



**Bronx Charter School for  
Excellence 4**

**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

Joshua Ocasio, Elementary School Principal, and Florence Bolton, Middle School Principal, 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

Joshua Ocasio has served as Elementary School Principal since September 2023. Florence Bolton served as the Elementary Principal from July 2020 to August 2023 and became the Middle School Principal in August 2023.

## SCHOOL OVERVIEW

Bronx Charter School for Excellence 4 (Bronx Excellence 4, Bronx 4) opened in the fall of 2018 to 120 scholars in grades K-1. Since its inception, Bronx Excellence 4 has expanded one-grade level each year and serves K-7 in 2024-25. Bronx 4 received approval to fully scale to K-8 like other schools in the network. 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 4 served 341 children in grades K-6.

The mission of Bronx Charter School for Excellence 4 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 4 provides a supportive and caring environment that maintains high expectations for all students. The demographics of the population served by Bronx Excellence 4 are as follows:

Ethnicity	Percentage
American Indian or Alaskan Native	0.00%
Asian	2.35%
Black/African American	82.70%
Hispanic/Latino	14.37%
Multiple Ethnicities	0.59%
Native Hawaiian or Other Pacific Islander	0.00%
White	0.00%

In addition, 81.82% of our scholars 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	Total
2021-22	56	60	55	56	57			284
2022-23	55	59	59	58	59	42		332
2023-24	56	57	53	45	49	46	35	341

## GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Bronx Excellence 4 students will become proficient readers and writers of the English language.

### BACKGROUND

During the 2023-24 academic year, Bronx Charter School for Excellence 4 implemented its high-quality, comprehensive English Language Arts (ELA) curriculum that is aligned to New York State's Next Generation Learning Standards for K through 8th grades. The reading program provides students with the foundation needed to become proficient readers, including skills and knowledge to understand how phonemes are connected to print; the ability to decode words; the 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, flexibility to differentiate, and use 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.

Bronx Excellence 4 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 can write across various fictional and

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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 on support within smaller groups for struggling readers while offering enrichment activities for students who are proficient and advanced 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, 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	44	-	-	-	-	-	-	44
4	48	1	-	-	-	-	-	49
5	50	-	-	-	-	-	-	50
6	35	-	-	-	-	-	1	36
All	177	1	0	0	0	0	1	179

Performance on 2023-24 State English Language Arts Exam

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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	44	41	93.18%	44	41	93.18%
4	48	34	70.83%	48	34	70.83%
5	49	23	46.94%	44	23	52.27%
6	35	25	71.43%	35	25	71.43%
All	176	123	69.89%	171	123	71.93%

## 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>

## English Language Arts 2023-24 Performance Index

Bronx Excellence 4 has an ELA performance index of 183.81 for 2023-24.

## RESULTS AND EVALUATION

Bronx Excellence 4 had an ELA performance index of 183.81. This number exceeded the state's 2023-24 English Language Arts MIP target for all students of **113** by 70.18 points. Bronx 4 implemented a high-

<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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quality program to deliver reading and writing instruction meeting scholars’ needs and filling in learning gaps.

### 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	93.18%	44	34.5%	1986
4	70.83%	48	42.2%	2055
5	52.27%	44	32.9%	2315
6	71.43%	35	37.4%	2382
7			49.7%	2332
8			46.0%	2490
All	71.93%	171	40.6%	13560

### 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.

<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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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 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	86.4	455	439.3	1.55
4	83.1	455	443	1.17
5	73.2	449	443.6	0.58
All	81.7	453.4	442.8	1.15

### 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.<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 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-

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

<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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wide to yield a school's mean growth percentile. 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	58.4	50.0
5	55	50.0
6		50.0
7		50.0
8		50.0
All	57	50.0

### ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 6<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Internally developed assessments.

