



**Bronx Charter School for  
Excellence 2**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on  
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By

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Adije Okpo and Sharleen Morris 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)
Kathy Lathen	Board Chair	Executive, Finance, Discipline
Joyce Frost	Vice Chair	Executive, Finance, Discipline
Joseph Lewis	Treasurer	Executive, Finance, Discipline
Stacey Lauren	Secretary	Executive, Discipline, Education

Sharleen Morris has served as Principal since 2017, and Adije Okpo has served as Principal since 2018.

## SCHOOL OVERVIEW

Bronx Charter School for Excellence 2 (Bronx Excellence 2, Bronx 2) opened in the fall of 2016. In 2023, Bronx Excellence 2 was honored by the U.S. Department of Education with a National Blue Ribbon award as an Exemplary High Performing School. Bronx 2 also has previously earned the distinction of being named a Recognition School by NYSED. The award-winning Bronx Excellence approach provides a differentiated, project-based learning environment that seeks to develop high-level analytical and critical thinking skills in every scholar. During the 2023-2024 school year, Bronx Excellence 2 served 461 children in grades K-8.

The mission of Bronx Charter School for Excellence 2 is to prepare young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. The school accomplishes this by offering a challenging and rigorous academic curriculum, which at the earliest of grades has an eye toward college preparation. Bronx Excellence 2 provides a supportive and caring environment that maintains high expectations for all students. The demographics of the population served by Bronx Excellence 2 are as follows:

Ethnicity	Percentage
American Indian or Alaskan Native	0.89%
Asian	22.72%
Black/African American	36.08%
Hispanic/Latino	38.31%
Multiple Ethnicities	0.67%
Native Hawaiian or Other Pacific Islander	0.00%
White	1.34%

In addition, 66.59% of our students are eligible for free or reduced lunch.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2021-22	54	61	56	56	59	70	69	-	-	425
2022-23	54	56	58	56	58	54	53	52	-	441

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2023-24	45	53	51	56	53	54	42	45	49	449
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## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Bronx Excellence 2 students will become proficient readers and writers of the English language.

### BACKGROUND

During the 2023-24 academic year, Bronx Charter School for Excellence 2 implemented its high-quality, comprehensive English Language Arts (ELA) curriculum that is aligned to New York State’s Next Generation Learning Standards in grades K-8. The reading program provides students the foundation needed to become proficient readers, including skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. We chose this curriculum because it allows us to facilitate a literacy approach that incorporates multiple genres, has the flexibility to differentiate, and uses direct instruction to teach foundational skills prior to moving onto more complex content.

The elementary program is grounded in techniques that support explicit and systematic instruction and offers a platform for ongoing professional development for teachers in the critical elements of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. This program is supplemented with guided reading and literature circles based on student learning needs. Students are regularly exposed to authentic texts and provided guided instruction at their frustration levels. Teachers use multiple levels of Bloom’s Taxonomy question stems to promote critical thinking. All instructional staff participate in workshops and ongoing modeling throughout the academic year to enhance their skills and optimize their use of curriculum resources.

The middle school program continues this work as scholars progress into departmentalized instruction. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading using a published program in concert with award-winning novels. The program provides a wide variety of genres, word study/vocabulary enrichment, differentiated material, and connections to writing. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. Award-winning novels are directly tied to broader themes taught in other disciplines. Therefore, we can increase reading engagement, stamina, and the connections that allow scholars to make better meaning and sense of the world around them.

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Bronx Excellence 2 utilizes the writing workshop model for scholars to experience processed and craft writing. Students improve writing fluency; learn to communicate effectively; develop knowledge of the English written language system, with an emphasis on syntax and discourse; understand the connections between reading and writing to develop writers; understand and write across various fictional and non-fictional genres; and develop a love of writing, culminating in publishing parties where written work is celebrated.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent, daily flexible reading groups that focus supports within smaller groups for struggling readers while offering enrichment activities for proficient and advanced student readers. Scholars receive small group instruction and interventions that cross grade-level classrooms. Teachers gather extensive assessment data to determine students’ learning levels and provide individualized support to target needs. Assessments include a combination of formal and informal measures such as daily checks and anecdotes; quarterly benchmarks tests; annual state assessments; and curriculum-based assessments administered at the conclusion of the six- to eight-day instructional cycle. All data is used to inform lesson planning, establish targeted small group mini lessons, monitor progress, and evaluate the efficacy of our programming. Moreover, it helps to drive differentiated professional development by strengthening areas of vulnerability and leveraging assets to optimize instruction.

