



The Bronx Charter School for Better Learning II

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Thomas Howard, Jr., Executive Director, and Dasha Alexander, Supervisor of Operations and Accountability, prepared this 2021-22 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	Board Chairperson	Complaint Review Policy/Governance Committee, Strategic Planning Committee, Finance/Audit Committee
Marvin Waldman	Vice-Chairperson	Fundraising/Development Committee, Policy/Governance Committee, Strategic Planning Committee
Marilyn Maye	Treasurer	Finance/Audit Committee, Strategic Planning Committee, Education Committee
William Bernhardt	Trustee	Teacher Employment Committee, Education Committee, Complaint Committee, Strategic Planning Committee
Dean Thomas	Trustee	Policy/Governance Committee, Fundraising/Development Committee
Neal Myerberg	Trustee	Fundraising/Development Committee, Strategic Planning Committee
Jem Pagan	Trustee	Fundraising/Development Committee
Marlon Henry	Trustee	Parent Representative, Complaint Review Committee, Teacher Employment Committee, Education Committee
Ariel Dobkin	Secretary	Fundraising/Development Committee, Policy/ Governance Committee, Strategic Planning Committee
Gregory Kimble, Jr.	Trustee	Finance Committee
Syrion Jack	Trustee	Strategic Planning Committee

Dr. Thomas Howard, Jr. has served as the Executive Director since March 2020.

SCHOOL OVERVIEW

The Board of Trustees of the State University of New York approved the application for the Bronx Charter School for Better Learning II on June 4, 2014. BBL II opened in the fall of 2015 with an enrollment of 75 students in Kindergarten. For the 2016-17 school year, BBL II added a 1st grade, increasing its enrollment to 150 students. BBL II continued to add one grade each year and reached full capacity in 2020. As of September 2015, the Bronx Charter School for Better Learning Educational Corporation (Board of Trustees) has governed both charters. Prior to the first year of operation, BBL II reached a shared space agreement with the New York City Department of Education, through which BBL II, the school, received permission to co-locate on the JHS 144 Michelangelo campus, sharing space with two public middle schools: JHS 144 and Pelham Gardens. BBL II is located at 2545 Gunther Avenue, on the 3rd floor, in CSD 11, approximately two miles from BBL I. The BBL II campus now accommodates its full enrollment. Its new Kindergarten classes were situated there in 2015-2016, and 1st grade classes were added for the 2016-2017 school year. Beginning September 2015, BBL II occupied a total of 16 full or half size classrooms. For the 2016-2017 school year, BBL II occupied a total of 17 full or half size classrooms, in the 2017-2018 school year, we occupied 19 full or half size classrooms, and in the 2018-2019 school year, BBL II occupied a total of 22 full or half size classrooms. In the 2019-2020 school year, BBL II occupied a total of 25 full or half size classrooms. In 2020-2021, BBL II occupied all rooms on the 3rd floor of the building except for one full classroom (which remained as a Pelham Gardens classroom space) and a shared office space, as well as one classroom on the 2nd floor. Currently, the Bronx Charter School for Better Learning II is at full capacity, occupying the entire third floor. In 2021-2022, with BBL II at full capacity, we will receive one additional office space on the 3rd floor.

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.

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BBL II:

- 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).

In response to the learning disruptions experienced due to the COVID-19 pandemic, the Bronx Charter Schools for Better Learning are making 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 reading comprehension and writing, BBL is piloting the inclusion of *Junior Great Books* and a literacy-rich Social Studies curriculum, *Inquiry Journeys*.

During the 2021-2022 school year, BBL II offered full time, in-person instruction, except during a two-week period from January 18 – February 1, 2022. During that time, BBL II was in a fully remote instruction model due to an overwhelming number of COVID-19 cases amongst staff and students. To support our students, staff, and families during another year interrupted by the pandemic, BBL offered additional support services including:

