

Bronx Charter School for Excellence 1



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Maria Saryan, Elementary Principal and Nicole Barzey, Middle School Principal prepared this 2020-2021 Accountability Progress Report on behalf of the 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 President | 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 served as the Bronx Charter School for Excellence K-2 Elementary school leader from April 2018-2020. Mrs. Saryan served as the K-4 leader in 2020-2021. Nicole Blair Barzey served as Middle school leader since July 2018.

SCHOOL OVERVIEW

Opening in August 2004, Bronx Charter School for Excellence 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 2020-2021 school year, the school served 820 children in grades K-8.

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 demographics of the population served by Bronx Excellence 1 are as follows:

| Ethnicity | Percentage |
|---|------------|
| Black/African American | 34% |
| Hispanic/Latinx | 30% |
| American Indian, Alaska Native, Asian, Native Hawaiian, or Pacific Islander | 36% |
| White | 0% |
| Multiracial | 0% |

In addition, 89% of our students are eligible for free or reduced lunch.

The coronavirus 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 after statewide closures. Bronx Excellence 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 and hybrid learning, 100% of our scholars participated and demonstrated progress towards subject mastery rates by the end of the school year.

During the 2020-21 school year, Bronx Excellence implemented a hybrid model that allowed live instruction to take place while maximizing space and scheduling flexibilities to minimize the chance of viral transmission. Paramount to our considerations was the safety, health, and wellbeing of our scholars, families, and staff. Building access was heavily restricted to scholars and essential staff only. The school implemented layered mitigation strategies including cohorting, screening, social distancing, hand hygiene, and the use of face coverings. Scholars were pre-assigned to one of two self-contained groups to attend school in-person on an

alternating schedule for two days a week (Monday/Tuesday, or Thursday/Friday) and participate in remote instruction for the remainder of the week. All buildings were closed on Wednesdays and weekends for enhanced cleaning. Families also had the option to opt out of in-person instruction in favor of a fully remote option with robust synchronous and asynchronous learning opportunities. In order to further support our families and staff, we instituted several initiatives including reassigning high-risk employees to virtual positions, helping families access public resources to support with housing, counseling, tutoring, employment, and developed a private donor-funded grocery store initiative to support families in attaining essential food and items.

Approximately 32% of our scholars took part in hybrid instruction, and 68% remained fully remote. Bronx Excellence focused on ensuring equitable access to our high-quality instructional program, whether in-person or remote, and adapted to continually evolving circumstances prompted by the onset of COVID-19. As always, we were conscious to preserve the educational rights of all scholars, with particular attention to our most vulnerable populations.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|-------------|----|----|----|----|----|----|----|----|----|-------|
| 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 | 94 | 90 | 90 | 91 | 90 | 91 | 89 | 88 | 84 | 807 |
| 2020-21 | 90 | 93 | 87 | 86 | 90 | 90 | 89 | 91 | 83 | 799 |

*These enrollment figures are based on BEDS Day enrollment for each year.

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language.

BACKGROUND

During the 2020-2021 academic year, Bronx Charter School for Excellence 1 continued with its high-quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for grades Kindergarten through 8 with Harcourt *Journeys*. This program is grounded in techniques and lessons that support explicit and systematic instruction. Students are regularly exposed to authentic texts and provided with guided and targeted instruction to meet their needs. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. Instructional staff participated in professional development every Wednesday and daily coaching throughout the academic year to enhance their instructional skills.

The middle school program (5-8) continued this work as scholars progress through their academic career. The Harcourt *Collections* program is used in concert with award-winning novels, directly aligning with Common Core Learning Standards. A wide variety of genres, word study/vocabulary enrichment, differentiated material and connections to the Writers Workshop allow for balanced instruction.

Our writing program employed the basic components of Writing Workshop with the use of the workshop model of instruction so that students developed their writing fluency, learned to communicate effectively, understood the connections between reading and writing, wrote across different genres, and developed a love for writing. Social studies content was integrated with writing for the 2020-2021 school 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 small groups for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Harcourt *Journeys* and *Collections* and the integrated social studies/writing program was taught to all scholars, hybrid and remote, for a combined three hours of instruction each day.