### 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	55	-	-	-	-	-	1	56
4	51	1	-	-	-	-	2	54
5	54	-	-	-	-	-	-	54
6	41	-	-	-	-	-	-	41
7	45	-	-	-	-	-	-	45

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8	48	-	-	-	-	-	-	48
All	294	1	0	0	0	0	3	298

### Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	55	37	67.27%	48	32	66.67%
4	51	46	90.20%	44	40	90.91%
5	54	36	66.67%	45	30	66.67%
6	41	35	85.37%	35	31	88.57%
7	45	38	84.44%	42	36	85.71%
8	48	45	93.75%	48	45	93.75%
All	294	237	80.61%	262	214	81.68%

#### 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.

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.<sup>2</sup>

<sup>1</sup> 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.

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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## English Language Arts 2023-24 Performance Index

Bronx Excellence 2 has an ELA performance index of 198.64

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED. In 2022-23, Bronx 2 exceeded the MIP goal and met this measure.

### ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

### 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 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66.67%	48	34.5%	1986
4	90.91%	44	42.2%	2055
5	66.67%	45	32.9%	2315
6	88.57%	35	37.4%	2382
7	85.71%	42	49.7%	2332
8	93.75%	48	46.0%	2490
All	81.68%	262	40.6%	13560

### ELA Measure 4 - Comparative

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

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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.<sup>4</sup>

### 2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	83.3	473	440	3.27
4	78.9	462	443.9	1.84
5	96.6	469	438.8	3.3
6	98.3	466	437.7	3.23
7	92.7	468	442.3	2.98
8	N/A	N/A	N/A	N/A
All	89.8	467.4	440.6	2.9

### 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.

<sup>4</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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## 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.<sup>5</sup>

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	55.6	50.0
5	68.9	50.0
6	77.7	50.0
7	71.3	50.0
8	N/A	50.0
All	68.2	50.0

## ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

### ELA Measure 6: Growth Measure

At least 75% of scholars in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content from the beginning of the school year.

## METHOD

The table below shows the proficiency rates of students at the end of the 2023-24 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion

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<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

Site	Grade	Count of Students	% Proficient
Bronx 2	3	55	72.73%
Bronx 2	4	53	92.45%
Bronx 2	5	54	94.44%
Bronx 2	6	41	95.12%
Bronx 2	7	45	95.56%
Bronx 2	8	48	100.00%
Bronx 2	All	308	91.22%

### SUMMARY OF THE ELA GOAL

Bronx Excellence 2 met each ELA measure and attained this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Yes
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
Growth	At least 75% of scholars in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content from the beginning of the school year.	Yes

## EVALUATION OF ELA GOAL

Overall, Bronx Excellence 2 met the English language arts goal.

**Measure 1 – Absolute:** 80.61% of all students, and 81.68% of students in at least their second year, were proficient on the New York State English language arts exam. This measure was met in the aggregate for grades 3-8.

- Of the 55 students tested in Grade 3, 48 were enrolled in at least their second year. Of the 48 continuously enrolled 3<sup>rd</sup> graders, 66.67% performed at or above a level 3 on the New York State English Language Arts examination.
- Of the 51 students tested in Grade 4, 44 were enrolled in at least their second year. Of the 44 continuously enrolled 4<sup>th</sup> graders, 90.91% performed at or above a level 3 on the New York State English Language Arts examination.
- Of the 54 students tested in Grade 5, 45 were enrolled in at least their second year. Of the 45 continuously enrolled 5<sup>th</sup> graders, 66.67% performed at or above a level 3 on the New York State ELA exam.
- Of the 41 students tested in Grade 6, 35 were enrolled in at least their second year. Of the 35 continuously enrolled 6<sup>th</sup> graders, 88.57% performed at or above a level 3 on the New York State ELA exam.
- Of the 45 students tested in Grade 7, 42 were enrolled in at least their second year. Of the 42 continuously enrolled 7<sup>th</sup> graders, 85.71% performed at or above a level 3 on the New York State ELA exam.
- Of the 48 students tested in Grade 8, 48 were enrolled in at least their second year. Of the continuously enrolled 8<sup>th</sup> graders, 93.75% performed at or above a level 3 on the New York State ELA exam.

**Measure 2 – Absolute:** Bronx Excellence 2 has an ELA performance index of 198.64 for school year 2022-23, which exceeds the MIP. This measure was met.