Students	<ul style="list-style-type: none"> • Weekly wellness checks for students and families: check-ins via calls or text for working parents; providing counseling as needed • Weekly SEL guidance classes: social-emotional learning support • Weekly college and career lessons: based on their career aspirations of students • Lunch Bunch: social-emotional learning through recreation • 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 • Grief and loss activities for children: focus on community building, kindness, and coping strategies • When bad things happen SEL conversations: helping students process both personal tragedy and exposure to intense and devastating news both locally and globally • Saturday Academics: providing targeting support for students in need • Summer Program: serving special populations and students identified as academically at-risk
Families	<ul style="list-style-type: none"> • Supporting your child during remote learning workshop for parents: workshop for parents to share their experiences and expertise with one another

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	<ul style="list-style-type: none"> • Resource exchange: published on school website <ol style="list-style-type: none"> 1. Grief support 2. Wi-Fi 3. Food pantry 4. Tutoring 5. Fun family activities 6. Mental health 7. Substance abuse • Mental wellness during COVID parent support workshop: focus on community-building, sharing, and learning coping skills • Return to in-person school summit: information sharing, troubleshooting, and planning • 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. • Covid care package: with partnerships with local grocery stores, provided families with food and supplies • Executive PTA Board: enhanced partnership with school leadership to collaborate on school community needs
Staff	<ul style="list-style-type: none"> • Trauma recovery training for staff: forum for staff to share their experiences and learn coping strategies • 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 • 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

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
2018-2019	74	72	78	75										299
2019-2020	74	76	72	77	72									371
2020-2021	70	77	79	75	78	78								457

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2021-2022	68	76	74	73	74	72								437
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GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

The Bronx Charter School for Better Learning I 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 2021-22 school year, BBL I 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:

- 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 interim assessments and a monthly “Data Day”;
- Continuing to provide supplemental support to students identified as not progressing as expected;
- Creating the role of 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*;

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- 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;
- Piloting supplementary programs, such as *Inquiry Journeys* and *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 AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th grades in spring 2022. 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).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	73				1	74
4	74					74
5	71	1				72
All	218	1			1	220

RESULTS AND EVALUATION

As measured by the New York State English language arts exam, BBL II fell short of the target: 75 percent of students, who are enrolled in at least their second year, performing at proficient levels. For the 2021-2022 school year, our overall proficiency percentage among students enrolled with us

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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at least two years is 38%, which is a sharp decline from our pre-pandemic ELA proficiency rate in 2019: 61.8%.

In addition to learning losses suffered by all students during the pandemic, we identify two additional, significant contributors to the drastic change in proficiency rates. During the pandemic, BBL II experienced severe and persistent disruptions to our instructional program due to absenteeism of students and staff that resulted from high COVID-19 rates in the area. Especially from November through January, adequately staffing the school was a daily challenge. Each morning, school leaders assessed absences and resorted to assigning instructional staff to cover classes other than their own, a frequent necessity. Heavy reliance on teachers as substitutes impacted the pacing of our academic program, not only affecting the classes in need of substitutes, but also the classes that instructional staff members were temporarily removed from.

Substantial student absences impacted not only an individual student’s missing school, but the pacing of entire classes, which had to be continually adjusted to revisit lessons for students upon their return.

The second factor we have identified is high teacher turnover rates, especially at BBL II. During the 2021-2022 school year, nearly half of the instructional staff were newly hired: 45% and 46% of teachers and instructional assistants, respectively. The disturbingly high, pandemic-related turnover rates have undoubtedly impeded our ability to fully implement our pedagogical approach, which typically requires a significant amount of professional development to practice effectively.

Performance on 2021-22 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	37%	73	39%	64
4	42%	74	41%	61
5	34%	71	33%	66
All	38%	218	38%	191

ADDITIONAL EVIDENCE

BBL II had the opportunity to demonstrate the effectiveness of its ELA program pre-pandemic, as evidenced by the 2019 state test scores. Not yet at full capacity, 2019 was the first year with third-graders eligible to take the state exams.

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Proficiency Percentage on State Test:			
Third Graders Enrolled at Least Two Years: English Language Arts			
	BBL II	District 11	Percent Differential
2018-2019	61.8	42.8	+19

As illustrated in the table above, BBL II students outperformed District 11 by 19 percentage points on the 2019 state ELA exam. Additionally, and most notably, based on a regression analysis controlling for economically disadvantaged students statewide, the Bronx Charter School for Better Learning II exceeded the target performance measures in ELA, where the school’s overall comparative performance was higher than expected to a meaningful degree.