Due to the onset of the COVID-19 pandemic and subsequent hybrid and remote operational modes, Bronx Excellence 1 utilized a series of standards-based internally developed assessments to measure and monitor student achievement. Content mastery was determined by 75% or more proficiency on a series of classroom assignments, quizzes, tests, and participation rates. The school also administered formative, weekly Quick Checks to measure incremental progress and acquisition of skills, and summative Application Assessments every 5-6 weeks to measure broader and deeper levels of understanding and content mastery. Performance on all of these measures culminated in a final student grade, which was used to determine proficiency in ELA content standards.

Goal 1: Growth Measure

During the 2020-2021 school year, 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 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

| Grade | All Students | |
|-------|-------------------|--------------|
| | Count of Students | % Proficient |
| 3 | 92 | 88.04% |
| 4 | 94 | 90.32% |
| 5 | 95 | 67.74% |
| 6 | 94 | 55.91% |
| 7 | 94 | 64.52% |
| 8 | 85 | 69.41% |
| All | 547 | 72.68% |

Bronx Excellence did not meet this measure by less than 3 percentage points. We attribute this to several factors, including difficulty adapting to hybrid/remote instruction, incomplete assignments, and challenges associated with the onset of the pandemic.

Students in 3rd and 4th grade performed well above the 75% proficiency goal. Scholars met in small, targeted reading groups daily and received intervention 2-3 times each week, when necessary.

In 5th grade, 37 students performed under 75% at the beginning of the school year. Out of the 37 students, 20 students showed growth with the support of targeted intervention groups. 15 students grew to meet the goal of 75%.

In 6th grade, 36 students performed under 75% at the beginning of the school year. Out of the 36 students, 19 students showed growth with the support of targeted intervention groups. 13 students grew to meet the goal of 75%.

In 7th grade, 37 performed under 75% at the beginning of the school year. Out of the 37 students, 24 students showed growth with the support of targeted intervention groups. Eleven students grew to meet the goal of 75%.

In 8th grade, 20 students performed under 75% at the beginning of the school year. Out of the 20 students, nine students showed growth with the support of targeted intervention groups. Seven students grew to meet the goal of 75%.

Goal 1: Gap-Closing Measure

During the 2020-21 school year, the difference between the proficiency of students in grades 3-8 with low initial absolute achievement and that of all students in grades 3-8 at the conclusion of the school year will be less than 10 percentage points.

METHOD

Bronx Excellence defined students with low initial absolute achievement as those scholars who did not demonstrate proficiency at the end of the first marking period. 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 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year. The table below shows the end-of-year proficiency rates of students with low initial absolute achievement in grades 3-8 as compared to the aggregate proficiency rate of all students in grades 3-8 at the end of the school year.

RESULTS AND EVALUATION

| Grade | Students with Low Initial Absolute Achievement | | All Students | |
|-------|--|--------------|-------------------|--------------|
| | Count of Students | % Proficient | Count of Students | % Proficient |
| All | 143 | 16.78% | 554 | 72.68% |

Bronx Excellence did not meet this goal. We attribute this to several factors, including difficulty adapting to hybrid/remote instruction, incomplete assignments, and challenges associated with the onset of the pandemic.

In 5th grade, 37 students were identified as a student with Low Initial Absolute Achievement for ELA. Out of the 37 students, 20 students showed growth with the support of targeted intervention groups. 15 students grew to meet the goal of 75%.

In 6th grade, 36 students were identified as students with Low Initial Absolute Achievement for ELA. Out of the 36 students, 19 students showed growth with the support of targeted intervention groups. 13 students grew to meet the goal of 75%.

In 7th grade, 37 students were identified as students with Low Initial Absolute Achievement for ELA. Out of the 37 students, 24 students showed growth with the support of targeted intervention groups. 11 students grew to meet the goal of 75%.

In 8th grade, 20 students were identified as students with Low Initial Absolute Achievement for ELA. Out of the 20 students, 9 students showed growth with the support of targeted intervention groups. 7 students grew to meet the goal of 75%.

