The Bronx Charter School for Better Learning 1

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Shubert Jacobs, Executive Director, and Dasha Alexander, Supervisor of Operations and Accountability, prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kimberly Kelly	Chair	Complaint Review, Policy/Governance, Strategic Planning, Finance/Audit, Teacher Employment Committees
Marvin Waldman	Vice Chair	Fundraising/Development, Policy/Governance, Education, Strategic Planning Committees
Marilyn Maye	Treasurer	Finance/Audit, Strategic Planning, Education, Teacher Employment Committees
Marlon Henry	Trustee	Complaint Review, Teacher Employment, Education Committees
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Arthur Powell	Trustee	Strategic Planning, Education, Teacher Employment Committees
Gregory Kimble, Jr.	Secretary	Fundraising/Development, Policy/ Governance Committees

Mr. Shubert Jacobs has served as the Acting Executive Director since March 2023 and officially became the Executive Director of the Bronx Charter Schools for Better Learning in mid-October 2023 and continues to serve in this capacity.

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SCHOOL OVERVIEW

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

BBL 1 was originally located in a facility leased from the Bronx Bethany Church of the Nazarene at 971 East 227th Street in the Bronx, NY. Following the first year of operation, BBL 1 reached a shared space agreement with the New York City Department of Education, through which BBL 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 1 occupied three additional classrooms in the main building and added another two classrooms for the 2015-16 school year. Currently, its Kindergarten, 1st Grade, and some 2nd Grade classes situate in the main P.S. 111 building.

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

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

To fulfill its mission, the school's teachers endeavor to practice *the subordination of teaching to learning*, an instructional approach that does not dominate learning, but rather is guided by it. Implementing the approach involves: getting students actively and mentally engaged in lessons; assisting students to go beyond rote memorization, wherever the subject matter allows, and to develop

criteria for understanding; recognizing every child's high intellectual capacity and, thereby, welcoming errors in students' work as guides to help them harness that capacity; promoting students' use of what they know to master new content; and encouraging student initiative and self-sufficiency.

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

BBL 1:

- is not test-prep driven; as noted, the instructional approach is constructivist: we know children "construct" their knowledge, understanding and skills, so our teaching is guided by their learning and does not dominate it;
- does not have extended school days;
- does not incorporate an extended school year;
- backfills at all grade levels; and
- welcomes and actively recruits students eligible for free and reduced lunch, eligible for special education services and/or eligible for support as Multilingual Learners (MLLs).

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

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
2021-22	100	103	105	74	77	89	0	0	0	0	0	0	0	549
2022-23	100	103	98	100	70	74	0	0	0	0	0	0	0	546
2023-24	72	100	103	97	93	67	0	0	0	0	0	0	0	532

GOAL 1: ENGLISH LANGUAGE ARTS

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

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BACKGROUND

The Bronx Charter School for Better Learning 1 continues its focus on four priorities:

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

During the 2023-2024 school year, BBL 1 maintained its strong commitment to ensuring a quality ELA program for all its students, through the delivery of a comprehensive and challenging instructional program that is aligned with the New York State Learning Standards by:

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

ELA Measure 1 - Absolute

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

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

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	97	0	2	0	0	0	1	100
4	93	0	0	0	0	0	1	94
5	67	0	0	0	0	0	0	67
All	257	0	2	0	0	0	2	261

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	97	44	45.4%	84	37	44.0%
4	93	55	59.1%	85	51	60.0%
5	67	37	55.2%	64	34	53.1%
All	257	136	52.9%	233	122	52.4%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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

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In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [2]

English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
257	16	31	39	14

PI	=	31	+	39	+	14	=	84
				39	+	14	=	53
					+	(.5)*14	=	7
						PI	=	144

RESULTS AND EVALUATION

This year, the ELA Performance Index (PI) at BBL 1 reached 144, significantly exceeding the Measure of Interim Progress (MIP) of 113. BBL 1 surpassed the ESSA school performance goal for ELA, demonstrating growth in student achievement. A particular highlight is the 4th-grade cohort, which performed well compared to other grade levels, contributing to the overall success of the school in ELA.