Bronx Excellence 4 utilized a series of standards-based internally developed assessments to measure and monitor student achievement during the 2023-24 school year. Content mastery was determined by 75% or more proficiency on a series of classroom assignments, quizzes, test, formative and summative assessments and participation rates. Performance on all these measures culminated in a final student grade, which was used to determine proficiency in ELA content standards.

### 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 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 4	3	44	93.18%
Bronx 4	4	49	79.59%
Bronx 4	5	50	66.00%

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Bronx 4	6	35	57.14%
Bronx 4	All	178	74.72%

### SUMMARY OF THE ELA GOAL

Bronx Excellence 4 met 5 of 6 measures including all comparative and growth measures and one of the two absolute measures. Bronx 4 had a proficiency rate of 71% of all tested students who were enrolled in at least their second year. Bronx 4 will continue to strive to meet its English Language Arts Goal for the 2024-25 school year.

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
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

The target for absolute measure one is to have 75 percent of students enrolled in their second year achieve proficiency. At Bronx 4, 71.93 percent of all tested students enrolled in at least their second year performed at or above proficiency on the New York State English Language Art examination for grades 3-5, falling just below the absolute growth measure target. Bronx Excellence 4 has an ELA performance index of 183.81 for 2023-24, which exceeds the target for absolute measure two.

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Bronx 4 students in at least their second year had strong comparative results for the year. In ELA, 93.18 percent of the 3<sup>rd</sup> grade students met proficiency; outperforming the district by 58.68 percentage points. In grade 4, 70.83 percent of scholars met proficiency and outperformed the district by 28.63 percentage points. In grade 5, 52.27 percent of scholars met proficiency and outperformed the district by 19.37 percentage points. Lastly, 6<sup>th</sup> grade outperformed the district by more than 30 percentage points, with 71.43% of scholars meeting proficiency. Overall, Bronx 4 outperformed the district by 31.3 percentage points.

Bronx 4 exceeded the predicted level of performance on the state English Language Arts exam by an overall effect size of 1.15. The 439.3 predicted mean scale score for 3 grade's economically disadvantaged students was actually 455. Our 4<sup>th</sup> grade's mean score came in at 455, having an effect size of 1.17, compared to the predicted mean score of size of 443. Lastly, grade 5 had an effect size of .58

Bronx 4 exceeded the aggregate growth measure target of 50 on the state's English language arts exam as set forth in the state's ESSA accountability system. The school had a mean growth percentile of 57 in 2022-23. The school also met ELA measure six, as 75 percent of scholars demonstrated content mastery through the school's internal assessments.

Bronx 4 continues to rely on practices that have historically proven successful while also expanding our resources and scaffolding capacity. Faculty utilize a data driven approach to discern each scholar's needs and create individualized intervention plans for our struggling scholars. Each plan informs instructional intervention facilitated through a combination of small group instruction, tutoring and Saturday academy sessions. This approach provides intensive, data driven differentiation to target individualized needs and is particularly crucial as we continue to establish norms and assemble in the classrooms while implementing our grade cohort model, which has proven successful in meeting a wide spectrum of needs.

### ELA ACTION PLAN

Bronx Excellence 4 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. Bronx Excellence 4 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 4 will continue to provide equitable access to our instructional program to all students and will remain vigilant of all learners' progress, including those with special educational needs and English Learners. We will continue to use Structured English Immersion for our ELL (English Language Learners) population. Scholars with special educational needs will be supported in our ICT model and small reading groups as we continue with our assessment model to measure and check student progress and provide individual and small group intervention informed by data. All teachers will receive training designed to reinforce strategies to support our general, English language learners and special needs population.

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We will prioritize our professional development with more time devoted to addressing the needs of the struggling, proficient and advanced readers. Focusing on 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
- Presentation of Knowledge and Idea
- Convention of Academic English/Language for Learning
- Knowledge of Language
- Vocabulary Acquisition and Use

Since Bronx Charter School for Excellence 4 teaches reading 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. In 2024-25, our K-4 will spend more time devoted to guided reading and grades 5-7 will devote more time to literature circles, with a strong emphasis on building effective reading comprehension strategies and developing critical thinking techniques.