Goal 1: Gap-Closing Measure

During the 2020-21 school year, the difference between the proficiency of students with disabilities in grades 3-8 and that of all students in grades 3-8 at the conclusion of the school year will be less than 10 percentage points.

METHOD

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 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

The table below shows the proficiency rates of students with disabilities in grades 3-8 as compared to the aggregate proficiency rate of all students in grades 3-8 at the end of the school year.

RESULTS AND EVALUATION

| Grade | Students with Disabilities | | All Students | |
|-------|----------------------------|--------------|-------------------|--------------|
| | Count of Students | % Proficient | Count of Students | % Proficient |
| All | 94 | 49.46% | 554 | 72.68% |

Bronx Excellence did not meet this measure. We attribute this to several factors, including difficulty adapting to hybrid/remote instruction, incomplete assignments, and challenges associated with the onset of the pandemic. In addition to differentiated instruction, teachers included the use of more visuals, phonemic and vocabulary strategies during whole group instruction. Students also received more targeted instruction in smaller groups to add additional practice as well as to reinforce skills taught during the whole group lesson. Teachers participated in professional development opportunities throughout the year to explore and reinforce strategies and best practices to support students with disabilities within their classes. As we return to full in-person instruction in the fall, we believe that our scholars with disabilities will benefit greatly from a return to in-person learning.

Goal 1: Absolute Measure

During the 2020-2021 school year, 75% of students in grades 3-8 enrolled in at least their second year at the school will demonstrate 75% or more proficiency on grade level English Language Arts content by the end of the school year.

METHOD

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 who

mastered 75% or more of grade level content at the normed rate since the beginning of the school year. The table below shows the proficiency rates of students enrolled in at least their second year in grades 3-8 as compared to all students.

RESULTS AND EVALUATION

| Grade | Students Enrolled in at Their Least 2 nd Year | | All Students | |
|-------|--|--------------|-------------------|--------------|
| | Count of Students | % Proficient | Count of Students | % Proficient |
| 3 | 83 | 87.95% | 92 | 88.04% |
| 4 | 87 | 91.86% | 94 | 90.32% |
| 5 | 86 | 67.86% | 95 | 67.74% |
| 6 | 87 | 54.65% | 94 | 55.91% |
| 7 | 86 | 65.88% | 94 | 64.52% |
| 8 | 83 | 69.88% | 85 | 69.41% |
| All | 512 | 72.98% | 554 | 72.68% |

Bronx Excellence 1 did not meet this goal and fell short of this measure by less than 3 percentage points. Students enrolled in at least their second year at the school in grades 3 and 4 performed above the 75% proficiency goal while grades 5 – 8 did not. Teachers provided small group intervention, targeted instruction, and tiered reading groups.

SUMMARY OF THE ELEMENTARY AND MIDDLE 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 2020-2020 school year.

| Measure | Subgroup | Target | Tested | Results | Met? |
|---|-----------------------|--------|--------|---------|------|
| Measure 1: During the 2020-21 school year, 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. | All students | 75% | 554 | 72.68% | No |
| Measure 2: During the 2020-21 school year, the difference between the proficiency of students in grades 3-8 with low initial absolute achievement and that of all students in grades 3-8 at the conclusion of the school year will close by 10 percentage points. | Low initial achievers | 75% | 143 | 16.68% | No |

| | | | | | |
|---|---|-----|-----|--------|----|
| Measure 3: During the 2020-21 school year, the difference between the proficiency of students with disabilities in grades 3-8 and that of all students in grades 3-8 at the conclusion of the school year will be less than 10 percentage points. | Students with disabilities ¹ | 75% | 94 | 49.46% | No |
| Measure 4: During the 2020-21 school year, 75 percent of students in grades 3-8 enrolled in at least their second year at the school will demonstrate 75% or more proficiency on grade level English Language Arts content by the end of the school year. | 2+ students | 75% | 512 | 72.98% | No |

ACTION PLAN

Bronx Excellence 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 will provide full in-person instruction this fall, with necessary modifications to safeguard the health and safety of our scholars and staff.