The school exceeded the MIP by 31 points, a notable achievement that reflects the effectiveness of our ELA program and instructional strategies. The success of the 4th grade can likely be attributed to targeted interventions, robust instructional practices, and the effective use of our Response to Intervention (RTI) program. Additionally, the school's commitment to promoting student agency through the Subordination of Teaching to Learning pedagogy has empowered students to take ownership of their learning, particularly in literacy. Moving forward, we aim to analyze the specific practices and supports that led to the success in 4th grade and explore how these can be expanded across other grades to further elevate performance schoolwide.

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

[2] You can find the statewide MIP goals for 2022-23 to 2026-27 here

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.[3]

2023-24 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	44.0%	84	34.5%	1986
4	60.0%	85	42.2%	2055
5	53.1%	64	32.9%	2315
All	52.4%	233	36.4%	6356

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[4]

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.0	451	439.6	1.13
4	74.3	454	444.9	0.92

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
5	82.4	447	441.7	0.56
All	81.1	450.6	441.8	0.90

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	57.7	50.0
5	52.7	50.0
All	55.1	50.0

ELA INTERNAL EXAM RESULTS

The school uses NWEA MAP assessments three times a year to regularly evaluate programming and provide teachers with actionable data to inform instruction. These interim assessments offer valuable insights into student progress throughout the year, enabling teachers to adjust instructional strategies in real-time to better meet the needs of students, particularly those falling behind in growth or proficiency.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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This data-driven approach ensures that the school can quickly identify areas requiring intervention and tailor support to improve student outcomes.

The 2023-24 NWEA MAP ELA Assessment End of Year Results reflect some challenges in achieving growth and proficiency targets, but there are also areas of promise. Overall, the school's median growth percentile for all 3rd through 5th-grade students fell just short of the target at 45, compared to the goal of 50. This suggests that while students are growing, the overall growth rate needs improvement. Similarly, the median growth percentile for low initial achievers was 44, below the target of 55, indicating that students who started the year behind did not make the expected gains. Additionally, students with disabilities saw a median growth percentile of 37, below both their peers' growth and the target, highlighting the need for more targeted support in this group.

On the proficiency side, only 42% of students enrolled for two or more years met or exceeded the proficiency standard, well below the 75% goal. However, a bright spot can be seen in the 4th-grade results, where 53% of students reached proficiency, suggesting that strategies in that grade level are more effective. Proficiency rates in 3rd and 5th grades were lower, with 39% and 35%, respectively, indicating areas for further focus.

In terms of growth by grade level, 4th grade again stands out with a median growth percentile of 48, showing stronger performance relative to other grades, though still slightly below the target. The overall median growth percentile across all grades was 45, suggesting a consistent but insufficient growth trend across the school.

In summary, while the school has not met its growth and proficiency targets, there are some positive signs, particularly in the 4th grade, where both growth and proficiency are higher. Strengthening growth across all grade levels, especially for students with disabilities and low initial achievers, will be crucial moving forward to meet future goals. The continued use of NWEA MAP data will be instrumental in driving instructional improvements and supporting student progress.

During 2023-24, in addition to the New York State 3rd – 5th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

NWEA

2023-24 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 3rd through 8th 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	249	45	No

Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	122	44	No
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[6]	45	25	37	No
Measure 4: Each year, 75% of 3rd through 8th 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%	225	42%	No

End of Year Performance on 2023-24 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	39%	99	38%	87
4	53%	87	53%	78
5	35%	63	35%	60
All	43%	249	42%	225

[6] 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

[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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End of Year Growth on 2023-24 NWEA MAP ELA Assessment By All Students		
Grades	Median Growth Percentile	Number Tested
3	39	99
4	48	87
5	42	63
All	45	249

SUMMARY OF THE ELA GOAL

BBL 1 did not meet *Absolute* measure 1 requiring that 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-5.

BBL 1 did meet Absolute measure 2, with 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, as detailed above.

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

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison;
- and, each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

BBL 1 met the Growth goal:

- 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.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No

Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

BBL 1 achieved success in ELA with most measures outlined in its Accountability Plan, reflecting effective instructional practices, though some areas present opportunities for improvement.

The school did not meet the first absolute measure, with fewer than 75% of tested students enrolled in at least their second year reaching proficiency on the New York State ELA exam. This shortfall highlights the need for continued focus on elevating overall proficiency rates through targeted interventions and differentiated instruction.