New York State 2018-19 English Language Arts Examination

Bronx Charter School for Better Learning II

The charts below display how the charter school students in each grade performed in both ELA, and mathematics, compared to students in public schools in New York State with the same grade and a similar percent of economically disadvantaged students.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Mean Scale Score		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3	74.3	75	603.0	597.2	5.8	0.69
4						
5						
6						
7						
8						
All	74.3	75	603.0	597.2	5.8	0.69
SCHOOL'S OVERALL COMPARATIVE PERFORMANCE:						

Higher than expected to a meaningful degree

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

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METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available; however, as noted in the table above, in the first year our students were able to take the NYS ELA exam, they outperformed the district by 19%

2021-22 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	39%	64	NA	NA
4	41%	61	NA	NA
5	33%	66	NA	NA
All	38%	191	NA	NA

ADDITIONAL EVIDENCE

While the post-pandemic decline in BBL II’s ELA passing rates is unfortunate, it was not unexpected due to the significant pandemic-related disruptions to learning. Additionally, it is highly likely that similar reductions in District 11 scores will be revealed once those results are publicly available.

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.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

² 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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Goal 1: Growth Measure

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

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

As illustrated in the table below, entitled *2021-22 NWEA MAP ELA Assessment End of Year Results*, BBL II students did not meet the median growth percentile for all students tested. The target growth goal for this measure is 50, with BBL I’s results being 28. BBL II fell significantly short of the normed median growth percentile rate. Undoubtedly, our academic program was negatively impacted by the teacher turnover rates and absenteeism due to COVID-19, as detailed above.

ADDITIONAL CONTEXT AND EVIDENCE

The aforementioned COVID-19-related absences of teachers and students compromised BBL II’s ability to successfully administer the NWEA MAP assessments with fidelity to our Assessment Calendar and accommodation plans. Our capacity to adequately proctor the three annual NWEA assessments was an ongoing challenge which, at one point, caused us to alter our assessment dates. In addition, student absences resulted in multiple weeklong makeup exams. Due to staffing issues, we were not always able to provide our “academically at-risk students” the accommodations stipulated in their individualized learning plans, as per our Tier II Response to Intervention program, or consistently with their regular proctors. We did, however, prioritize and manage to ensure that our ICT students received the accommodations detailed in their IEPs.

Despite the pervasive challenges of administering the NWEA assessment during a period of high COVID-19 related absences of staff and students, it was a valuable learning experience. Moving forward, we are creating contingency plans to help mitigate or prevent similar issues, should the need arise.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

As illustrated in the table below, BBL II did not meet the target of 75% of all tested students enrolled in at least their second year performing at proficiency on the New York State ELA test.

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.	Not Met
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
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	N/A

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	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
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.	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

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.

As we start a school year that will hopefully be mostly, if not entirely free of pandemic-related challenges, we have planned and initiated the following steps, in order to boost student achievement.

1. Our Bronx Humanities Committee for Better Learning will continue its work, bringing to the fore conversations around social injustice issues through the lens of the humanities, looking at culture, philosophy, history, and community. The committee has delegates from both schools, including management, professional development, teachers, teacher assistants, and guidance staff. That structure provides a range of voices to inform and respond positively to the moment and drive curriculum decisions that will have a direct impact on our students’ engagement with literacy and social studies.
2. 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.
3. 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. We are training our teachers 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 our pedagogy, but supplies a host of 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*, *Inquiry Journeys* supports culturally responsive instruction, encouraging students to build knowledge in history, civics, geography, economics through investigations.

4. Instructional Rigor. We will continue to maintain a high level of administrative support:

- a. The Principal, Assistant Principal, and Professional Development staff will make frequent classroom visits to ensure instructional rigor and continuity in the instructional program across the school.
- b. They will review weekly lesson plans and provide targeted feedback during "walkthroughs," as well as during grade level meetings.

5. Continued Increased Adult supervision: 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.

6. 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.

7. Student Support: Students who are "at-risk" will be identified early in the school year to ensure that they receive the support services needed:

- a. Special education instructional options: Students who are identified as 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).
- b. Multilingual Learners (MLLs): We are ensuring that students who are identified as English language learners receive an effective delivery of instruction that meets their needs, in full accord with our charter.