Bronx Excellence will provide academic intervention through third-party tutorial programs during the month of August for scholars who did not achieve their academic goals. In addition to continuing these programs throughout the year, Bronx Excellence is also exploring an opportunity to assemble a Tutor Corps, comprised of teachers, education associates, graduate students, student teachers, and other qualified members of the community. There is an untapped resource of knowledge and intellectual capital that resides within our community. We have several highly educated individuals who can provide one-to-one tutoring for our scholars. Perhaps they are underemployed engineers with advanced degrees in mathematics, graduate students who are pursuing advanced degrees in education, or an existing staff member who is concerned about student progress. Bronx Excellence hopes to tap into this tremendous resource to establish a group of dedicated tutors who can provide additional hours of support before, after, and throughout the school day. Prior to the school year, these tutors will receive training to understand our model and curriculum to ensure congruence with the material that is taught. They will, then, be assigned students to provide additional hours of instruction in any of the core content areas based on student need and parental request. In addition to the summer programming that will be afforded to students, this will offer extended

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

learning opportunities to mitigate any potential learning loss and accelerate achievement through targeted intervention and tutoring.

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

1. Bronx Excellence will dedicate the first few weeks of school to administer benchmark assessments to gauge where students are in their development. Using this and other data collected throughout the year, the school will provide intensive, data-driven differentiation to target individualized needs. This will be particularly crucial as we emerge from the pandemic year and reassemble in the classrooms. To the greatest extent possible, we will implement our Grade Cohort Model, which has proven successful in meeting a wide spectrum of needs.
2. Bronx Excellence 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 needs and English Learners. The school uses Structured English Immersion for our ELL students and a SETSS model for our students with disabilities. We will reinstate our robust assessment model to measure and check student progress and provide intensive, individualized and small group interventions informed by data. All teachers receive special training at the beginning of the school year designed to reinforce strategies to support English learners and students with disabilities.
3. We will prioritize our professional development for all teachers with a strong focus on the Common Core Learning Standards. We will continue to focus on the 7 shifts including:
 - Balancing Informational and Literary Texts
 - Knowledge in the Disciplines
 - Staircase of Complexity
 - Text-Based Answers
 - Writing from Sources
 - Effective Reading Comprehension Strategies
 - Academic Vocabulary
4. Excellence Community Schools will collaborate with the leadership team to revise curriculum maps and units that are in complete alignment with the Common Core Standards and emphasize academic language rigor. Writing will take place in all discipline areas.

5. Teachers will receive particular support from the leadership team, the Principal and additional support staff to identify students who demonstrate potential learning loss and require intervention/prevention in the areas of Literacy within the first few weeks of school. Supplemental instructional materials and strategies will be provided to support interventions.
6. We will prioritize our professional development with more time devoted to addressing the needs of the struggling, proficient and advanced readers. Since Bronx Charter School for Excellence teaches reading through a daily cycle of whole group instruction to flexible reading groups within the entire grade, most of the improvement will take place during the flexible reading group sessions. Upper grade teachers will spend more time devoted to guided reading and literature circles, with a strong emphasis on building effective reading comprehension strategies and critical thinking techniques. Curriculum maps and assessments will be modified to meet the needs of students based on assessment data.
7. Bronx Charter School for Excellence will also continue to maintain and implement important components of its overall English Language Arts program such as:
 - Daily uninterrupted reading block (8:40-10:20) in K-5th grade,
 - Daily explicit reading instruction increased from 90 minutes to 100 minutes
 - Daily one-hour flexible reading groups
 - Differentiated curriculum, instruction, assessment, and staff development
 - Co-teaching and modeling cycles with master teachers and leadership team
 - Collaborative unit and lesson planning
 - Weekly, Monthly and Quarterly analysis of assessments
 - Monitoring of lesson plans
 - Formal and informal lesson observations

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

During the 2020-21 school year, Bronx Charter School for Excellence continued to use a program that has the core tenets of mathematical instruction aligned to New York State's Common Core Learning Standards in mathematics. *Eureka Math* was designed to address the instructional shifts and support the implementation of the CCLS. *Eureka Math* is a PreK through 12 program that sequences the mathematical progressions into modules. Students 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 Eureka Math program centers on teaching with a concrete-pictorial-abstract learning progression of skills through real-world, hands-on experiences. Eureka Math is research-based and provides robust professional development for teachers, inclusive of teacher-led instructional videos and tools to target instruction based on student need. Eureka Math was taught daily for a minimum of 60 minutes to both hybrid and full remote students with the goal to build fluency and automaticity for all scholars. All grades are expected to master both content and mathematical processes appropriate for their age/grade.