However, BBL 1 exceeded expectations in other measures. The school met the state's Measure of Interim Progress (MIP) for its aggregate Performance Index (PI) on the ELA exam, surpassing the state target. This indicates strong overall performance relative to state benchmarks.

In comparative terms, the school outperformed the local district, with a higher percentage of students enrolled in at least their second year achieving proficiency. Additionally, BBL 1 exceeded its predicted performance with an effect size greater than 0.3, meaning the school performed better than expected when controlling for economically disadvantaged students—a testament to the effectiveness of the school's supports for this population.

Finally, under the state's Growth Model, the school's mean growth percentile in ELA for grades 4-5 exceeded the target of 50, with notable success in the 4th and 5th grades, which scored growth percentiles of 57.7 and 52.7, respectively. This growth reflects the school's commitment to fostering student progress year over year, particularly through its robust Response to Intervention (RTI) program and personalized learning strategies.

Overall, these results indicate that while there is room for improvement in raising proficiency rates, the school's strong performance in growth and comparative targets as measured by the NYS ELA test demonstrates the effectiveness of its instructional program and supports for students.

In conclusion, while BBL 1 did not meet the growth and proficiency targets for the NWEA assessments, nor the proficiency target for the New York State ELA exam, we did achieve our growth and comparative targets on the NYS ELA test. This indicates that although proficiency remains an area of focus, our students are making year-over-year progress relative to peers. We are committed to analyzing patterns between both assessments—particularly the NWEA, which provides more frequent data throughout the year, and the NYS exam, which offers an annual snapshot. By leveraging insights from these assessments, we will continue refining our instructional strategies and interventions to ensure both growth and proficiency rates improve moving forward.

ADDITIONAL CONTEXT AND EVIDENCE

This year marked the first implementation of computer-based testing (CBT) at BBL 1. Moving forward, we plan to provide students with additional opportunities to practice using computer-based platforms to ensure they become more comfortable and confident with CBT in future assessments.

Another factor influencing our performance is the improvement in teacher retention rates following the COVID-19 pandemic. Higher retention has provided greater instructional consistency and continuity, contributing positively to student outcomes. The increased stability within our teaching staff has allowed for better implementation of instructional programs and targeted interventions.

Moving forward, we will focus on refining our CBT preparation and continuing to strengthen our instructional supports to ensure that both proficiency and growth targets are met more consistently. We believe that our post-pandemic stability, coupled with targeted academic interventions, will help us mitigate any concerns and improve outcomes in the coming years.

ELA ACTION PLAN

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

1. BBL consistently and constantly seeks to increase the rigor of the content and academic challenges presented to students. By raising the level of vocabulary students are exposed to and expected to use, their writing and reading comprehension is improved. Our instructional staff will continue to plan and integrate the reading, writing, and Words in Color ELA curricula (K-5), which in turn will provide a comprehensive, broader perspective for teaching and learning and a cohesive literacy

program. Students will be able to analyze high-level texts and incorporate such writing mechanics in their own writing.

2. We will continue to incorporate daily reading times in our schedule. 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. Students engage in rich text that supports culturally responsive instruction. This inquiry-based approach allows students to build knowledge in history, civics, geography, economics through investigations.

3. Instructional Rigor. We will continue to maintain:
    1. A high level of administrative support: The Principal will continue to make frequent classroom visits to ensure instructional rigor and continuity in the instructional program across the school. She will review weekly lesson plans and provide targeted feedback during "walkthroughs," as well as during grade level meetings.
    2. Assistant Principal: The Assistant Principal will support the Principal in her efforts to ensure instructional rigor and the continuity of our ELA program.

4. Increased Teacher-to-Student Ratio: We will continue to provide small group instruction as part of our pedagogy. We will have co teachers in ELA in 3rd, 4th and 5th grades. That level of staffing will further improve the student to adult ratio and will allow the teacher to create smaller groups during instruction and more individualized instruction.

5. Data-Driven Decision Making: Weekly reviews and reflections on student work, both quantitative and anecdotal, will take place to ensure that students are making substantial growth throughout the school year and instructional decisions are data-driven.