**Measure 3 – Comparative:** Bronx Excellence 2 students in at least their second year outperformed the CSD average. The Bronx 2 proficiency rate for tested students in grades 3-8 in at least their second year was 81.68%, and the average for students in grades 3-8 in CSD 11 was 40.6%. The measure was met.

- In grade 3, Bronx 2 proficiency for students in at least their second year was 32.17 percentage points higher than the CSD average.
- In grade 4, Bronx 2 proficiency for students in at least their second year was 48.71 percentage points higher than the CSD average.

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- In grade 5, Bronx 2 proficiency for students in at least their second year was 33.77 percentage points higher than the CSD average.
- In grade 6, Bronx 2 proficiency for students in at least their second year was 51.17 percentage points higher than the CSD average.
- In grade 7, Bronx 2 proficiency for students in at least their second year was 36.01 percentage points higher than the CSD average.
- In grade 8, Bronx 2 proficiency for students in at least their second year was 47.75 percentage points higher than the CSD average.

**Measure 4 – Comparative:** In 2022-23, the Bronx 2 overall effect size was **2.9**, which exceeds the target.

**Measure 5 – Growth:** Bronx 2 had a Mean Growth Percentile of 68.2 in 2022-23, which exceeds the target.

**Measure 6 – Growth:** Bronx 2 used internally developed assessments to determine 91.22% of scholars in grades 3-8 demonstrated mastery of grade level content. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, this rate demonstrates the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year. This performance measure was met.

### ELA ACTION PLAN

Bronx Excellence 2 will continue to educate our scholars with the goal of equity in mind. This ensures that all children have equitable access to high-quality instruction. Bronx Excellence 2 will continue to provide academic intervention for scholars who did not achieve their academic goals and will continue to implement resources and strategies that have historically proven successful for our scholars. Bronx Excellence 2 will remain vigilant of all learners' progress, including those with special educational needs and English Learners. All teachers received training designed to reinforce strategies to support English learners and students with disabilities.

We will continue to prioritize our professional development for all teachers with a strong focus on the Next Generation Standards. Topics include:

- Key Ideas and Details
- Craft & Structure
- Integration of Knowledge and Ideas
- Text Type & Purpose
- Research to Build and Present Knowledge
- Comprehension and Collaboration

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- Presentation of Knowledge and Idea
- Convention of Academic English/Language for Learning
- Knowledge of Language
- Vocabulary Acquisition and Use

We will prioritize our professional development with more time devoted to addressing the needs of the struggling, proficient, and advanced readers. Since Bronx Excellence 2 teaches reading through a daily cycle of whole group instruction to flexible reading groups within the entire grade, most of the improvement will take place during the flexible reading group sessions. Upper grade teachers will spend more time devoted to guided reading and literature circles, with a strong emphasis on building effective reading comprehension strategies and critical thinking techniques. Importantly, teachers will receive support from the leadership team, the principals, and additional support staff to identify students who require literacy intervention within the first few weeks of school.

### GOAL 2: MATHEMATICS

#### Goal 2: Mathematics

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

#### BACKGROUND

Bronx Excellence 2 uses a math curriculum that was originally designed to address instructional shifts and support the implementation of the Common Core learning standards and is now updated for the Next Generation math standards. This program sequences mathematical progressions into modules. The curriculum aligns well with the school's approach to learning and provides a foundation of knowledge, skills, and competencies upon which to build as students advance in content and grade level. We selected this curricular approach because it allows students to engage with exciting, intriguing, and animated content that provides enhanced opportunities to explore, expand upon, and broaden the depth of mathematical discourse, real-world connections, reasoning, critical thinking, and problem solving. This includes computational, procedural, and conceptual knowledge that supports and builds success in mathematics with authentic problem solving. The program centers on teaching with a concrete-pictorial-abstract learning progression through real-world, hands-on experiences. It encourages students to use various mental strategies to solve problems and to focus on the process of finding solutions. It builds conceptual understanding rather than rote memorization, with an emphasis on critical thinking and problem solving and focuses on deep knowledge building to understand mathematics conceptually.

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Our math program also uses key concepts as building blocks for more complex treatments in articulated, logical, modular progressions using a narrative approach to build coherence. Students are encouraged to use math talk to build mathematical vocabulary to discuss concepts in context. Scholars are expected to learn content and processes of mathematics to become lifelong mathematical thinkers. Middle school students continue to work with the standards-aligned, coherent, and focused curriculum that reflects the logical and sequential nature of mathematics. The curriculum simultaneously develops conceptual understanding, computational fluency, and problem-solving skills within real-world context. Our program is research-based and provides robust professional development for teachers, inclusive of teacher-led instructional videos and tools to target instruction based on student need.