Due to the onset of the COVID-19 pandemic and subsequent hybrid and remote operational modes, the school was only able to administer the New York State Exam to a very small subset of students in April 2021, which would not yield results representative of our student body.

During the 2020-21 school year, Bronx Excellence utilized a series of standards-based internally developed assessments to measure and monitor student achievement. Content mastery was determined by 75% or more proficiency on a series of classroom assignments, quizzes, tests, and participation rates. The school also administered formative, weekly Quick Checks to measure incremental progress and acquisition of skills, and summative Application Assessments every 5-6 weeks to measure broader and deeper levels of understanding and content mastery. Performance on all of these measures culminated in a final student grade, which was used to determine proficiency in Math content standards.

Goal 1: Growth Measure: During the 2020-21 school year, 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 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

| Grade | All Students | |
|-------|-------------------|--------------|
| | Count of Students | % Proficient |
| 3 | 92 | 85.87% |
| 4 | 94 | 90.32% |
| 5 | 95 | 73.12% |
| 6 | 94 | 76.34% |
| 7 | 94 | 75.27% |
| 8 | 85 | 64.71% |
| All | 554 | 77.78% |

During the 2020-2021 school year, Bronx Excellence 1 students had an average proficiency rate of 77.78% of grade-level content on their end-of-year report card performance. Students in 3, 4, 6, and 7 performed above the 75% benchmark proficiency. As a result of the small, targeted math intervention groups, 28 students in 8th grade grew to proficiency, which resulted in a growth of 32.7 percentage points. Grade 5, at the conclusion of the school year, fell short by 2 percentage points.

Goal 1: Gap-Closing Measure:

During the 2020-21 school year, the difference between the proficiency of students in grades 3-8, with low initial absolute achievement, and that of all students in grades 3-8 at the conclusion of the school year will be less than 10 percentage points.

METHOD

Bronx Excellence defined students with low initial absolute achievement as those scholars who did not demonstrate proficiency at the end of the first marking period. 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 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year. The table below shows the end-of-year proficiency rates of students with low initial absolute achievement in grades 3-8 as compared to the aggregate proficiency rate of all students in grades 3-8 at the end of the school year.

RESULTS AND EVALUATION

| Grade | Students with Low Initial Absolute Achievement | | All Students | |
|-------|--|--------------|-------------------|--------------|
| | Count of Students | % Proficient | Count of Students | % Proficient |
| All | 116 | 25% | 554 | 77.78% |

Bronx Excellence did not meet this measure. We attribute this to several factors, including difficulty adapting to hybrid/remote instruction, incomplete assignments, and challenges associated with the onset of the pandemic.

In 5th grade, 28 students were identified as a student with Low Initial Absolute Achievement for math. Out of the 28 students, 19 students showed growth with the support of targeted intervention groups. 11 of the 19 students grew to meet the goal of 75%.

In 8th grade, 29 students were identified as students with Low Initial Absolute Achievement for math. Out of the 29 students, 19 students showed growth with the support of targeted intervention groups. 11 of the 19 students grew to meet the goal of 75%.

Goal 1: Gap-Closing Measure

During the 2020-21 school year, the difference between the proficiency of students with disabilities in grades 3-8 and that of all students in grades 3-8 at the conclusion of the school year will be less than 10 percentage points.

METHOD

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 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year. The table below shows the proficiency rates of students with disabilities in grades 3-8 as compared to the aggregate proficiency rate of all students in grades 3-8 at the end of the school year.

RESULTS AND EVALUATION

| Grade | Students with Disabilities | | All Students | |
|-------|----------------------------|--------------|-------------------|--------------|
| | Count of Students | % Proficient | Count of Students | % Proficient |
| All | 94 | 63.44% | 554 | 77.78% |

Bronx Excellence 1 fell short of this measure 14.34 percentage points.

