



The Bronx Charter School for Better Learning I

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	Parent Representative	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 I (BBL I) on February 23, 2003; it was subsequently approved by the Board of Regents on March 25, 2003. BBL I 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 I 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 I and, in turn, the opening of Bronx Better Learning II (BBL II) 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 I and BBL II. BBL I had an enrollment of 555 students for the 2019-2020 school year.

BBL I 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 I reached a shared space agreement with the New York City Department of Education, through which BBL I 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 I 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.

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In 2015, BBL I was recognized by the Commissioner Elia and the Board of Regents as a 2014-15 “High progress Reward School”. The award celebrates BBL I’s success in closing the gap between historically low and high performing students in the state. In 2018, BBL I 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 I:

- 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 I offered full time, in-person instruction, except during a two-week period from January 18 – February 1, 2022. During that time, BBL I 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
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	<ul style="list-style-type: none"> • 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 • 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
2017-18	78	102	101	100	94	62								537
2018-19	78	78	102	101	95	92								546
2019-20	100	98	75	75	102	101								551
2020-21	103	102	77	78	99	94								553
2021-22	104	104	104	75	77	88								552

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*;
- 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).

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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	75					75
4	77					77
5	85				3	88
All	237				3	240

RESULTS AND EVALUATION

As measured by the New York State English Language Arts exam, BBL I fell short of 75 percent of students, who are enrolled in at least their second year, performing at proficient levels. Further, the 4th grade proficiency rates are notably lower than 3rd and 5th grade. That grade experienced a teacher change, which likely impacted student learning and performance. BBL is departmentalized in 4th grade, with one ELA teacher serving all students. Originally, an experienced lead teacher was assigned to that role. Then, due to the pandemic-related teacher shortage, especially in special education, the original ELA teacher was moved to an ICT special education role. A developing teacher was then moved into the role of the 4th grade lead ELA teacher. In previous years, that teacher played a supportive role in the classroom and had not yet had experience as a lead teacher. Grades 3 and 5 had experienced classroom teachers and were not affected by shifts in lead teacher personnel.

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	53%	75	52%	66
4	35%	77	37%	68
5	47%	85	49%	81
All	45%	237	46%	215

ADDITIONAL EVIDENCE

While the Bronx Charter School for Better Learning I did not meet the 75% target during the current accountability period, it has nonetheless established a strong record of academic success throughout the pre-pandemic years of its current charter cycle, as reflected in the State test results in English Language Arts (ELA) in 2017, 2018, and 2019.

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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Each of those years, BBL I met the Measure of Interim Progress set forth in the State’s ESSA accountability system in ELA. More significantly, based on the students tested who learned with us for two years or more, BBL I students consistently outperformed their peers in District 11, as detailed in the table below.

	Proficiency Percentage on State Test: English Language Arts		
	2017	2018	2019
BBL I	49.1	57.7	65.9
District 11	31.4	35.2	36.6
Percent Differential	+17.7	+22.5	+29.3

As the table illustrates, the percent differential in proficiency rates between the Bronx Charter School for Better Learning I and District 11 grew continuously in English Language Arts during the beginning of the current charter cycle. The increase in the percent differential and our ELA scores correlates with the enactment of curricular revisions detailed in our last charter renewal application and is evidence of that endeavor’s success.

Additionally, and most notably, based on a regression analysis controlling for economically disadvantaged students statewide, the Bronx Charter School for Better Learning I exceeded the target performance measures in ELA, where the school’s overall comparative performance was higher than expected to a large degree from 2017-2019.

	2016-17 Grades Served K-5						2017-18 Grades Served K-5					2018-19 Grades Served K-5						
	Grades		All % (N)	2+ Years % (N)		MET	Grades		All % (N)	2+ Years % (N)		MET	Grades		All % (N)	2+ Years % (N)		MET
	Grade	% ED	Actual	Predicted	ES		Grade	% ED	Actual	Predicted	ES		Grade	% ED	Actual	Predicted	ES	
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	3	82.8	60.6	32.2	1.54		3	74.0	66.0	44.9	1.16		3	87.9	607.0	595.0	1.39	
	4	78.8	40.6	31.6	0.49		4	78.5	58.5	40.0	0.96		4	79.2	608.0	595.0	1.64	
	5	81.0	44.4	25.2	1.25		5	76.6	42.6	29.6	0.80		5	82.8	610.0	594.9	1.86	
	6						6						6					
	7						7						7					
	8						8						8					
	All	81.1	50.2	30.0	1.15	YES	All	76.3	57.5	39.4	1.00	YES	All	83.3	608.3	594.9	1.63	YES

Furthermore, the Bronx Charter School for Better Learning I consistently met or exceeded the school’s unadjusted mean growth percentile target. In 2018, we were just shy of the 50.0 target, with an adjusted mean growth percentile of 49.6 in ELA. In both 2017 and 2019, our ELA program met that target by a comfortable margin.

