1 exhibited resilience and adaptability in the face of pandemic and post-pandemic challenges, especially with regards to disrupted learning. A significant factor contributing to our progress has been the stability in staffing within our math department, which has ensured effective teaching strategies aligned with our pedagogical approach, *the subordination of teaching to learning*.

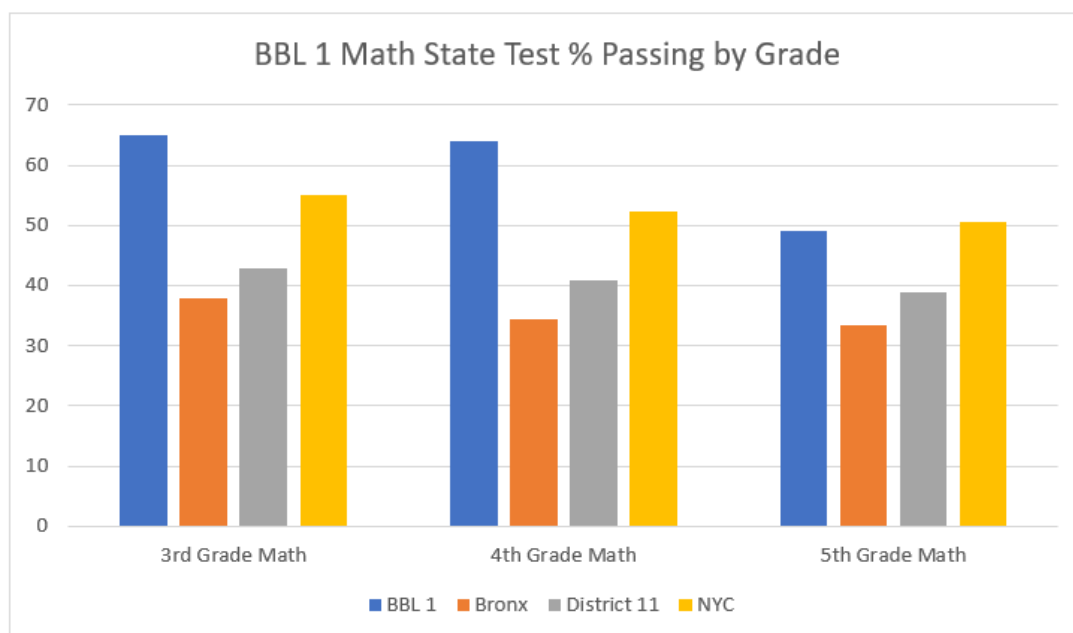
The percent of proficient students who have been enrolled with us for at least two years saw an increase of 49% to 60% within a year. Despite the lingering setbacks caused by aforementioned pandemic-related challenges, the growth witnessed is a clear indicator that the interventions and teaching strategies implemented by BBL 1 in math are both effective and conducive to accelerated student learning.

Moreover, BBL 1 continues its track record of outperforming both its resident district and schools of similar socioeconomic levels. 60% of BBL 1 students passed the NYS math test as

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

compared to District 11, which has a 41% passing rate. Students in our school outperformed students in schools with comparable socioeconomic levels to a meaningful degree, with an effect size of 0.83.

The table below demonstrates that in addition to outperforming District 11, our students outscored the borough and New York City students in grades 3 and 4 in mathematics. As we anticipate further data from New York State and NYC charter schools, and given our consistent staff retention in this department, we are confident that our mathematics scores will continue on an upward trajectory.



ADDITIONAL CONTEXT AND EVIDENCE

The utilization of assessments like the NWEA MAP is valuable as it offers a comprehensive view of student performance. In BBL 1's second year of implementing this assessment, we have taken diligent steps to solidify our administration processes and protocols, ensuring that the data derived are both reliable and valid.