In 5th grade, 2 students with disabilities did not meet the Gap-Closing Goal. In 8th grade, 3 students with disabilities did not meet the Gap-Closing Goal.

Goal 1: Absolute Measure

During the 2020-21 school year, 75 percent of students in grades 3-8 enrolled in at least their second year at the school will demonstrate 75% or more proficiency on grade level Mathematics content by the end of the school year.

METHOD

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 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year. The table below shows the proficiency rates of students enrolled in at least their second year in grades 3-8 as compared to all students.

RESULTS AND EVALUATION

| Grade | Students Enrolled in at Their Least 2 nd Year | | All Students | |
|-------|--|--------------|-------------------|--------------|
| | Count of Students | % Proficient | Count of Students | % Proficient |
| 3 | 83 | 85.54% | 92 | 85.87% |
| 4 | 87 | 90.70% | 94 | 90.32% |
| 5 | 86 | 73.81% | 95 | 73.12% |
| 6 | 87 | 76.74% | 94 | 76.34% |
| 7 | 86 | 76.47% | 94 | 75.27% |
| 8 | 83 | 65.06% | 85 | 64.71% |
| All | 512 | 78.11% | 554 | 77.78% |

Bronx Excellence 1 students in grades 3-8 enrolled in at least their second year at the school had an average proficiency rate of 78%, exceeding their goal by 3 percentage points. Students enrolled in at least their second year at the school in grades 3, 4, 6, and 7 performed above the 75% benchmark proficiency on their end of year report cards.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

| Measure | Subgroup | Target | Tested | Results | Met? |
|--|-----------------------|--------|--------|---------|------|
| Measure 1: During the 2020-2021 school year, at least 75% of scholars 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. | All students | 75% | 554 | 77.78% | Yes |
| Measure 2: During the 2020-21 school year, the difference between the proficiency of students in grades 3-8 with low initial absolute achievement and that of all students in grades | Low initial achievers | 75% | 116 | 25% | No |

| | | | | | |
|--|---|-----|-----|--------|-----|
| 3-8 at the conclusion of the school year will be less than 10 percentage points | | | | | |
| Measure 3: During the 2020-21 school year, the difference between the proficiency of students with disabilities in grades 3-8 and that of all students in grades 3-8 at the conclusion of the school year will be less than 10 percentage points | Students with disabilities ² | 75% | 94 | 63.4% | No |
| Measure 4: During the 2020-21 school year, 75 percent of students in grades 3-8 enrolled in at least their second year at the school will demonstrate 75% or more proficiency on grade level math content by the end of the school year. | 2+ students | 75% | 512 | 78.11% | Yes |

ACTION PLAN

Bronx Excellence 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 will provide academic intervention through third-party tutorial programs during the month of August for scholars who did not achieve their academic goals. In addition to continuing these programs throughout the year, Bronx Excellence is also exploring an opportunity to assemble a Tutor Corps, comprised of teachers, education associates, graduate students, student teachers, and other qualified members of the community. There is an untapped resource of knowledge and intellectual capital that resides within our community. We have several highly educated individuals who can provide one-to-one tutoring for our scholars. Perhaps they are underemployed engineers with advanced degrees in mathematics, graduate students who are pursuing advanced degrees in education, or an existing staff member who is concerned about student progress. Bronx Excellence 2 hopes to tap into this tremendous resource to establish a group of dedicated tutors who can provide additional hours of support before, after, and throughout the school day. Prior to the school year, these tutors will receive training to understand our model and curriculum to ensure congruence with the material that is taught. They will, then, be assigned students to provide additional hours of instruction in any of the core content areas based on student need and parental request. In addition to the summer programming that will be afforded to students, this will offer extended

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

learning opportunities to mitigate any potential learning loss and accelerate achievement through targeted intervention and tutoring.

