



Bronx Charter School for Excellence 3

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2022

By Dawn Dean, Principal Elementary School

Andre Williams, Principal Middle School

3956 Carpenter Avenue

Bronx, NY 10466

(718) 882-0231

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Dawn Dean, Elementary Principal K-4 and Andre Williams, Middle School Principal prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Kathy Lathen	Board Chair	Executive, Finance, Discipline
Joyce Frost	Vice President	Executive, Finance, Discipline
Mardi Schecter	Secretary	Executive, Discipline
Joe Lewis	Treasurer	Executive, Discipline
Stacey Lauren	Trustee	Executive, Discipline
Lena Rumfelt (Parent Representative)	Trustee	Ex-Officio

Dawn Dean has served as Elementary School principal since July 2018. Andre Williams has served as the middle school principal since July 2020.

SCHOOL OVERVIEW

Bronx Charter School for Excellence 3 (Bronx Excellence 3, Bronx 3) opened in the fall of 2017 serving scholars in grades K & 1. In keeping with its original charter, the school grew one grade each year in the Wakefield neighborhood of the Bronx. In 2022, the school was also granted a full-term true-up renewal with approval to expand to middle school. During the 2021-2022 school year Bronx 3 served 441 students, in grades K-5.

The mission of Bronx Charter School for Excellence 3 is to prepare young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. The school accomplishes this by offering a challenging and rigorous academic curriculum, which at the earliest of grades has an eye toward college preparation. The Bronx Charter Schools for Excellence 3 achieves this in a supportive and caring environment that maintains high expectations for all students.

The demographics of the population served by Bronx Excellence 3 are as follows:

Ethnicity	Percentage
American Indian/Alaska Native	0%
Asian, Native Hawaiian, or Pacific Islander	3%
Black/African American	71%
Hispanic/Latinx	26%
White	0%
Multiracial	0%

In addition, 73% of our students are eligible for free or reduced lunch.

During the 2021-22 school year, Bronx Excellence 3 reopened to full in-person learning. To the greatest extent possible, Bronx 3 implemented our approved educational model with fidelity but with accommodations to promote the health and safety of our scholars and staff. Our instructional delivery systems and safety measures minimized health risks as students learned within the brick-and-mortar setting.

To mitigate the learning loss that occurred due to the pandemic, Bronx 3 relied on practices that have historically proven successful while also expanding our resources and scaffolding capacity. Faculty utilized a data-driven approach to discern each scholar's needs and created individualized intervention plans for every child. Each plan informed instructional interventions facilitated through a combination of live small-group instruction in the classroom, one-to-one virtual tutoring, individualized support through virtual service providers, and summer programming for enrichment. This methodology expanded opportunities for learning with intervention strategies to meet a broader scope of needs.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Bronx Excellence 3 recognizes the unprecedented levels of stress that continue to impact our scholars, families, and staff. The school has made conscious efforts to safeguard our community's social-emotional and mental health and promote mindfulness and interconnectedness. As we progress into the next school year, Bronx Excellence 3 will hire a social worker to help identify needs within the school community, direct members toward critical resources, and provide direct services to support their mental health and wellbeing. We also promote summer and co-curricular arts programming, allowing our scholars to engage in creative, expressive, and reflective activities. Morning meetings also help to set the tone for the day with mindfulness and exercises throughout the day.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2017-18	90	60					150
2018-19	88	87	58				233
2019-20	82	88	85	59			314
2020-21	60	90	91	87	61		389
2021-22	57	62	88	89	86	59	441

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

BCSE 3 students will become proficient readers and writers of the English language.

BACKGROUND

During the 2021-22 academic year, Bronx Charter School for Excellence 3 implemented its high-quality, comprehensive English Language Arts curriculum that is aligned to New York State's Next Generation Learning Standards for K through 5th 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 Next Generation Learning Standards. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

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 Next Generation 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. Due to COVID-19 restrictions, scholars remained in their classroom cohort and received small-group instruction in the classroom rather than moving between grade-level classrooms. As students returned to the classrooms, teachers gathered extensive assessment data to determine students' learning levels and provided individualized intervention support to begin to mitigate the learning loss resulting from the onset of the pandemic.

