



Bronx Charter School for Excellence 1

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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By: Dr. Charlene Reid, Chief Executive Officer

Maria Saryan, Elementary School Principal (K-2)

Florence Bolton, Elementary School Principal (3-4)

Nicole Blair Barzey, Middle School Principal (5-8)

Dr. Denniston Reid, Jr., Chief of Schools and Innovation

1960 Benedict Avenue, Bronx, NY 10462

(718) 828-7301

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Charlene Reid, Chief Executive Officer, Maria Saryan, Elementary Principal (K-2), Florence Bolton, Elementary Principal (3-4), Nicole Blair Barzey, Middle School (5-8) and Denniston Reid, Chief Schools and Innovation Officer prepared this 2019-2020 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kathy Lathen	Board Chair, Executive/Finance/Discipline
Joyce Frost	Vice Chair Executive/Finance/Discipline
Mardi Schecter	Secretary, Executive/Discipline
Joe Lewis	Treasurer, Executive/Discipline
Stacey Lauren	Trustee, Executive/Discipline
Kenneth Adams	Trustee, Executive/Discipline
Lena Rumfelt (Parent Representative)	Trustee, Ex-officio

Maria Saryan has served as the Bronx Charter School for Excellence K-2 Elementary School leader since April 2017. Florence Bolton has served as the 3-4 Elementary School Leader since August 2018 and Nicole Blair-Barzey has served as Middle School leader since July 2018.

SCHOOL OVERVIEW

Opening in August 2004, Bronx Charter School for Excellence 1 (BCSE 1) began an important and exciting public school alternative to serve children in the Parkchester section of the Bronx and its surrounding neighborhoods. In keeping with its original charter, the school grew one grade each year until it served Kindergarten through eighth grade. During the 2019-2020 school year served 800 children in grades K-8.

The demographics of the population served by BCSE 1 are as follows:

Ethnicity	Percentage
Asian	31.7%
Black	35.3%
Hispanic	32.4%
Multiple Ethnicities	N/A
White	0.6%

In addition, 80% of our students are eligible for free or reduced lunch.

The mission of the Bronx Charter School for Excellence 1 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 coronavirus (COVID-19) had a devastating impact on many of our Bronx Excellence families. In addition to rapid and massive infection rates in the Bronx, our families faced sickness, the loss of family members due to illness, and for our scholars' families, a loss or reduction of employment and household income subsequent to statewide closures. In keeping with its mission to provide a high-quality educational option in a supportive and caring environment, Bronx Excellence 1 met all of its Accountability Plan student achievement goals from 2019-2020 for which it was eligible. The school has also consistently surpassed other measures including Organizational and Non-Academic goals. Bronx Excellence 1 has continued to measure and monitor growth and success in other ways, particularly with the onset of COVID-19 and cancellation of statewide exams. As schools shifted to remote learning, 100% of our scholars participated and demonstrated substantial progress towards mastery by the end of the school year.

Our intent for the 2020-21 school year is to implement hybrid or fully remote models that allows live and direct instruction to take place while maximizing space and scheduling flexibilities to minimize the chance of viral transmission. Families may choose to opt out of any in-person instruction based on individual considerations and participate in a fully remote option with robust synchronous and asynchronous learning opportunities. Paramount to our considerations is the safety, health, and wellbeing of our scholars, families, and staff. Bronx Excellence 1 is focused on ensuring equitable access

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to our high quality instructional program, whether in-person or remote. Therefore, our plans contemplate a continuum of options for our school community that may be implemented concurrently.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2015-16	91	90	90	90	90	90	90	90	52	773
2016-17	90	89	87	89	91	90	89	90	88	805
2017-18	89	91	90	90	88	89	90	89	88	804
2018-19	93	90	90	90	90	89	90	89	87	808
2019-20	93	90	89	89	90	89	90	87	83	800

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers and writers of the English Language

BACKGROUND

During the 2019-2020 academic year, Bronx Charter School for Excellence implemented a high quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 8th 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 5th 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 while aligning to the curriculum and resources to the Common Core Standards All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

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The middle school program (5-8) will continue this work with our scholars as they progress through their academic career. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading. For reading, a published program is used in concert with award winning novels.* The Harcourt *Collections* program is used in grades six through eight, and is directly aligned with New York State's Common Core Learning Standards to help ensure accurate content delivery and support in preparation for the NYS ELA assessment given in each grade. A wide variety of genres, word study/vocabulary enrichment, differentiated material and connections to the Writers Workshop allow for balanced instruction. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. The award winning novels are directly tied to broader concepts and themes taught in other disciplines. Therefore, not only are reading engagement and stamina increased, but so are the connections that allow scholars to make better meaning and sense of the world around them. A minimum of 4 novels is taught each year.

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 utilizes the writing workshop model for students to experience processed and craft writing. The Writer's 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.

METHOD

Given the onset of COVID pandemic, the school was not able to administer the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade students in April 2020.

The table below indicates total number of students enrolled in each grade. It also summarizes the percent of students who mastered ELA concepts on our remote assessment platform.