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

7. Professional Development: The ELA Professional Development staff will continue to work with teachers and classroom assistants to provide the highest quality of instruction through professional development sessions during lunch and after school hours, along with in-class support. Through informal observation of teachers and through collaboration with the Professional Development team, academic leaders, and Principals, monitors teacher performance and implements processes for efficiently and effectively practicing the *subordination of teaching to learning* and compatible teaching practices. This data guides our weekly WIC and writing institutes.

8. We will continue to utilize our assessment platform: NWEA. After reviewing the offerings of NWEA in terms of questions available, analysis (item and growth over time), and alignment with our Student Information System, we believe we will be able to better support our students' academic growth over time.

9. Expanded Parent Partnerships:

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

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

11. To better support our students with disabilities, those identified as academically at-risk, and Multilingual Learners (MLLs), we have created two new key positions: Supervisor of Special Education and MLL Teacher. The Supervisor of Special Education will oversee the development and implementation of individualized education programs (IEPs), ensuring that students receive the appropriate accommodations and interventions across all subject areas. Meanwhile, the MLL Teacher will focus on providing targeted support for students who are developing their English language skills, helping them access the full curriculum. These roles are designed to ensure that our most vulnerable populations receive comprehensive, specialized support in all subjects, fostering their academic growth and success.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 2: MATHEMATICS

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

BACKGROUND

The Bronx Charter School for Better Learning 1 continues its focus on four priorities:

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

BBL 1 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
- Broadening our instructional technology resources and platforms for both students and teachers.

ELEMENTARY MATHEMATICS

Math Measure 1 - Absolute

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	97	0	2		0	0	1	0	100
4	92	0	1		0	0	1	0	94
5	67	0	0		0	0	0	0	67
All	256	0	3		0	0	2	0	261

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	97	51	52.6%	84	45	53.6%
4	92	61	66.3%	84	57	67.9%
5	67	46	68.7%	64	44	68.8%
All	256	158	61.7%	232	146	62.9%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the

percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
256	10	29	45	17

PI	=	29	+	45	+	17	=	91
				45	+	17	=	62
					+	(.5)*17	=	8.5
						PI	=	161.5

RESULTS AND EVALUATION

For the 2023-24 school year, BBL 1's mathematics Performance Index (PI) reached 161.5, well above the state's ESSA accountability Measure of Interim Progress (MIP) of 115.3, exceeding the target by 46.2 points. This reflects strong overall student performance in mathematics across all tested grades.

The detailed results show 29% of students at Level 2, 45% at Level 3, and 17% at Level 4. The higher percentages of students in Levels 3 and 4 were significant drivers of this high PI score, contributing to the school's success in surpassing the MIP.

This success can be largely attributed to BBL 1's use of Gattegno Mathematics, which has provided a strong foundation for students. Gattegno's approach emphasizes deep conceptual understanding and mathematical reasoning, allowing students to build a solid framework for mathematical problem-solving. The consistent application of this method across grades has helped students perform strongly, particularly in achieving higher proficiency levels.

Moving forward, BBL 1 will analyze the specific strategies that led to this strong performance, particularly in higher achievement levels, and work to replicate these successes across other areas to ensure continued growth and achievement in mathematics.

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

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.

2023-24 State Mathematics Exam

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53.6%	84	46.9%	2057
4	67.9%	84	47.1%	2119
5	68.8%	64	41.0%	2288
All	62.9%	232	44.9%	6464

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[9]

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	85.0	457.0	445.5	0.83
4	74.3	459.0	448.0	0.84
5	82.4	450.0	443.1	0.54
All	81.1	455.5	445.5	0.74

[9] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[10]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	61.0	50.0
5	45.6	50.0
All	53.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

The 2023-24 NWEA MAP Mathematics Assessment results present a mix of both challenges and successes for the school. While the overall median growth percentile for all 3rd through 5th-grade students fell just short of the target, at 49 compared to the goal of 50, this demonstrates that the school is quite close to achieving its growth objectives. A particularly positive result can be seen in the growth of low initial achievers, who exceeded their target with a median growth percentile of 56, surpassing the goal of 55. This indicates that the school is successfully supporting students who start the year behind, reflecting strong interventions for this subgroup. Similarly, students with disabilities showed positive results, achieving a growth percentile of 50, slightly higher than the general education population, signaling effective support for this group.