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.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	86	0	0	0	1	87
4	82	0	0	0	1	83
5	58	0	0	0	0	58
6						
7						
8						
All	226	0	0	0	2	228

RESULTS AND EVALUATION

In 2021-22, 54.08% of the 196 scholars enrolled in at least their second year attained proficiency on the NYS ELA exam. This is 20.92 percentage points below target. Therefore, this goal was not met.

One student in each of the grades 3 and 4 opted out of the exam.

Due to the pandemic, the 2020 state exams were cancelled and the 2021 exams were optional. As a result, less than 1% of the scholars in grades 3 and 4 took the exam that year. This means that for 99% of our scholars in grades 3rd through 5th grades, this was the first time taking the state exam. These results will serve as our baseline.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2021-22 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	56.98%	86	61.64%	73
4	48.78%	82	50.70%	71
5	46.55%	58	48.08%	52
All	51.33%	226	54.08%	196

ADDITIONAL EVIDENCE

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent, daily flexible reading groups that focus support on small groups across grade levels for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Due to the COVID-19 pandemic, we were unable to implement our reading program with fidelity. Instructional strategies were interrupted and student absences increased due to isolation and quarantine protocols.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

At the time this report was submitted, district scores were not available for comparison.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	61.64%	73		
4	50.70%	71		
5	48.08%	52		
6				
7				
8				
All	54.08%	196		

ADDITIONAL EVIDENCE

N/A

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the onset of the COVID-19 pandemic and subsequent hybrid and remote operational modes, Bronx Excellence 3 utilized a series of standards-based internally developed assessments to measure and monitor student achievement during the 2020-21 school year. Content mastery was determined by 75% or more proficiency on a series of classroom assignments, quizzes, tests, formative and summative assessments, and participation rates. 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

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 2021-22 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	83	66.27%
4	75	94.67%
5	58	91.38%
All	216	82.87%

In aggregate, 82.87% of our scholars achieved proficiency. Therefore, this goal was met.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Bronx Charter School for Excellence 3 did not meet its absolute goal, but met the internal growth target.

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.	NOT MET
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	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
Growth (Internal)	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.	MET

ACTION PLAN

As with all schools across the country, Bronx Excellence 3 recognizes that the pandemic has resulted in learning loss. Although we returned to full in-person learning for the 2021-22 school year, COVID-19 restrictions prevented us from implementing our model with complete fidelity, including some strategies that allow us to offer more targeted individualized instruction. Additionally for many students, this was the first time they had been in a Bronx Excellence classroom for nearly eighteen months, and for some, ever.

Bronx Excellence 3 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. The school will resume full in-person instruction this fall.

In order to mitigate the learning loss that occurred due to the pandemic, Bronx 3 will continue to rely on practices that have historically proven successful while also expanding our resources and scaffolding capacity. Faculty will utilize a data-driven approach to discern each scholar’s needs and create individualized intervention plans for every child. Each plan informs instructional interventions facilitated through a combination of live small-group instruction in the classroom, one-to-one virtual tutoring, individualized support through virtual service providers, and summer programming for enrichment. This methodology expands opportunities for learning with intervention strategies to meet a broader scope of needs.

Bronx Charter School for Excellence 3 will continue to implement resources and strategies that have historically proven successful for our scholars.

1. Bronx Excellence 3 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 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 3 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 Next Generation Learning Standards.
4. Excellence Community Schools will collaborate with the leadership team to revise curriculum maps and units that are in complete alignment with the Next Generation Learning 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 3 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 3 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

Goal 2: Mathematics

BCSE 3 students will demonstrate steady progress in the understanding and application of mathematical skills.

BACKGROUND

During the 2021-22 school year, Bronx Charter School for Excellence 3 continued to use a program that has the core tenets of mathematical instruction aligned to New York State's Next Generation Learning Standards in mathematics. *Eureka Math* was designed to address the instructional shifts and support the implementation of learning standards. *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.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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 Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 5th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	3	87	0	0	0	0
4	4	82	0	0	0	1
5	5	58	0	0	0	0
6	6					
7	7					
8	8					
All	All	226	0	0	0	1

RESULTS AND EVALUATION

In 2021-22, 46.19% of the 197 scholars enrolled in at least their second year attained proficiency on the NYS Math exam. This is 28.81 percentage points below target. Therefore, this goal was not met.

One student in fourth grade opted out of the exam.