It is noteworthy that while NWEA MAP is a normed tool with statistical alignment to State Test proficiency rates (as cited in the 2020 linking study), there exists a noticeable disparity in student performance between it and our most recent state test data. We recognize the difference in modality, paper-based versus adaptive computer-based, can contribute to variations in performance. Recognizing these variances, we are committed to thoroughly analyzing the results of both tests.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

BBL 1 NYS Math Test Proficiency Compared to MAP Proficiency Percentages

| BBL 1 Math | State | MAP | Difference |
|------------|-------|-----|------------|
| 3 | 65 | 36 | -29 |
| 4 | 64 | 47 | -17 |
| 5 | 49 | 31 | -18 |
| Total | 60 | 37 | -23 |

In our pursuit of excellence, our chief aim is to ensure that every assessment tool we employ provides an authentic representation of our students' abilities.

MATHEMATICS ACTION PLAN

BBL will continue to offer an experiential approach to mathematics that promotes deeper understanding of mathematical concepts and numerical relationships. They will assess student knowledge and skills through the NWEA online assessments. 2022-2023 serves as a baseline year for both our accountability period in our charter cycle, as well as the first year of the Next Generation State Standards. We will continue to analyze individual student test results on the practice exam to effectively plan and map our instruction this year. Those analyses will lead to additional adjustments in our mathematics program as the school year begins, we have already begun to implement the following targeted steps:

- 1) **Instructional Alignment:** Our mathematics Professional Development staff, as well as the two mathematics Academic Leaders, one in K-2 and the other in grades 3-5, along with our teachers, will continue to review our informal assessments and 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:**
We will give two benchmark exams and one NYS practice assessment to help monitor student progress and to identify where the instructional program requires modification to better support student learning.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- NYS assessment-like groupings will be created and incorporated into daily math lessons to allow teachers an additional opportunity to monitor student progress and adjust instruction as necessary.
 - We administer two benchmark exams and one NYS practice assessment through EdVista to monitor student progress.
- 4) 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.
- 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. We will provide targeted instruction in areas where students are struggling and/or underperforming.
- Special Education instructional options: Students who are identified as needing special education services will continue to receive those services throughout the school day, including integrated co-teaching (ICT) and Special Education Teacher Support Services (SETSS).
 - 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.
- 6) The mathematics Professional Development staff will continue to support teachers and classroom assistants in learning the approach through regular professional development sessions (both during the school day, and after school) and in-class support.
- Every other week our Professional Development math specialists conduct Mathematics Institutes by grade level for classroom and special education teachers. The purpose of these institutes is to discuss the current topics, curricular presentations and the progress of the children, as well as particular learning and teaching issues as they emerge. For additional support, new teachers who teach math meet weekly after school, studying various aspects of the *subordination of teaching to learning* and often preparing and critiquing lessons and materials together. Teaching Assistants are also given the option of attending bi-weekly lunchtime meetings, so that they gain further expertise in the materials and techniques of the Gattegno approach.
 - Importantly, the Professional Development staff regularly visits classrooms where and when math is being taught in order to further support the learning of the approach – observing teachers and students, doing demonstration lessons, and, more frequently, teaching in small groups, side by side with the classroom teachers.
- 7) Home-School Connection: Much of our connections to families in the upcoming school year will take place virtually (as we can reach more parents in the virtual space) but will follow the similar structures to in-person, allowing for parents to learn and ask questions regarding our approach. To build more support for mathematics at home, we will continue to use parent teacher conferences to review individual scores with parents, virtual “Coffee and

Conversation” sessions to go over overall progress of each grade, and we will also have 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. Over the course of the school year, we will host 5 curriculum nights for families in mathematics. 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.

- 8) Support from Instructional Leadership: The Principal, Assistant Principal, and Professional Development staff 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. They will very closely monitor the mathematics program to ensure that students’ needs are met, and progress is being made by:
- frequent visits to the classrooms.
 - reviewing weekly lesson plans and homework.
 - providing targeted feedback to both teachers and assistants.
 - working closely with the Academic Leaders, PD staff and teachers to ensure consistency in rigor of mathematics instruction throughout the grades.

GOAL 3: SCIENCE

Science Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Bronx Better Learning 1 continues its 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.

