



Expecting Excellence
From Our Children

Bronx Charter School for Excellence 2

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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INTRODUCTION

Charlene Reid, Chief Executive Officer, Aleisha Rodriguez, Elementary Principal, and Monica Rios, Regional Director of School Operations, prepared this 2016-2017 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Stacey Lauren	Board Chair, Executive/Finance
Joyce Frost	Vice President, Executive/Finance
Mardi Schecter	Vice Chair, Secretary, Executive
Deirdre Flynn	Treasurer, Executive/Finance
Judi Cohen	Member, Executive/Education
Lisa Kiehl	Member, Executive
Tanya Osborne	Member, Ex-officio

Aleisha Rodriguez has served as the Bronx Charter School for Excellence 2 school leader since July 2016.

INTRODUCTION

Opening in August 2016, Bronx Charter School for Excellence 2 began an important and exciting public school alternative to serve children in the Morris Park section of the Bronx and its surrounding neighborhoods. The 2016-2017 school was the first school year of operation, serving Kindergarten and first grade. This school year accommodated roughly 119 children in grades K-1.

The mission of the Bronx Charter School for Excellence is to prepare young people 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 constantly striving to create a supportive and caring environment that at all times has high expectations of its students and offers a challenging and rigorous academic curriculum.

The demographics of the population served by BCSE are as follows:

Black (non Hispanic)	32.5%
Hispanic	42.5%
American Indian, Alaskan, Asian or Pacific Islander	25%
White	0%

In addition, 79% of our students are eligible for free or reduced lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2016-17	59	60	0	0	0	0	0	0	0	119

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language.

BACKGROUND

During the 2016-2017 academic year, Bronx Charter School for Excellence 2 implemented a high quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 1st grades. The balanced reading program provides for students the foundation needed to become proficient readers. The reading program has balanced components that provide 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. Harcourt *Journeys* was used in K through 1st grades. This program is grounded in techniques and lessons that support explicit and systematic instruction and offers a platform for on-going professional development for teachers in the critical elements and methods of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. The program also includes an assessment component that provides appropriate measures for screening, progress monitoring and achievement outcome. 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. Additionally, instructional staff utilized modules from EngageNY which provide resources in alignment to the New York State Common Core Standards. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent daily flexible reading groups that focus support in a smaller group for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Our writing program employs the basic components of Writing Workshop. Bronx Charter School for Excellence 2 utilizes the writing workshop model for students to experience processed and craft writing. The Writing Workshop provides time for students to develop their writing fluency; to learn to communicate effectively; develop students' knowledge of the English written language system, with an emphasis on syntax and discourse; to understand the connections between reading and writing to develop writers; to understand and be able to write across various genres; and to develop a love of writing. All instructional staff participated in professional development and modeling throughout the academic year.

Goal 1: Absolute Measure

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

METHOD

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

RESULTS

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

EVALUATION

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

RESULTS

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EVALUATION

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ADDITIONAL EVIDENCE

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Goal 1: Comparative Measure

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

METHOD

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RESULTS

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EVALUATION

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ADDITIONAL EVIDENCE

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Goal 1: Comparative Measure

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

METHOD

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RESULTS

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ADDITIONAL EVIDENCE

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

Goal 1: Growth Measure¹

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 state's unadjusted median growth percentile.

METHOD

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RESULTS

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ADDITIONAL EVIDENCE

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Goal 1: Optional Measure

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

RESULTS:

EVALUATION:

ADDITIONAL EVIDENCE:

¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	N/A

ACTION PLAN

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

MATHEMATICS

Goal 2: Mathematics

BCSE students will demonstrate steady progress in the understanding and application of mathematical skills.

BACKGROUND

During the 2016-2017 school year, Bronx Charter School for Excellence 2 used a program that has the core tenets of mathematical instruction (i.e. computational, procedural and conceptual) to support and enable success with authentic problem solving activities. The Math in Focus program with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experience is a program that focuses on making connections and unpacking mathematical skills and concepts. Our enriched curriculum supports the goals of the Common Core State Standards for Mathematics, is research-based and focuses on classroom learning, discussion, and practice while balancing conceptual understanding, visual learning, and problem solving. On a daily basis students are asked to demonstrate their

mastery of basic concepts so that these skills can move to a level of automaticity, allowing more time to be spent on robust and challenging mathematical questions. Our focus is on making our students fluent in mathematics as evidenced by their ability to tackle concepts from a variety of angles. The program was supported with resources from EngageNY to align to the Common Core standards. All grades are expected to master both content and mathematical processes appropriate for their age/grade.