Math is taught daily for a minimum of 60 minutes in elementary school and 90 minutes in middle school. During the class, content is introduced to the whole group. The teacher uses real-time data collected throughout the lesson, such as checks for understanding or questioning methods, along with unit quizzes and tests, and informal performance assessments. Additional assessments include formal and informal measures such as exit tickets, performance tasks, interim and state exams, and unit quizzes and tests. Data garnered from these measures is used to formulate small group interventions, assess curriculum efficacy, inform lesson planning, and guide professional development.

Based on classroom data, teachers provide scaffolded small group and individualized targeted instruction as students practice work independently. This way, interventions are provided in real time, particularly for scholars who are not immediately mastering content. Our program also allows differentiation with advanced sections and groups created to enrich the math experience for accelerated scholars. While scholars are expected to master both content and mathematical processes appropriate for their age and grade, our goal is to support scholars so they can complete Algebra by the end of eighth grade.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math 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 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

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Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	55	-	-	-	-	-	1	-	56
4	52	1	-	-	-	-	1	-	54
5	54	-	-	-	-	-	-	-	54
6	42	-	-	-	-	-	-	-	42
7	45	-	-	-	-	-	-	-	45
8	48	-	-	-	-	-	-	-	48
All	296	1	0	0	0	0	2	0	299

### 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	55	45	81.82%	48	39	81.25%
4	52	52	100.00%	45	45	100.00%
5	54	49	90.74 %	45	41	91.11%
6	42	42	100.00%	36	36	100.00%
7	45	44	97.78%	42	41	97.62%
8	48	48	100.00%	48	48	100.00%
All	296	280	94.59%	264	250	94.70%

#### 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

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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)

Bronx Excellence 2 has a math performance index of 222.80 for 2023-24.

## RESULTS AND EVALUATION

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

### Math Measure 3 - Comparative

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

## 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 Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	81.25%	48	46.91%	2057
4	100.00%	45	47.10%	2119
5	91.11%	45	41.04%	2288
6	100.00%	36	39.55%	2412
7	97.62%	42	49.49%	2372
8	100.00%	48	35.21%	1139
All	93.70%	270	43.84%	12387

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### 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.<sup>6</sup>

#### 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	83.3%	486	445.9	2.88
4	78.9%	476	446.5	2.23
5	96.6%	476	438.6	3.14
6	98.3%	484	438.6	3.6
7	92.7%	485	443.1	3.51
8	N/A	N/A	N/A	N/a
All	89.8	481.2	443.6	3.06

### Math Measure 5 - Growth

<sup>6</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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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.<sup>7</sup>

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	46.5	50.0
5	66.8	50.0
6	88.9	50.0
7	81.9	50.0
8	N/A	50.0
All	70.5	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup>–8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Internally developed.

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#### Math Measure 6: Growth

<sup>7</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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At least 75% of students in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content since the beginning of the school year.

### METHOD

The table below shows the proficiency rates of students at the end of the 2023-24 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

### RESULTS AND EVALUATION

Site	Grade	Count of Students	% Proficient
Bronx 2	3	55	78.18%
Bronx 2	4	53	98.11%
Bronx 2	5	54	92.59%
Bronx 2	6	41	100.00%
Bronx 2	7	45	84.44%
Bronx 2	8	48	95.83%
Bronx 2	All	296	91.22%

### SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 2 met each math measure and attained this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Yes
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

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Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes
Growth	At least 75% of students in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content since the beginning of the school year.	Yes

### EVALUATION OF THE MATHEMATICS GOAL

Overall, Bronx 2 met the math goal.

**Measure 1 – Absolute:** At Bronx 2, 94.59% of all students, and 94.70% of students in at least their second year, were proficient on the New York State mathematics exam. This measure was met in the aggregate for grades 3-8.

- Of the 55 students tested in Grade 3, 48 were enrolled in at least their second year. Of the 48 continuously enrolled 3<sup>rd</sup> graders, 81.25% performed at or above a level 3 on the New York State English Language Arts examination.
- Of the 52 students tested in Grade 4, 45 were enrolled in at least their second year. Of the 45 continuously enrolled 4<sup>th</sup> graders, 100% performed at or above a level 3 on the New York State English Language Arts examination.
- Of the 54 students tested in Grade 5, 45 were enrolled in at least their second year. Of the 45 continuously enrolled 5<sup>th</sup> graders, 91.11% performed at or above a level 3 on the New York State ELA exam.
- Of the 42 students tested in Grade 6, 36 were enrolled in at least their second year. Of the 36 continuously enrolled 6<sup>th</sup> graders, 100% performed at or above a level 3 on the New York State ELA exam.
- Of the 45 students tested in Grade 7, 42 were enrolled in at least their second year. Of the 42 continuously enrolled 7<sup>th</sup> graders, 97.62% performed at or above a level 3 on the New York State ELA exam.
- Of the 48 students tested in Grade 8, 48 were enrolled in at least their second year. Of the 48 continuously enrolled 8<sup>th</sup> graders, 100% performed at or above a level 3 on the New York State ELA exam.