As a school we commit to conducting consistent 7-day testing in ELA, including spelling, sight words, reading comprehension and grammar; all aligned to on grade NY Next Generation Standards. We will analyze data and conduct targeted reteaches on the standard(s) of focus following each 7-day cycle assessment and provide remedial work for those still struggling to meet the standard(s). After each assessment and on a bi-weekly basis we will share students' progress reports with families to ensure transparency and alignment on students' academic standing and progress.

Addressing Subpopulations:

- ELL and IEP Students: Specific interventions for English Language Learners and students with IEPs will be prioritized. These include additional support during regular ELA instruction and access to modified materials that cater to their individual learning needs.
- Culturally Responsive Pedagogy: teachers will integrate culturally responsive texts and discussions, ensuring students see themselves reflected in the curriculum.

Bronx Excellence 4 will maintain a strong focus on consistency in data collection and reporting while implementing strategic interventions tailored to the needs of specific grades and subpopulations. Bronx 4 prioritizes data-driven instruction, which allows us to provide targeted support, additional resources,

and skill development. We also implement enrichment programs as we aim to sustain and enhance student academic performance in ELA.

### GOAL 2: MATHEMATICS

#### Goal 2: Mathematics

Bronx Excellence 4 students will demonstrate steady progress in the understanding and application of mathematical skills.

#### BACKGROUND

Bronx Excellence 4 uses a math curriculum 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 focus on 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.

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 the 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 contexts. 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 needs.

Math is taught daily for a minimum of 60 minutes for elementary school and 90 minutes (about 1 and a half hours) for 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,

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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 groups 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 scholars who are accelerated. 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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	44	-	-	-	-	-	-	-	44
4	48	1	-	-	-	-	-	-	49
5	50	-	-	-	-	-	-	-	50
6	35	-	-	-	-	-	1	-	36
All	177	1	0	0	0	0	1	0	179

#### 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
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	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	44	43	97.73%	44	43	97.73%
4	48	41	85.42%	48	41	85.42%
5	49	28	57.14%	44	26	59.09%
6	35	32	91.43%	35	32	91.43%
All	176	144	81.82%	171	142	83.04%

### 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)

Bronx 4 had a performance index in math of 196.59 in 2023-24.

### RESULTS AND EVALUATION

Bronx Excellence 4 had a math performance index of 196.59. This number exceeded the state’s 2023-24 Math MIP for all students of **115.3** by 81.29 points. Math is taught daily, and teachers use data to monitor progress, address individual gaps, and organize small groups of students for scaffolded instruction.

### 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.

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## METHOD

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

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	97.73%	44	46.91%	2057
4	85.42%	48	47.10%	2119
5	59.09%	44	41.04%	2288
6	91.43%	35	39.55%	2412
7			49.49%	2372
8			35.21%	1139
All	83.04%	171	43.84%	12387

### 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 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

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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	86.4	474	445.1	2.08
4	83.1	472	445.2	1.91
5	73.2	472	446	2.17
6				
7				
8				
All	81.7	472.7	445.4	2.04

### 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.<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.

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

<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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## 2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	70.9	50.0
5	74.7	50.0
6		50.0
7		50.0
8		50.0
All	72.5	50.0

## MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 6<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: internally developed assessments

Bronx Excellence 4 utilized a series of standards-based internally developed assessments to measure and monitor student achievement during the 2023-24 school year. Content mastery was determined by 75% or more proficiency on a series of classroom assignments, quizzes, test, formative and summative assessments and participation rates. Performance on all these measures culminated in a final student grade, which was used to determine proficiency in Mathematics.

### Math Measure 6 - 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.

## 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 4	3	44	95.45%
Bronx 4	4	49	83.67%
Bronx 4	5	50	44.00%

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Bronx 4	6	35	74.29%
Bronx 4	All	178	73.60%

### SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 4 met five of six measures including all absolute and comparative measures and one of the two growth measures.