Grade Level	# of Students	Percent Proficient
K	93	92.47%
1	90	84.44%
2	92	71.74%
3	90	81.11%
4	91	67.03%
5	89	65.17%
6	91	65.93%
7	86	54.65%
8	83	46.99%
Grand Total	805	70.31%

RESULTS AND EVALUATION

Bronx Excellence 1 students had an average proficiency rate of 70.31% on the performance indicator deployed during the COVID pandemic. Students in K, 1 and 3 performed above the 75% benchmark proficiency mark established for normal conditions.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Bronx Charter School for Excellence 1 will continue to strive to meet its English Language Arts goal of students becoming proficient readers of the English language for the 2019-2020 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 grade 3.	N/A
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 target of 50.	N/A

ACTION PLAN

We will offer virtual synchronous and asynchronous instruction with the use of small groups, one to one instruction, check-ins via phone or video conferencing, teacher developed instructional videos, and in simulcast. Students attending school on a hybrid schedule and students learning fully online will receive the same content weekly. 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. Teachers will take attendance and document each touchpoint they have with students daily. This documentation will be recorded via written anecdotes and accounts, online platforms such as Google classroom, accessible by all teachers and administration.

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Minor changes will be made from what currently exists in the approved charter regarding assessments. To assess students' instructional needs at the start of the 2020-2021 school year, we will use F & P/Running Records as a reading baseline for K-4, iReady as a reading baseline for 5-8. We will not use NWEA's MAP assessment this year. One benefit of the iReady assessment program is that it allows us a consistent measure of progress as it can be administered whether students are learning in-person or remotely. The adaptive, benchmark, and diagnostic assessments capture students' progress in meeting and exceeding grade level standards.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 2: Mathematics

BCSE students will become proficient in the understanding and application of mathematical skills and concepts.

BACKGROUND

During the 2019-2020 school year, Bronx Charter School for Excellence 1 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 Eureka Math 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 student 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. Both programs were supported with resources from Engage NY 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.

In addition to preparing for school-based exams and New York State standardized tests, it is our intention that many students will be able to progress to algebra completion by the end of eighth grade. In order to achieve this, students will be required to achieve mastery in the building blocks of algebra beginning in sixth grade. Assessments and teacher anecdotes will be used to determine which students should enroll in advanced coursework beginning in the seventh grade to prepare. This allows for increased access to advanced high school and college courses.

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This year our professional development focused on 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.

METHOD

Given the onset of COVID pandemic, the school was not able to administer the New York State Testing Program Mathematics assessment to students in 3rd - 8th grade students in April 2020.

The table below indicates total number of students enrolled in each grade. It also summarizes the percent of students who mastered Mathematics concepts on our remote assessment platform.

Grade Level	# of Students	Percent Proficient
K	93	95.70%
1	90	87.78%
2	92	72.83%
3	90	84.44%
4	90	64.44%
5	89	58.43%
6	91	80.22%
7	86	66.28%
8	83	48.19%
Grand Total	804	73.51%

RESULTS AND EVALUATION

Bronx Excellence 1 students had an average proficiency rate of 73.51% on the performance indicator deployed during the COVID pandemic. Students in K, 1, 3 and 6 performed above the 75% benchmark proficiency mark established for normal conditions.

SUMMARY OF THE ELEMENTARY MATHEMATICS 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.	N/A
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A

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Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 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 target of 50. (Using the 2016-17 results.)	N/A

ACTION PLAN

We will offer virtual synchronous and asynchronous instruction with the use of small groups, one to one instruction, check-ins via phone or video conferencing, teacher developed instructional videos, and in simulcast. Students attending school on a hybrid schedule and students learning fully online will receive the same content weekly. 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. Teachers will take attendance and document each touchpoint they have with students daily. This documentation will be recorded via written anecdotes and accounts, online platforms such as Google classroom, accessible by all teachers and administration. Minor changes will be made from what currently exists in the approved charter regarding assessments. To assess students’ instructional needs at the start of the 2020-2021 school year, we will use iReady as a Mathematics baseline for Kindergarten through 8th grade. We will not use NWEA’s MAP assessment this year. One benefit of the iReady assessment program is that it allows us a consistent measure of progress as it can be administered whether students are learning in-person or remotely. The adaptive, benchmark, and diagnostic assessments capture students’ progress in meeting and exceeding grade level standards.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Goal 3: Science

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

BACKGROUND

The Bronx Charter School for Excellence science curriculum is based on the 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

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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 2019-2020 school year. It provided the science cluster teacher with models of curriculum mapping and unit planning and opportunities to explore resources. 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.

METHOD

Given the onset of COVID pandemic, Bronx Excellence 1 was not able to administer the New York State Testing Program Science assessment to students our 4th and 8th grade students in April 2020.

The table below indicates total number of students enrolled in each grade. It also summarizes the percent of students who mastered science concepts on our remote assessment platform.