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**Measure 2 – Absolute:** Bronx Excellence 2 had a math performance index of 222.80. This exceeded the MIP and the measure was met.

**Measure 3 - Comparative:** Bronx Excellence 2 students in at least their second year outperformed the CSD average. The Bronx 2 average proficiency rate for tested students in grades 3-8 in at least their second year was 93.70% and the average for students in grades 3-8 in CSD 11 was 43.84%. This measure was met.

- In grade 3, Bronx 2 proficiency for students in at least their second year was 34.34 percentage points higher than the CSD average.
- In grade 4, Bronx 2 proficiency for students in at least their second year was 52.9 percentage points higher than the CSD average.
- In grade 5, Bronx 2 proficiency for students in at least their second year was 50.7 percentage points higher than the CSD average.
- In grade 6, Bronx 2 proficiency for students in at least their second year was 60.45 percentage points higher than the CSD average.
- In grade 7, Bronx 2 proficiency for students in at least their second year was 48.13 percentage points higher than the CSD average.
- In grade 8, Bronx 2 proficiency for students in at least their second year was 64.79 percentage points higher than the CSD average.

**Measure 4 – Comparative:** In 2022-23, the Bronx 2 overall effect size was **3.06**, which exceeds the target. This measure was met.

**Measure 5 – Growth:** Bronx 2 had a Mean Growth Percentile of 70.5 in 2022-23, which exceeded the target. This measure was met.

**Measure 6 – Growth:** Bronx 2 used internally developed assessments to determine 91.22% of scholars in grades 3-8 demonstrated mastery of grade level content. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, this rate demonstrates the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year. This performance measure was met.

### MATHEMATICS ACTION PLAN

Bronx Excellence 2 will continue to educate our scholars with a lens towards the maintenance of equity. This ensures that all children have equitable access to high-quality instruction. In order to mitigate the learning loss that occurred due to the pandemic, Bronx 2 will continue to rely on practices that have historically proven successful while also expanding our resources and scaffolding capacity. Faculty will utilize a data-driven approach to discern each scholar's needs and create individualized intervention

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plans for every child. Each plan informs instructional interventions facilitated through a combination of live small-group instruction in the classroom, one-to-one virtual tutoring, individualized support through virtual service providers, and summer programming for enrichment. This methodology expands opportunities for learning with intervention strategies to meet a broader scope of needs.

Bronx Charter School for Excellence 2 will continue to implement resources and strategies that have historically proven successful for our scholars.

1. To assess students' instructional needs at the start of the 2023-2024 school year, Bronx Excellence 2 will dedicate the first few weeks of school to administer benchmark assessments to gauge where students are in their development. Using this and other data collected throughout the year, the school will provide intensive, data-driven differentiation to target individualized needs. This will be particularly crucial as we emerge from the pandemic years and reassemble in the classroom.
2. Students with disabilities and those identified as ELLs will receive all mandated instruction and/or interventions per their IEP or 504 plans. Academic plans have been created to address the needs of all learners.
3. Next Generation-aligned benchmark assessment will be administered throughout the year to monitor students' progress on skills to be mastered at each grade level. Students who are underperforming will receive additional support during intervention blocks.
4. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills during the first two weeks of school. Students who receive early intervention will be monitored on a weekly basis for short-term goal improvement and attainment of performance indicators in mathematics.
5. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Next Generation Learning Standards and our math curriculum. More time will be devoted to development in addressing the needs of struggling students. We will also focus on training teachers in effective and multiple strategies of differentiating instruction that will allow all students to learn content and process skills from multiple vantage points.
6. Classrooms will integrate Math Messages into their morning meetings and continue math talk into their math periods, providing an additional hour of math exposure and instruction weekly.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Bronx Charter School for Excellence 2 will continue to maintain and implement important components of its overall mathematics program such as:

- Differentiated curriculum, instruction, interim assessment, and staff development
- Co-teaching and modeling cycles with Bronx Excellence Leadership team and ECS team
- Collaborative unit and lesson planning
- Math projects
- Leadership grade team meetings
- Weekly, monthly and quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation

### GOAL 3: SCIENCE

#### Goal 3: Science

Students will demonstrate proficiency relevant to science achievement and use technology, scientific concepts, principles, and theories to conduct and analyze investigations.