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 percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	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.	No

### EVALUATION OF THE MATHEMATICS GOAL

The target for absolute measure one is to have 75 percent of students enrolled in their second year achieve proficiency. At Bronx 4, 83.04 percent of all tested students enrolled in at least their second year performed at or above proficiency. This exceeds the absolute growth measure target by 8.04 percentage points. Bronx 4 had a performance index in math of 196.59 in 2023-24, which exceeds the 115.3 target in measure two.

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Bronx 4 students in at least their second year had strong comparative results in math for the 2023-24 school year. In grade 3, 97.73 percent of students met proficiency; outperforming the district by 50.82 percentage points. In grade 4, 85.42 percent of scholars outperformed the district by 38.32 percentage points. In grade 5, 59.09 percent of met proficiency and outperformed the district by 18.05 percentage points. Lastly 6<sup>th</sup> grade outperformed the district by 51.88 percentage points, as 91.43% of scholars met proficiency. Overall, Bronx 4 outperformed the district by 39.20 percentage points.

Bronx 4 exceeded the predicted level of performance on the State Mathematics exam with an overall effect size of 2.04. The 445.1 predicted mean scale score for 3 grade's economically disadvantaged students was actually 474, for an effect size of 2.08. Our 4<sup>th</sup> grade's population mean score came in at 472, having a 1.91 effect size. Lastly, grade 5 had a mean scale score of 472 with an effect size of 2.17.

Bronx 4 exceeded the measure five target as well, with a mean unadjusted growth percentile in mathematics of 72.5, well above the target of 50.

Bronx 4 uses internal assessments that are extremely rigorous to evaluate measure six. In 2023-24, 73.6% of students in grades 3-8 achieved the normed rate of growth as demonstrated by mastery of 75% or more of grade level content since the beginning of the school year, falling 1.4 percent below the target.

### MATHEMATICS ACTION PLAN

Bronx Excellence 4 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.

Bronx Excellence 4 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 also expanding our resources and scaffolding capacity. The faculty will utilize a data driven approach to discern each scholar's needs and create intervention plans for scholars that demonstrate additional services and intervention needed. Each plan will inform instructional intervention facilitated by small group instruction in the classroom, one to one tutoring and individualized support from faculty. This methodology expands opportunities for learning with intervention strategies to meet a broader scope of needs.

Bronx 4 will continue to implement resources and strategies that have historically proven successful for our scholars.

To support students' instructional needs at the start of the 2024-2025 school year, Bronx Excellence 4 will dedicate the first few weeks of school to administering math lessons and guidance in small groups to

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support 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.

Bronx Excellence 4 will continue to provide equitable access to our high-quality instructional program to all students and remain vigilant of all learners' progress, including those with special educational needs and English Learners. All teachers will receive training designed to reinforce strategies to support English learners and students with disabilities.

Students needing early intervention/prevention will be identified in grade level appropriate basic math skills during the first two weeks of school. Students who receive early intervention will be monitored weekly for short term goal improvement

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

- Perseverance in Problem Solving
- Abstract & Quantitative Reasoning
- Critiquing and constructing viable Arguments
- Mathematic Models
- Appropriate Strategies & Tools
- Precision
- The use and search for Mathematical Structures
- Express and search for Regularity in repeated reasoning

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 to differentiate instruction that will allow all students to learn content and process skills from multiple vantage points.

We commit to conducting consistent Mid-Module and End of Module testing along with standard based quizzes throughout the modules in Math aligned to on grade New York Next Generation Standards. We will analyze data and conduct targeted re-teaches on standards of focus following each module and provide remedial work for those still struggling to meet the standard(s). After each assessment and on a bi-weekly basis we will share students' progress reports with families to ensure transparency and alignment on students' academic standing and progress.