However, proficiency remains an area of concern. Only 43% of students enrolled for two or more years met or exceeded proficiency, significantly below the target of 75%. This suggests that while growth is occurring, it is not yet translating into sufficient proficiency gains. At the grade level, the 4th grade

[10] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

stands out as a highlight, with a median growth percentile of 57, demonstrating strong growth. In contrast, growth in the 3rd and 5th grades lagged behind, indicating a need for targeted improvement in these areas.

The school uses NWEA MAP assessments three times a year to regularly evaluate programming and provide teachers with actionable data to inform instruction. These interim assessments offer valuable insights into student progress throughout the year, enabling teachers to adjust instructional strategies in real-time to better meet the needs of students, particularly those falling behind in growth or proficiency. Despite the challenges, this data-driven approach ensures that the school can quickly identify areas requiring intervention and tailor support to improve student outcomes.

In summary, while the school has demonstrated success in supporting growth for low achievers and students with disabilities, and has made strides in specific grades, overall proficiency needs to improve. With continued focus on aligning growth strategies with proficiency outcomes, particularly for long-term students, there is potential for stronger overall performance in the future.

During 2023-24, in addition to the New York State 3rd – 5th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

2023-24 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th 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	252	49	No
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th 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	144	56	Yes

Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[11]	49	24	50	Yes
Measure 4: Each year, 75% of 3rd through 8th 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.[12]	2+ students	75%	230	43%	No

End of Year Performance on 2023-24 NWEA MAP Mathematics 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[13]	Number Tested	Percent Proficient	Number Tested
3	46%	96	45%	86
4	43%	91	45%	82
5	35%	65	35%	62
All	42%	252	43%	230

End of Year Growth on 2023-24 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested

[11] 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

[12] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[13] 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.

3	44	96
4	57	91
5	41	65
All	49	252

SUMMARY OF THE MATHEMATICS GOAL

BBL 1 did not meet *Absolute* measure 1 requiring that 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-5.

BBL 1 did meet Absolute measure 2, with 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, as detailed above.

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

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state Mathematics exam will be greater than that of students in the same tested grades in the school district of comparison;
- and, each year, the school will exceed its predicted level of performance on the state 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.

BBL 1 met the Growth goal:

- 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.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing	Yes

	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.	
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.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The school demonstrated both successes and areas for improvement in meeting its mathematics goals based on the 2023-24 results. One of the key absolute measures—requiring that 75 percent of all tested students enrolled for at least two years perform at proficiency on the New York State Mathematics exam—was not met. This indicates that while students are making progress, a significant portion is still not reaching proficiency standards. However, the school did meet the state's aggregate Performance Index (PI) goal, indicating that despite not reaching the 75 percent proficiency target, the overall performance was sufficient to meet the state's expectations under the ESSA accountability system.

On the comparative measures, BBL 1 excelled. It outperformed the local district in terms of the percentage of students reaching proficiency, highlighting the relative success of the school's mathematics program compared to neighboring schools. Additionally, the school exceeded its predicted performance on the state mathematics exam by an effect size of 0.3 or higher, meaning that students performed significantly better than expected given their socioeconomic context. This is a notable achievement that reflects the school's ability to provide effective instruction and support for students, particularly those from economically disadvantaged backgrounds.

In terms of growth, the school met the target under the state's Growth Model, with a mean unadjusted growth percentile above 50 for all students in grades 4-5. This demonstrates that students are showing measurable progress in mathematics over the school year, even if not all are reaching proficiency. Growth is an important indicator that the school is helping students advance academically, even if some are starting from a lower baseline.

Overall, these results suggest that while the school has strong comparative performance and is exceeding growth expectations, there remains work to be done to bring more students to proficiency. The successes in growth and exceeding predicted performance may be attributed to effective instructional strategies, differentiated support, and targeted interventions, particularly for students from our subgroups. However, the shortfall in reaching the absolute proficiency goal points to a need for further strengthening of core instruction and remediation programs, particularly for students in grades where proficiency rates lag.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

This year marked the first implementation of computer-based testing (CBT) for mathematics at BBL 1, including the use of styluses for students to work through problems on digital platforms. Moving forward, we plan to provide students with additional opportunities to practice using these tools to ensure they become more comfortable and confident with CBT for future assessments. Familiarity with the digital interface, particularly the use of styluses for mathematical calculations, will be a focus to help students navigate the testing environment more effectively.