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Growth Measure	2016-17 Grades Served K-5				2017-18 Grades Served K-5				2018-19 Grades Served K-5			
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
	Grades	School	State		Grades	School	State		Grades	School	State	
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	4	42.7			4	46.5			4	56.9		
	5	63.7			5	54.3			5	54.4		
	6	0.0			6	0.0			6	0.0		
	7	0.0			7	0.0			7	0.0		
	8	0.0			8	0.0			8	0.0		
	All	53.1	50.0	YES	All	49.6	50.0	NO	All	55.6	50.0	YES

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.

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.

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	52%	66	NA	NA

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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4	37%	68	NA	NA
5	49%	81	NA	NA
All	46%	215	NA	NA

ADDITIONAL EVIDENCE

As noted above, BBL I has consistently outperformed District 11 in ELA. BBL I students' proficiency percentages exceeded the district in 2017, 2018, and 2019 by 17.7%, 22.5%, and 29.3%, respectively. Notably, the percent differential increased each year. We currently await release of district comparison data for the 2021-2022 school year.

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.

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 in Appendix A entitled, *2021-22 NWEA MAP ELA Assessment End of Year Results*, BBL I 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 41. While it is clear that BBL I students experienced growth in ELA, we fell short of the normed median growth percentile rate.

Similar to the New York State ELA test results, 3rd grade and 5th grade students' median growth percentiles, 49 and 52, respectively, were significantly higher than those attained by our 4th grade students, whose median growth percentile was only 25. As noted earlier, we attribute the relatively low performance of our 4th grade cohort to an unavoidable need to replace a more seasoned teacher to lead instruction in the 4th grade with a less experienced person in that crucial role.

ADDITIONAL CONTEXT AND EVIDENCE

BBL I'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 placement. Moving forward, BBL I is formalizing procedures with regards to test administration and accommodations to ensure reliability and validity of the data.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

As illustrated in the table below, BBL I 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. Additionally, while the post-pandemic drop in BBL I’s ELA passing rates is unfortunate, it was not unexpected due to the significant pandemic-related disruptions to learning. Still, it is highly likely that similar reductions in District 11 scores will be revealed once those results are publicly available, which would sustain BBL I’s long track record of outperforming its resident district.

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 language arts 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 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 prepare for our first post pandemic school year, we have already planned and initiated the following steps, in order further 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. 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.

4. Instructional Rigor. We will continue to maintain:

- 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.
- Assistant Principal: The Assistant Principal will support the Principal in her efforts to ensure instructional rigor and the continuity of our ELA program.

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.

- **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).
- **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.
- **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.

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, 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.

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 believe 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 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. The Technology Committee has taken the following steps to boost student achievement, especially during remote instruction:

- Provided each student in grades 3-5 with a Google Classroom account and each student in grades PreK-2 with a SeeSaw account.
- Collaborated with our Professional Development team to create online versions of our curriculum tools and documents, including Words in Color Charts and Primers.
- Distributed iPads to all students who requested a device and provided Wifi for students without internet access.
- Augmented our online subscriptions to ensure engagement with a multitude of online resources for literacy, vocabulary development, reading comprehension, and writing skills.
- Hosted numerous training sessions for both parents and staff to ensure everyone is ready to engage with the technology platforms used by BBL.
- Engaged grade-level coordinating teachers in supporting instructional technology.

GOAL 2: MATHEMATICS

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 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.

BBL I 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;

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- 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
- 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 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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3	75					75
4	77					77
5	85				3	88
All	237				3	240

RESULTS AND EVALUATION

As measured by the New York State English mathematics exam, BBL I fell short of the target: 75 percent of students, who are enrolled in at least their second year, performing at proficient levels. The overall proficiency rate of students in grades 3 through 5, enrolled in at least their second year, is 49%. This is a significant drop from our pre-pandemic math state test scores from 2017-2019, for which the average is 72.4% proficient.

Synthesizing the data from NWEA MAP and the New York State mathematics test illuminates the extent of the learning losses of our students in mathematics during the pandemic years. Although our students are 26 percentage points away from our target proficiency rate on the New York State math test, our students exceeded the normed growth rate according to NWEA during the same school year. Together, these data tell the story of how far our BBL I students have come during the 2021-2022 school year. Further, the accelerated learning rate is a testament to the effectiveness of our mathematics 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	53%	75	53%	66
4	44%	77	44%	68
5	46%	85	49%	80
All	48%	237	49%	214

ADDITIONAL EVIDENCE

Student performance in mathematics at BBL I has been consistently strong, as evidenced by the state assessment scores in 2017, 2018, and 2019. Each of those years, BBL I met the Measure of Interim Progress set forth in the State's ESSA accountability system in math. Notably, based on the students tested who learned with us for two years or more, BBL I consistently outperformed the other schools in District 11 in mathematics, as detailed in the table below.