## 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

Bronx Excellence 4's science curriculum is based on the New York State standards, Common Core Curriculum, and the Next Generation Science Standards, which focuses on three major strands - physical environment, earth, and space, and living environment integrated with mathematics and technology. Under the direct guidance of the standards, key ideas, and performance indicators, the science program has an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to become scientifically literate citizens of the 21st century.

Science instruction at Bronx Excellence 4 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 and invite them to develop and explain concepts in their own words orally and through writing and drawing. Students are provided with instructional options and projects that will allow them to demonstrate mastery of content. When young learners are actively engaged in the discovery process effectively, their natural curiosity leads them to explore, discover, and learn about the natural world.

Professional development was offered consistently for the 2023-2024 school year. It provided the science cluster teachers with models of curriculum mapping, unit planning, and opportunities to explore resources. Talented, certified teachers participated in professional workshops to enhance inquiry-based explorations and to develop more hands-on experiences using more student-led experiments with teacher support. In turn, students developed skills needed to investigate and explain real-world connections aligned to the science topic. Teacher professional development directly and indirectly affects students. Students learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

The middle school science program is also governed by the New York State standards, Common Core Standards, and the New Generation Standards. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. The goal is for students to be able to explain, both accurately and with appropriate depth, the big ideas. Guided by teachers, students will continually develop and learn science content to complete a scientific investigation. Moreover, they learn to state a claim and provide reasoning using evidence. With practice, trial, and error, students will begin to recognize the relationship between reasoning and evidence. Thus,

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students in grades 5-6 demonstrated their understanding of science process skills and procedures. At least four award-winning trade books a year will be part of the high-interest books that can transform scientific concepts into fluid text are ideal. In all, varied opportunities allowed BCSE students to use appropriate scientific language and demonstrate proficiency toward the eighth-grade science exit project and other competitive examinations such as New York State Living Environments Regents.

### 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> 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	44	22	50.00%
8	-	-	-
All	44	22	50.00%

#### 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

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

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## SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 4 did not meet the absolute measure, and data is 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

## EVALUATION OF THE SCIENCE GOAL

In 2023-24, scholars took a newly designed state exam aligned to the Next Generation standards. This was the first year the assessment was all online and is being treated as baseline data. We are carefully reviewing our science curriculum and instruction, using data from the assessment, to identify areas of focus in 2024-25.

## ACTION PLAN

Bronx 4 uses Amplify, which began last year, and is incorporating online modules. Instructional goals for 2024-25 include helping scholars build their skills around understanding, synthesizing, and analyzing content with a focus on interpreting scientific visuals and drawing conclusions.

## 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

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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 (Good Standing)
2023-24	Local Support and Improvement (Good Standing)

### ADDITIONAL CONTEXT AND EVIDENCE

Bronx Excellence 4 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 4 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

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	Bronx 4
Parent Involvement	89%
Parent-Teacher Trust	97%
Parent-Principal Trust	96%
Safety	98%
Cleanliness	99%

### 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 338 students enrolled on BEDS Day of 2022-23, 279 returned and remained enrolled for BEDS Day 2023-24. This represents an 82.54% retention rate. The decrease in retention is attributed to several families moving out of NYC and New York State prior to the start of the 2023-24 school year causing this measure to not be met.

Site	BEDS DAY SY22	# of Graduates	BEDS DAY 23 (Returned)	Retention Rate
Bronx 4	338		279	82.54%

Historical retention rates are as follows:

Year	Retention Rate
2019-20	94%
2020-21	92%
2021-22	98%
2022-23	88%
2023-24	83%

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## Goal 6: Attendance

The school will maintain a high student attendance average.

## 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 4
K	94.34%
1	94.58%
2	93.68%
3	95.93%
4	94.53%
5	94.71%
6	95.93%
7	-
8	-
ALL	94.72%

Year	Average Daily Attendance Rate
2018-19	95.50%
2019-20	95.73%
2020-21	96.49%
2021-22	93.30%
2022-23	94.63%
2023-24	94.72%

## RESULTS AND EVALUATION

Bronx 4 met the goal.