#### BACKGROUND

The science curriculum is based on the New York State P-12 Science Learning Standards (NYSP-12SLS) and focuses on three dimensions of learning – Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Under the guidance of the standards, the science program takes an inquiry-based approach to learning. It provides students with opportunities to build connections that link science to technology and societal impacts and provides the skills and knowledge our students need to become scientifically literate citizens of the 21<sup>st</sup> century. This approach aligns to our commitment to inspire conscientious, inquisitive, knowledgeable, and lifelong scholars. Students practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

Science instruction at Bronx Excellence 2 is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their understanding of key concepts. It invites students to develop and explain concepts in their own words orally, as well as through writing and drawing. Students are provided with options and projects that allow them to demonstrate mastery of content. Young learners are encouraged to actively explore, discover, and learn about the natural world.

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The middle school science program is also governed by the NYSP-12SLS. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. Guided by teachers, students continually learn content to complete hands-on scientific investigations, blended with literacy-rich activities and interactive digital tools. They also learn to develop hypotheses and provide reasoning using evidence. With practice, trial, and error, students in grades 5-8 demonstrate their understanding of scientific processes, skills, and procedures. Bronx 2 scholars also learned about cultivating a hydroponic lab and eighth graders will be able to take an advanced high school course of living environment and participate in Urban Advantage, an initiative designed to advance scientific learning in New York City. Varied opportunities allow students to demonstrate appropriate scientific language, procedures, and proficiency, culminating in the state examinations. Assessments include classroom assignments, discourse, experiments, quizzes and tests, and presentations. Data is used to inform instruction, evaluate program efficacy, and differentiate professional development.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> 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 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	51	24	47.06%
8	48	39	81.25%
All	99	63	63.64%

#### 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.

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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

Data were not yet available to conduct this analysis at the time the APPR was prepared.

#### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 2 did not meet the absolute measure, and data are not yet available to analyze the comparative measure.

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

#### 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](#).

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Accountability Status by Year

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

## ADDITIONAL CONTEXT AND EVIDENCE

Bronx Excellence 2 has met this goal every year of reporting.

## OPTIONAL GOALS

### Goal 5: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

### Goal 5: Absolute Measure

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

## METHOD

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

## RESULTS

Each year, the New York City Department of Education asks parents, teachers, and students to complete the annual DOE School Quality Survey, and respondents are asked to evaluate their school's performance based on the six elements of the Framework for Great Schools.

This measure was met, and the goal was attained.

### Key 2024 Parent Satisfaction Survey Results

	Bronx 2
Parent Involvement	89%
Parent-Teacher Trust	94%

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Parent-Principal Trust	95%
Safety	98%
Cleanliness	98%

### Goal 5: Absolute Measure

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

### METHOD

Each year, enrollment is tracked in ATS, which acts as a city-wide student information system. The retention rate was calculated by finding the number of students discharged before the first day of school. Subtracting this number from 2023-24 enrollment total will show the number of returning students. This allows us to calculate our retention rate.

### RESULTS & EVALUATION

Of the 366 students enrolled on BEDS Day of 2022-23, 317 returned and remained enrolled for BEDS Day 2023-24. This is a retention rate of 86.61%.

Site	BEDS DAY SY22	# of Graduates	BEDS DAY 23 (Returned)	Retention Rate
Bronx 2	366		317	86.61%

Historical retention rates are as follows:

Year	Retention Rate
2018-19	94%
2019-20	93%
2020-21	92%
2021-22	95%
2022-23	74%
2023-24	87%

### Goal 6: Attendance

The school will maintain a high student attendance average.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 6: Absolute Measure

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

## METHOD

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

### 2023-24 Attendance

	Bronx 2
K	93.75%
1	95.47%
2	95.22%
3	95.94%
4	95.60%
5	96.32%
6	96.86%
7	96.27%
8	95.28%
ALL	95.64%

Year	Average Daily Attendance Rate
2018-19	96.80%
2019-20	96.11%
2020-21	97.81%
2021-22	94.21%
2022-23	94.69%
2023-24	95.64%

## RESULTS AND EVALUATION

This goal was met.