- c. Academic support: The scheduling of academic support, both during and after school hours, has been reviewed and expanded to better meet the needs of underperforming students.

8. 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. Through informal observation of teachers and through collaboration with the professional development team, academic leaders, and mentor/master teachers, the PD staff monitors teacher performance and, in close cooperation with the Principal and Assistant Principal, implements processes for efficiently and effectively practicing the Subordination of Teaching to Learning and compatible teaching practices.

9. Implementation of a new 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 will be able to better support our students' academic growth over time.

10. Expanded Parent Partnerships: 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.

11. Finally, our expanded Technology Department is working administration, Professional Development staff, 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. The Technology Committee has taken the following steps to boost student achievement, especially during remote instruction:

- a. Provided each student in grades 3-5 with a Google Classroom account and each student in grades K-2 with a SeeSaw account.
- b. Collaborated with our Professional Development team to create online versions of our curriculum tools and documents, including Words in Color Charts and Primers.
- c. Distributed iPads to all students who requested a device and provided Wi-Fi for students without internet access.
- d. Augmented our online subscriptions to ensure engagement with a multitude of online resources for literacy, vocabulary development, reading comprehension, and writing skills.

- e. Hosted numerous training sessions for both parents and staff to ensure everyone is ready to engage with the technology platforms used by BBL.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

BBL II maintains focused on four priorities:

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

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

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

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- Broadening our instructional technology resources and platforms for both students and teachers.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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 Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 5th grades in spring 2022. 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).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	72				2	74
4	74					74
5	71	1				72
All	217	1			2	220

RESULTS AND EVALUATION

As measured by the New York State English mathematics exam, BBL II fell dramatically short of the target: 75 percent of students, who are enrolled in at least their second year, performing at proficient levels. Our overall 2021-2022 mathematics proficiency rate of students in grades 3 through 5, enrolled in at least their second year, is 39%. This is a significant drop from our third grade 2019 math proficiency percentage of students enrolled with us for at least two years, which was 77.9%.

In addition to the seemingly ubiquitous learning losses, clearly suffered as well by our students over the course of the pandemic, we identify, as we did in ELA, two additional contributors to the decline in test scores: disturbingly high teacher turnover (nearly 50% of our 2021-2022 instructional staff were newly hired) and persistent absenteeism of students and staff due to high COVID-19 rates.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Those disruptors clearly impacted our ability to execute our pedagogy and to successfully implement our curricular program.

Performance on 2021-22 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	44%	72	45%	64
4	36%	74	36%	61
5	35%	71	35%	66
All	39%	217	39%	191

ADDITIONAL EVIDENCE

This was only the second time any of our students took the New York State mathematics exam. As we did not reach full capacity until the 2021-2022 school year, in 2019 our third graders were the only students eligible to take state tests. That year, our students had a proficiency rate of 77.9%, for students enrolled with us for at least two years, demonstrating their growth as mathematicians and the overall effectiveness of our academic program.

	Proficiency Percentage on State Test: Third Graders Enrolled at Least Two Years: Math		
	BBL II	District 11	Percent Differential
2018-2019	77.9	38.5	+39.4

In 2019, the percentage differential between BBL II's third graders and District 11 was 39.4.

Further, based on a regression analysis controlling for economically disadvantaged students statewide, the Bronx Charter School for Better Learning II exceeded the target performance measure in math, where the school's overall comparative performance was higher than expected to a large degree.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

New York State 2018-19 Mathematics Examination

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Mean Scale Score		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3	74.3	75	606.0	597.4	8.6	0.95
4						
5						
6						
7						
8						
All	74.3	75	606.0	597.4	8.6	0.95

SCHOOL'S OVERALL COMPARATIVE PERFORMANCE:

Higher than expected to large degree

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.

The Institute does not require charters to report on this measure for 2021-22.

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 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.⁴

RESULTS AND EVALUATION

Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

2021-22 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

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45%	64	NA	NA
4	36%	61	NA	NA
5	35%	66	NA	NA
All	39%	191	NA	NA

ADDITIONAL EVIDENCE

While our proficiency rates in mathematics dropped post-pandemic, we await release of comparative data to District 11.