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

1. To assess students' instructional needs at the start of the 2021-2022 school year, Bronx Excellence will dedicate the first few weeks of school to administer benchmark assessments to gauge where students are in their development. Using this and other data collected throughout the year, the school will provide intensive, data-driven differentiation to target individualized needs. This will be particularly crucial as we emerge from the pandemic year and reassemble in the classroom.
2. Students with disabilities and those identified as ELLs will receive all mandated instruction and/or interventions per their IEP or 504 plans. Academic plans have been created to address the needs of all learners
3. Common core aligned benchmark assessment will be administered throughout the year to monitor students' progress on skills to be mastered at each grade level. Students who are underperforming will receive additional support during intervention blocks.
4. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills during the first two weeks of school. Students who receive early intervention will be monitored on a weekly basis for short-term goal improvement and attainment of performance indicators in mathematics.
5. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Common Core standards and our math curriculum. More time will be devoted for development in addressing the needs of struggling students. We will also focus on training teachers in effective and multiple strategies of differentiating instruction that will allow all students to learn content and process skills from multiple vantage points.
6. Classrooms will integrate Math Messages into their morning meetings and continue math talk into their math periods, providing an additional hour of math exposure and instruction weekly.

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

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

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

The Bronx Charter School for Excellence’s 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 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 understanding 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 2020-2021 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. Students learn to practice solving problems

creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

METHOD

In the absence of state exams, Bronx Excellence will not be reporting science assessment data.

RESULTS AND EVALUATION

This data is not available.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

N/A

ACTION PLAN

N/A

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [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

Bronx Excellence 1 was in Good Standing with ESSA's accountability standards.

ADDITIONAL EVIDENCE

Bronx Excellence 1 has been in Good Standing every year of reporting.

Accountability Status by Year

| Year | Status |
|---------|------------------|
| 2018-19 | In Good Standing |
| 2019-20 | In Good Standing |
| 2020-21 | 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 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 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

2020-21 data was incomplete and insufficient to report on data.

2020-21 Parent Satisfaction Survey Response Rate

| Number of Responses | Number of Families | Response Rate |
|---------------------|--------------------|---------------|
| N/A | N/A | N/A |

2020-21 Parent Satisfaction on Key Survey Results

| Item | Percent of Respondents Satisfied |
|------|----------------------------------|
| N/A | % |
| N/A | % |
| N/A | % |
| N/A | % |

Goal 6: 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. Retention rate was calculated by finding the number of students discharged before the first day of school. Subtracting this number from 2019-2020 enrollment total will give the number of returning students. This allows us to calculate retention rate.

RESULTS & EVALUATION

Of the 807 students enrolled in 2019-20, 22 were discharged before the first day of the 2020-21 academic year. This means that Bronx Excellence 1 had a retention rate of 97%. This meets the objective of at least 90% retention.

2020-21 Student Retention Rate

| 2019-20 Enrollment | Number of Students Who Graduated in 2019-20 | Number of Students Who Returned in 2020-21 | Retention Rate 2020-21 Re-enrollment ÷ (2019-20 Enrollment – Graduates) |
|--------------------|---|--|---|
| 807 | 84 | 785 | 97.27% |

ADDITIONAL EVIDENCE

| Year | Retention Rate |
|---------|----------------|
| 2017-18 | 96% |
| 2018-19 | 96% |
| 2019-20 | 98% |
| 2020-21 | 97% |

Goal 5: 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.

2020-21 Attendance

| Grade | Average Daily Attendance Rate |
|---------|-------------------------------|
| K | 96.6% |
| 1 | 97.5% |
| 2 | 97% |
| 3 | 97.7% |
| 4 | 97.9% |
| 5 | 98.7% |
| 6 | 98.4% |
| 7 | 98.6% |
| 8 | 98.1% |
| Overall | 97.8% |

RESULTS AND EVALUATION

In 2020-21, the school ended the year with a 97.8% attendance rate. This meets the goal of at least 95% attendance. Individually, each grade also surpassed the 95% attendance benchmark.

ADDITIONAL EVIDENCE

Bronx Charter School for Excellence has exceeded the 95% attendance benchmark every year for at least the past five years.

| Year | Average Daily Attendance Rate |
|---------|-------------------------------|
| 2016-17 | 97% |
| 2017-18 | 96% |
| 2018-19 | 96% |
| 2019-20 | 98% |
| 2020-21 | 98% |