Another factor influencing our performance is the improvement in teacher retention rates following the COVID-19 pandemic. Higher retention has led to greater instructional consistency and continuity, which has contributed positively to student outcomes. The increased stability within our teaching staff has allowed for more effective implementation of instructional programs and targeted interventions in mathematics.

Moving forward, we will concentrate on refining our preparation for CBT, particularly ensuring students are well-versed in using the stylus for mathematical problem-solving. Additionally, we will continue strengthening our instructional supports to ensure that both proficiency and growth targets in mathematics are met more consistently. We believe that our post-pandemic stability, coupled with targeted academic interventions and enhanced CBT preparation, will help improve outcomes in the coming years.

MATHEMATICS ACTION PLAN

BBL will continue to offer an experiential approach to mathematics that promotes deeper understanding of mathematical concepts and numerical relationships. They will assess student knowledge and skills through the NWEA online assessments. 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.
- We administer two benchmark exams and one NYS practice assessment through EdVista to monitor student progress.

4) Continued Adult Supervision: That level of staffing will maintain a favorable student to adult ratio and will allow our teachers to create smaller groups during instruction and more individualized instruction.

5) Student Support: Students who are "at-risk" will be identified early in the school year to ensure that they receive the support services needed. We will provide targeted instruction in areas where students are struggling and/or underperforming.
   - Special Education instructional options: Students who are identified as needing special education services will continue to receive those services throughout the school day, including integrated co-teaching (ICT) and Special Education Teacher Support Services (SETSS).
   - English Language Learners: We will ensure that students who are identified as English language learners receive an effective delivery of instruction that meets their needs, in full accord with our charter.

6) The mathematics Professional Development staff will continue to support teachers and classroom assistants in learning the approach through regular professional development sessions (both during the school day, and after school) and in-class support.
   - Every other week our Professional Development math specialists conduct Mathematics Institutes by grade level for classroom and special education teachers. The purpose of these institutes is to discuss the current topics, curricular presentations and the progress of the children, as well as particular learning and teaching issues as they emerge. For additional support, new teachers who teach math meet weekly after school, studying various aspects of the *subordination of teaching to learning* and often preparing and critiquing lessons and materials together. Teaching Assistants are also given the option of attending bi-weekly

lunchtime meetings, so that they gain further expertise in the materials and techniques of the Gattegno approach.

- Importantly, the Professional Development staff regularly visits classrooms where and when math is being taught in order to further support the learning of the approach – observing teachers and students, doing demonstration lessons, and, more frequently, teaching in small groups, side by side with the classroom teachers.

7) Home-School Connection: Much of our connections to families in the upcoming school year will take place virtually (as we can reach more parents in the virtual space) but will follow the similar structures to in-person, allowing for parents to learn and ask questions regarding our approach. To build more support for mathematics at home, we will continue to use parent teacher conferences to review individual scores with parents, virtual "Coffee and Conversation" sessions to go over overall progress of each grade, and we will also have two Curriculum Nights in the beginning of the year – one in September for all parents and one in October for parents new to our school. Over the course of the school year, we will host 5 curriculum nights for families in mathematics. Our primary purpose will be to increase parents' comfort with and willingness to rely on manipulatives to bolster students' deep understanding of basic mathematical concepts.

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

9) To better support our students with disabilities, those identified as academically at-risk, and Multilingual Learners (MLLs), we have created two new key positions: Supervisor of Special Education and MLL Teacher. The Supervisor of Special Education will oversee the development and implementation of individualized education programs (IEPs), ensuring that students receive the appropriate accommodations and interventions across all subject areas. Meanwhile, the MLL Teacher will focus on providing targeted support for students who are developing their English language skills, helping them access the full curriculum. These roles are designed to ensure that our most vulnerable populations receive comprehensive, specialized support in all subjects, fostering their academic growth and success.