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

As illustrated in the table below, entitled *2021-22 NWEA MAP Math Assessment End of Year Results*, BBL II students did not meet the median growth percentile for all students tested. The target growth goal for this measure is 50, with BBL II's mathematics results being 41, we did not the normed rate of growth in mathematics.

ADDITIONAL CONTEXT AND EVIDENCE

The same contributors we have determined to have impacted our instructional program and test administration in ELA similarly affected math. BBL II's first year administering the NWEA MAP assessment was a valuable learning experience. Data collected and analyzed from the assessment informs our response to students' academic needs and decisions made with regards to personnel and curricular modification. Moving forward, BBL II is proactively creating plans to mitigate any potential barriers to being able to faithfully administer NWEA MAP during the next school year.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

As illustrated in the table below, BBL II did not meet the target of 75% of all tested students enrolled in at least their second year performing at proficiency on the New York State mathematics assessment. Additionally, while the post-pandemic drop in BBL I’s passing rates in mathematics is unfortunate, it was not unexpected due to the significant pandemic-related disruptions to learning.

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.	Not Met
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.	N/A
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.	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.	N/A

ACTION PLAN

BBL will continue to offer an experiential approach to mathematics that promotes deeper understanding of mathematical concepts and numerical relationships. With fully remote instruction behind us, we look to 2022-2023 as a reset year. We will examine the learning gaps from the 2021-2022 school year and put supports in place for teachers and students to meet instructional and academic goals, respectively. Our teachers will use what they learned during the remote learning period and our first year back in person to improve their instruction. They will assess student knowledge and skills through the NWEA online assessments. 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.

- 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.
- Weekend homework will be given with NYS assessment-like questions added to give students additional opportunities to practice skills assessed on the NYS Mathematics exam. We also assign "break packets" for the long vacations in December, February, and April to ensure consistent focus on mathematics.
- We will conduct a formal midterm assessment for 3rd, 4th, and 5th grades to assess how they are achieving the curricular and instructional goals. We will assess them in January using EdVista.

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. Given the challenges of remote learning this year, we will begin our academic support program the second full week of school. This will give our support teachers an opportunity to assess any gaps in learning due to the COVID-19 school closure and 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 (SETTS).
- **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) Professional Development: Professional Development: 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 SubTLe approach 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 virtual Curriculum Nights in the beginning of the year – one in September for all parents and one in October for parents new to our school. Our primary purpose will be to increase parents’ comfort with and willingness to rely on manipulatives to bolster students’ deep understanding of basic mathematical concepts.
- 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

Goal 3: Science

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

BACKGROUND

Bronx Better Learning II 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 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;
 - 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 AND MIDDLE SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

In 2021-2022, 84% of the school’s 4th grade students achieved a Level 3 or 4 on the New York State Science assessment. The school met this measure, exceeding the target percentage of 75.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	84%	61
All	84%	61

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.

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

With an 84% proficiency rate, BBL I exceeded the target of 75%.

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, 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 common core 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 cooperative teaching intervention (CTI) 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 ELL Coordinator's schedule ensures the effective delivery of needed support for students identified as ELL.
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.
4. 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

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

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

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

ADDITIONAL EVIDENCE

The Bronx Charter School for Better Learning I 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.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2021-22 NWEA MAP ELA 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	215	28	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	99	27	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	28	24	19	No

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

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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%	192	38%	No
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End of Year Performance on 2021-22 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	41%	73	43%	65
4	51%	74	49%	61
5	24%	71	23	66
All	39%	218	38%	192

End of Year Growth on 2021-22 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	28	72
4	30	73
5	26	70
All	28	215

2021-22 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	215	41	No

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.

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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	169	41	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	44	24	11	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%	193	26%	No

End of Year Performance on 2021-22 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 Proficient ¹⁰	Number Tested	Percent Proficient	Number Tested
3	34%	73	35%	65
4	23%	73	25%	61
5	20%	72	18%	67
All	26%	218	26%	193

End of Year Growth on 2021-22 NWEA MAP Math Assessment By All Students

Grades	Median Growth Percentile	Number Tested

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>.

¹⁰ 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.

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3	36	72
4	44	72
5	41	71
All	41	215