The Bronx Charter School for Better Learning 1 continues to promote student mastery of the State’s standards in science by:

- a. Continuing to implement the Bronx Better Learning’s pedagogical approach, *the subordination of teaching to learning*, incorporating techniques and materials that foster students’ active participation in lessons;
- b. Continuing to implement lessons that emphasize hands-on experimentation and make use of BOCES prepared science kits (Science 21 Program) that complement the school’s core pedagogy;

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- c. Continuing to incorporate a problem-solving approach that presents students with “real life” problems and working in groups, which analyze data/information to come up with solutions to the problems, all of which leads students to a deeper appreciation of cause-and-effect relationships; and
- d. Continuing to provide supplemental support to students who are not progressing as expected.
- e. Leveraging technology and online platforms to ensure a rich and rigorous science curriculum.

ELEMENTARY SCIENCE

Science Measure 1 - 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 science examination.

The school did not administer the New York State Testing Program science assessment to students in 4th in spring 2023.

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 nd Year | | |
|-------|---|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient |
| 4 | N/A | N/A | N/A |
| 8 | N/A | N/A | N/A |
| All | N/A | N/A | N/A |

Science Measure 2 - Comparative

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.

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.

2022-23 State Science Exam Charter School and District Performance by Grade Level

| | Charter School Students in at Least 2 nd Year | All District Students |
|--|--|-----------------------|
| | | |

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| Grade | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
|-------|---------------|-------------------|--------------------|---------------|-------------------|--------------------|
| 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| 8 | 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 |

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

| Type | Measure | Outcome |
|-------------|--|---------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination. | N/A |
| 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 |

EVALUATION OF THE SCIENCE GOAL

N/A

ADDITIONAL CONTEXT AND EVIDENCE

N/A

ACTION PLAN

Our science goal is for students to demonstrate competency in the understanding and application of scientific reasoning. We believe that our efforts to meet this goal have proven effective. As shown above, our work in the science department continues to focus on academic rigor, the scientific method and problem-based learning projects. This approach, coupled with the success of our students on past state science exams prove that we continue to provide a sound and enriching science education for all our students. We remain committed to providing a rigorous, high-quality education that promotes independence, autonomy and success. To that end, below is our action plan for continued success in science.

1. Instructional Rigor: The science program will continue to focus on facilitating the development of effective analytical skills for all students through:

- a. Academic Leaders and Professional Development, who have been placed at each grade level to ensure consistent delivery of a rigorous and meaningful instructional program, including facilitating the ongoing process of collaborative planning, the review of weekly

lesson plans and aligning of the overall instructional program with the high expectations articulated through the NY State standards.

b. Data Driven Decision Making: Frequently scheduled interim assessments will help monitor student progress and identify where the instructional program requires modification to better support student learning.

2. Focus on At-Risk Students: The science program continues to support students identified as being at-risk and with special needs through:

a. Experienced Teachers: The Academic Leaders, who represent some of BBL's most experienced and effective teachers, will serve as the support teachers for the at-risk students, with the in-house professional development specialists working directly with them and their students to ensure the precision of each student's instructional program.

b. Special Education Instructional Options: Students identified in need of special education support services will continue to have access to a variety of services, including integrated co-teaching (ICT) classes, SETSS provided as either push-in or pull-out services, and related services, e.g., speech, occupational therapy and counseling.

c. Multilingual Learners (MLL) Program/Support: The MLL Coordinator's schedule ensures the effective delivery of needed support for students identified as MLL.

3. Professional Development: The science program will ensure that all teachers are effectively prepared to provide students with the highest quality of instruction through:

a. Weekly Institutes: The in-house Professional Development Specialists and the Academic Leaders have arranged a weekly Institute schedule that will focus on the continued application of the school's pedagogy throughout the school.

b. In-Class Support: Professional development will continue to push-in to the classrooms to provide teachers and assistants with direct feedback on instructional practices and to provide examples that illustrate in "real situations" the effectiveness of the school's approach.

c. Technology Training: The Technology department and Professional development department will continue to partner to ensure that teachers are prepared to leverage online platforms and online problem-based learning opportunities in science.

GOAL 4: ESSA

ESSA Measure 1

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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |
| 2022-23 | Good Standing |

ADDITIONAL CONTEXT AND EVIDENCE

The Bronx Charter School for Better Learning 1 will continue to provide a rigorous academic program in ELA, Mathematics and Science/Social Studies with support for students to meet expectations set forth in our Accountability Plan.