GOAL 3: SCIENCE

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

BACKGROUND

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

a. Continuing to implement the Bronx Better Learning's pedagogical approach, *the subordination of teaching to learning*, incorporating techniques and materials that foster students' active participation in lessons;
b. Continuing to implement lessons that emphasize hands-on experimentation and make use of BOCES prepared science kits (Science 21 Program) that complement the school's core pedagogy;
c. Continuing to incorporate a problem-solving approach that presents students with "real life" problems and working in groups, which analyze data/information to come up with solutions to the problems, all of which leads students to a deeper appreciation of cause-and-effect relationships; and
d. Continuing to provide supplemental support to students who are not progressing as expected.
e. Leveraging technology and online platforms to ensure a rich and rigorous science curriculum.

ELEMENTARY SCIENCE

Science Measure 1 - Absolute

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	64	31	48.4%
All	64	31	48.4%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

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

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	64	31	48.4%	Not yet available	Not yet available	Not yet available
All	64	31	48.4%	Not yet available	Not yet available	Not yet available

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The 2023-24 State Science Exam results for BBL 1 show that 48.4% of 5th-grade students who have been enrolled for at least two years achieved proficiency. This falls short of the Accountability Plan's absolute goal, which requires that 75% of students perform at proficiency.

It is important to note that there is no available comparative data from District 11 at this time, so we are unable to evaluate the school's performance relative to the district. Additionally, comparisons to prior years are not possible due to a shift in the state science exam from 4th to 5th grade, which aligns with the new Next Generation State Standards.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

The school did not meet the absolute measure for its science goal in the 2023-24 State Science Exam. The goal required that 75% of tested students enrolled for at least two years perform at proficiency, but only 48.4% of 5th-grade students reached proficiency. This marks a significant gap of 26.6 percentage points below the target. There is no available comparative measure data, as the results from the district (District 11) are not yet published, making it impossible to evaluate the school's performance relative to the district.

ADDITIONAL CONTEXT AND EVIDENCE

This year also marks a notable change, as the state science exam shifted from being administered in 4th grade to 5th grade, aligning with the new Next Generation State Standards. As a result, year-over-year comparisons of proficiency rates cannot be made, and this transition may have impacted student preparedness and performance. Additionally, the new standards place a stronger emphasis on integrating English Language Arts (ELA) skills, such as reading comprehension and written explanations, into the science curriculum. This shift means that students' ability to demonstrate proficiency in science is now influenced by their literacy skills, which may present additional challenges for students who struggle with ELA or for those who are Multilingual Learners (MLLs). These cross-disciplinary expectations have likely contributed to the difficulty some students faced in achieving proficiency.

This year also marked the first time part of the science exam was administered computer-based, adding another layer of adjustment for students. The introduction of computer-based testing (CBT) for science, especially for younger students, required a level of digital fluency and familiarity with the testing platform that some students may not yet have fully developed. This transition, coupled with the integration of ELA skills and the shift in grade level, may have collectively contributed to the school's performance.

In terms of specific performance, 48.4% of students reaching proficiency shows that while nearly half of the students are meeting the standard, more work needs to be done to elevate the remaining students to proficiency. This is particularly pressing, especially given the absence of district comparison data and the challenges posed by these significant changes in the testing format and content.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

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

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

a. Academic Leaders and Professional Development, who have been placed at each grade level to ensure consistent delivery of a rigorous and meaningful instructional program, including facilitating the ongoing process of collaborative planning, the review of weekly lesson plans and aligning of the overall instructional program with the high expectations articulated through the NY State standards.

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

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

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

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

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

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

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

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

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

4. To better support our students with disabilities, those identified as academically at-risk, and Multilingual Learners (MLLs), we have created two new key positions: Supervisor of Special Education and MLL Teacher. The Supervisor of Special Education will oversee the development and implementation of individualized education programs (IEPs), ensuring that students receive the appropriate accommodations and interventions across all subject areas. Meanwhile, the MLL Teacher will focus on providing targeted support for students who are developing their English language skills, helping them access the full curriculum. These roles are designed to ensure that our most vulnerable populations receive comprehensive, specialized support in all subjects, fostering their academic growth and success.

5. For the 2024-2025 school year, BBL introduced a new position, the Professional Development Specialist for both science and social studies, serving both campuses. This role is designed to support teachers by enhancing their instructional practices and ensuring alignment with the curricula in these subjects, further strengthening the quality of education across both disciplines.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

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ADDITIONAL CONTEXT AND EVIDENCE

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

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