Our assessments include unit-based quizzes and tests that check progress for proficiency in skills and concepts connected to the Common Core standards. We also use simple and multi-step constructed responses and project based learning to assess mastery of skills and concepts.

This year our professional development focused on program implementation, creating meaningful math conversations within the classroom, looking closely at the Common Core standards by attending professional development sessions and examining sample tasks offered by New York State and other educational agencies and organizations.

Goal 2: Absolute Measure

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

METHOD

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ADDITIONAL EVIDENCE

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Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

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RESULTS

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EVALUATION

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Goal 2: Comparative Measure

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

METHOD

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Goal 2: Comparative Measure

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

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ADDITIONAL EVIDENCE

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Goal 2: Growth Measure²

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 state’s unadjusted median growth percentile.

METHOD

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EVALUATION

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ADDITIONAL EVIDENCE

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² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

SUMMARY OF THE MATHEMATICS GOAL

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

ACTION PLAN

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

SCIENCE

Goal 3: Science

The students will demonstrate proficiency relative to science achievement.

BACKGROUND

The Bronx Charter School for Excellence 2's science curriculum is based on the FOSS Science curriculum, New York State standards, common core curriculum, and the next generation science standards which focus on three major strands- the physical environment, earth and space, and the 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 ultimately become scientifically literate citizens of the 21st century.

Science instruction 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 own understandings of key concepts and invites students to develop and explain concepts in their own words orally through writing and drawing. Students are provided with 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 2016-2017 school year. It provided the classroom teachers with support in program implementation, opportunities to explore resources, and models of STEM questioning, discussion techniques, and explorations. Talented, certified teachers participated in professional workshops to enhance inquiry-based explorations and build on developing more hands-on experiences using more student-led experiments with teacher support. In turn, students built skills needed to investigate and then explain the world that surrounds them. 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.

Goal 3: Absolute Measure

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

METHOD

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RESULTS

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EVALUATION

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ADDITIONAL EVIDENCE

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Goal 3: Comparative Measure

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

METHOD

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RESULTS

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ADDITIONAL EVIDENCE

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SUMMARY OF THE SCIENCE GOAL

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

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.	N/A
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

ACTION PLAN

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year, which does not include New York State testing grades.

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year.

EVALUATION

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ADDITIONAL EVIDENCE

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APPENDIX A: 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

For the first operational year, Bronx Charter School for Excellence 2 used the 2016-2017 NYC School Quality Guide Survey and Report, which is used for the NYC public schools. It serves as a resource to unveil and assess parents' views and values of their child's learning environment.

RESULTS

The results of the parent participation in the 2016-2017 NYC School Quality Guide Parent Survey demonstrated that 100% of the families with children enrolled in Bronx Charter School for Excellence 2 participated in the survey. Of all parent participants, 94% responded as being positively satisfied in the category of Effective School Leadership. Ninety one percent of parent participants responded with positive satisfaction regarding Strong Family-Community Ties. Of the parent participants, 95% responded as being positively satisfied in the category of Trust. Additional survey questions indicated that 91% of the parents were positively satisfied in multiple categories outside of the main items surveyed.

2016-17 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
104	104	100%

2016-17 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Effective School Leadership	94%
Strong Family-Community Ties	91%
Trust	95%
Additional Survey Questions	91%

EVALUATION

The results of the parent participation in the 2016-2017 NYC School Quality Guide Parent Survey demonstrated that the Parent Satisfaction goal was met. More than two-thirds of parents demonstrated positive satisfaction in all main item components of the NYC School Quality Guide.

Goal 5: Absolute Measure

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year.

METHOD

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RESULTS

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EVALUATION

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ADDITIONAL EVIDENCE

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Goal 5: Absolute Measure

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

METHOD

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year.

RESULTS

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year.

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
[#]	[#]	[#]	[%]

EVALUATION

This section is not applicable to Bronx Charter School for Excellence 2 as a result of the school being in operation for only one year.

ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	[%]
2015-16	[%]
2016-17	[%]

Goal 6: Absolute Measure

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

METHOD

Attendance is taken every morning and entered into NYCDOE's ATS system. Daily, monthly and annual attendance reports are calculated by child, class and school and can be requested in a variety of reports.

RESULTS

In 2016-17, the school maintained a rate of 95% attendance and ended the year with an average of 97.2%. Goal 6 was met.

2016-17 Attendance

Grade	Average Daily Attendance Rate
K	97.5%
1	96.9%
Overall	97.2%

EVALUATION

Successfully, the measure was met. The school's daily attendance rate of at least 95 percent exceeded the school's target by 2.2%

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	97.2%