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Proficiency Percentage on State Test: Mathematics			
	2017	2018	2019
BBL I	70.8	72.6	73.9
District 11	30.7	33.3	34.6
Percent Differential	+40.1	+39.3	+39.3

The State test data demonstrate the strength of our mathematics program as we consistently outperformed the district by about 40 percentage points.

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

	2016-17 Grades Served K-5					2017-18 Grades Served K-5					2018-19 Grades Served K-5							
	Grades		All % (N)	2+ Years % (N)	ES	MET	Grades		All % (N)	2+ Years % (N)	ES	MET	Grades		All % (N)	2+ Years % (N)	ES	MET
	Grade	% ED	Actual	Predicted	ES		Grade	% ED	Actual	Predicted	ES		Grade	% ED	Actual	Predicted	ES	
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	3	82.8	69.1	37.5	1.50								3	87.9	605.0	594.9	1.06	
	4	78.8	71.9	32.2	2.01								4	79.2	612.0	596.0	1.62	
	5	81.0	68.3	30.6	1.99								5	82.8	617.0	595.1	2.08	
	6												6					
	7												7					
	8												8					
	All	81.1	69.7	34.0	1.79	YES	All	76.3	72.3	41.6	1.52	YES	All	83.3	611.2	595.3	1.58	YES

The Bronx Charter School for Better Learning I has met or exceeded the school's unadjusted growth percentile target in mathematics from 2017-2019.

	2016-17 Grades Served K-5				2017-18 Grades Served K-5				2018-19 Grades Served K-5						
	Grades		All % (N)	2+ Years % (N)	MET	Grades		All % (N)	2+ Years % (N)	MET	Grades		All % (N)	2+ Years % (N)	MET
	Grades	School	State		Grades	School	State		Grades	School	State				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	4	60.7			4	57.5			4	55.8					
	5	66.2			5	46.6			5	65.5					
	6	0.0			6	0.0			6	0.0					
	7	0.0			7	0.0			7	0.0					
	8	0.0			8	0.0			8	0.0					
	All	63.4	50.0	YES	All	53.2	50.0	YES	All	60.6	50.0	YES			

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.

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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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53%	66	NA	NA
4	44%	68	NA	NA
5	49%	80	NA	NA
All	49%	214	NA	NA

ADDITIONAL EVIDENCE

During the current charter cycle, BBL I consistently outperformed District 11 by about 40 percentage points each year. While our proficiency rates in mathematics dropped post-pandemic, we await release of comparative data which we anticipate will confirm BBL I as continuing to have higher proficiency rate percentages than District 11 in mathematics.

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.

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](#).

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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 I students met the median growth percentile for all students tested. The target growth goal for this measure is 50, with BBL I's mathematics results being 68, exceeding the normed rate of growth.

ADDITIONAL CONTEXT AND EVIDENCE

BBL I's first year administering the NWEA MAP assessment was a valuable learning experience. Data yielded from the assessment informs our response to students' academic needs and decisions made with regards to personnel placement. Moving forward, BBL 1 is formalizing procedures with regards to test administration and accommodations to ensure reliability and validity of the data.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

As illustrated in the table below, BBL I 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 decline in BBL I's passing rates in mathematics is unfortunate, it was not unexpected due to the significant pandemic-related disruptions to learning. Still, it is highly likely that similar reductions in District 11 scores will be revealed once those results are publicly available, which would sustain BBL I's long track record of outperforming its resident district.

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

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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.

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

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- 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, 85% 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	85%	68
All	85%	68

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 85% 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.
- 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

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 I 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	231	41	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	125	45	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	43 ⁶	32	38	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

⁶ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

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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. ⁷	2+ students	75%	215	36%	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 ⁸	Number Tested	Percent Proficient	Number Tested
3	45%	75	45%	66
4	34%	77	33%	69
5	31%	85	31%	80
All	36%	237	36%	215

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

Grades	Median Growth Percentile	Number Tested
3	49	74
4	25	75
5	52	82
All	41	231

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	229	68	Yes

⁷ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁸ 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	174	65	Yes
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 ⁹	69	32	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. ¹⁰	2+ students	75%	213	37%	No

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 ¹¹	Number Tested	Percent Proficient	Number Tested
3	37%	71	33%	63
4	44%	75	45%	67
5	31%	88	33%	83
All	37%	234	37%	213

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

Grades	Median Growth Percentile	Number Tested

⁹ 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

¹⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹¹ 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	57	70
4	79	73
5	65	86
All	68	229