Grade Level	# of Students	Percent Proficient
K	92	96.74%
1	90	87.78%
2	91	86.81%
3	90	73.33%
4	87	62.07%
5	87	62.07%
6	89	77.53%
7	83	67.47%
8	83	98.80%
Grand Total	792	79.29%

RESULTS AND EVALUATION

Bronx Excellence 1 students had an average proficiency rate of 79.29% on the performance indicator deployed during the COVID pandemic. Students in K, 1, 2, 6, and 8 performed above the 75% benchmark proficiency mark established for normal conditions.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Not applicable

ACTION PLAN

The following steps have enabled Bronx Charter School for Excellence to improve upon and maintain high science curriculum, instruction and academic performance which allows us to continue to annually meet Goal 3:

1. The Science program will continue to follow the New Generation Science standards to drive further rigor and instruction through the Science Curriculum. These standards will continue to be implemented into every aspect of the curriculum.
2. The elementary science teacher and middle school science team will continue to receive support and guidance from the Leadership team in identifying students who need early intervention, whether for remediation. Steady progression or extending concepts. Supplemental instruction materials will be given to support intervention to meet students' needs. Students who receive early intervention will be monitored on a weekly basis to assess short term goals and attainment of performance indicators in science. Middle school science team will continue to implement inquiry-based instruction for the first thirty minutes of science instruction.
3. We will prioritize our professional development for teachers to have on-going opportunities to plan with grade level teams and grade spans for curriculum mapping and unit planning, explore resources and strategies for differentiation in instructional delivery, materials, and assessment, enhance technology and question lesson planning skills to address the needs of the struggling, proficient and advanced students. We will also focus on training more teachers on pedagogical methods for quality instruction.
4. K-5 will continue to implement the FOSS science program. They will receive ongoing professional development for the program and support on the integration of STEM instruction within the classroom.
5. Grades 6th, 7th and 8th grades will participate in The Urban Advantage Initiative. The Urban Advantage Program (UA) is a school science initiative that supports students, families, teachers and the school community in science education and long-term science investigations. The 5th scholars will continue with the Makers Faire.

Bronx Charter School for Excellence will continue to include the following for its overall Science Program:

- Differentiated curriculum, instruction, assessment and staff development
- Inquiry-based projects
- Co-teaching modeling cycles with master teachers and leadership team

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- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Project-based assessments

Bronx Excellence’s teachers will create and upload mini-lesson (10-15 minutes), simulcast instruction and support scholars engaged in project-based independent work. Teachers will also:

- Prioritize of grade specific content
- Leverage and use of instructional videos
- Guide student access to supplemental online resources
- Increase opportunities for project- based learning and student collaboration

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

In 2019-2020, BCSE 1 was in good standing with ESSA’s accountability requirements.

ADDITIONAL EVIDENCE

Each year since its founding, BCSE 1 has been in good standing with ESSA’s accountability requirements

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Accountability Status by Year

Year	Status
2014-15	In Good Standing
2015-16	In Good Standing
2016-17	In Good Standing
2017-18	In Good Standing
2018-19	In Good Standing
2019-20	In Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: 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 BCSE 1 families received a satisfaction survey. This survey allows BCSE 1 leadership and staff to receive parent feedback, and determine both how the school is succeeding, and where it can improve.

RESULTS

2019-20 Parent Satisfaction survey data/results are not yet available.

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
##	##	%

2019-20 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
[List Item Here]	%
[List Item Here]	%
[List Item Here]	%
[List Item Here]	%
[List Item Here]	%

EVALUATION

Not applicable

Goal S: Absolute Measure

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

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METHOD

Each year, enrollment is tracked in ATS, which acts as a city-wide student information system. Retention rate was calculated by finding the number of students discharged before the first day of school. Subtracting this number from 2018-2019 enrollment total will give the number of returning students. This allows us to calculate retention rate.

RESULTS & EVALUATION

Present a narrative describing number of students in various categories and the retention rate.

Of the 808 students enrolled in 2018-2019, 87 students graduated and 16 other students were discharged before the first day of the 2019-2020 academic year. This means BCSE 1 had a retention rate of 97.8%. This meets the objective of at least 90% retention.

2019-20 Student Retention Rate

2018-2019 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
808	87	705	97.8%

ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	98%
2015-16	96%
2016-17	97%
2017-18	96%
2018-19	96%
2019-20	98%

Goal S: 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.

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RESULTS AND EVALAUTION

In 2019-20, the school ended the year with a 96.48% attendance rate. This meets the goal of at least 95% attendance. Individually, each grade also surpassed the 95% attendance benchmark.

2019-20 Attendance

Grade	Average Daily Attendance Rate
K	95.97%
1	95.33%
2	94.65%
3	96.17%
4	95.92%
5	96.60%
6	95.74%
7	96.86%
8	96.57%
Overall	95.97%

ADDITIONAL EVIDENCE

Bronx Charter School for Excellence 1 exceeded the 95% attendance benchmark every school year since 2014-15.

Year	Average Daily Attendance Rate
2014-15	97.30%
2015-16	97.60%
2016-17	97.50%
2017-18	97.10%
2018-19	96.70%
2019-20	95.97%