Due to the pandemic, the 2020 state exams were cancelled and the 2021 exams were optional. As a result, less than 1% of the scholars in grades 3 and 4 took the exam that year. This means that for 99% of our scholars in grades 3rd through 5th grades, this was the first time taking the state exam. These results will serve as our baseline.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	52.87%	87	55.41%	74
4	46.34%	82	46.48%	71
5	32.76%	58	32.69%	52
6				
7				
8				
All	45.37%	227	46.19%	197

ADDITIONAL EVIDENCE

Due to the COVID-19 pandemic, instructional strategies were interrupted and student absences increased due to isolation and quarantine protocols.

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

RESULTS AND EVALUATION

At the time this report was submitted, district results were not available for comparison.

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55.41%	74		
4	46.48%	71		
5	32.69%	52		
6				
7				
8				
All	46.19%	197		

ADDITIONAL EVIDENCE

N/A

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.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: Internally developed

Due to the onset of the COVID-19 pandemic and subsequent hybrid and remote operational modes, Bronx Excellence 3 utilized a series of standards-based internally developed assessments to measure and monitor student achievement during the 2020-21 school year.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Content mastery was determined by 75% or more proficiency on a series of classroom assignments, quizzes, tests, formative and summative assessments, and participation rates. 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: 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 2021-22 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	83	65.06%
4	75	94.67%
5	58	70.69%
All	216	76.85%

Of the 216 scholars enrolled in grades 3-5, 76.85% attained proficiency. This goal was met.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Bronx Excellence 3 did not meet the absolute goal for Mathematics. The school met the internal growth 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.	NOT MET
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

As with all schools across the country, Bronx Excellence 3 recognizes that the pandemic has resulted in learning loss. Although we returned to full in-person learning for the 2021-22 school year, COVID-19 restrictions prevented us from implementing our model with complete fidelity, including some strategies that allow us to offer more targeted individualized instruction. Additionally for many students, this was the first time they had been in a Bronx Excellence classroom for nearly eighteen months, and for some, ever.

Bronx Excellence 3 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. The school will resume full in-person instruction this fall.

In order to mitigate the learning loss that occurred due to the pandemic, Bronx 3 will continue to rely on practices that have historically proven successful while also expanding our resources and scaffolding capacity. Faculty will utilize a data-driven approach to discern each scholar’s needs and create individualized intervention plans for every child. Each plan informs instructional interventions facilitated through a combination of live small-group instruction in the classroom, one-to-one virtual tutoring, individualized support through virtual service providers, and summer programming for enrichment. This methodology expands opportunities for learning with intervention strategies to meet a broader scope of needs.

Bronx Charter School for Excellence 3 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 2022-2023 school year, Bronx Excellence 3 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. Next Generation aligned benchmark assessment will be administered throughout the year to monitor students' progress on skills to be mastered at each grade level. Students who are underperforming will receive additional support during intervention blocks.
4. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills during the first two weeks of school. Students who receive early intervention will be monitored on a weekly basis for short-term goal improvement and attainment of performance indicators in mathematics.
5. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Next Generation Learning Standards and our math curriculum. More time will be devoted 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 3 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

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 3's science curriculum is based on the New York State science learning standards which focus on three dimensions of learning – Science and Engineering Practices, Disciplinary Core Ideas, and Cross-cutting concepts. 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 2021-2022 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.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2022. The school converted each student's raw score to a performance level and a

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Of the 71 scholars enrolled in at least their second year at Bronx Excellence 3, 97.1% attained proficiency on the NYS Science exam. This goal was met.

Charter School Performance on 2021-22 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	97.1%	71
8	N/A	N/A
All	97.1%	71

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			
8	2018-19			
8	2021-22			

N/A

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.

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx 3 scholars met their absolute goal for Science. Data was not available for the comparative goal.

ACTION PLAN

The following steps have enabled Bronx Charter School for Excellence 3 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 York State Science Learning 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. The school will be using the Amplify science program. They will receive ongoing professional development for the program and support on the integration of STEM instruction within the classroom.

Bronx Charter School for Excellence 3 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
- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Project-based assessments

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: 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 3 has remained in good standing each year. This goal was met.

ADDITIONAL EVIDENCE

Bronx Excellence 3 has remained in good standing every year.

Accountability Status by Year

Year	Status
2019-20	In Good Standing
2020-21	In Good Standing
2021-22	In Good Standing

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

Each year Bronx Excellence 3 families receive a satisfaction survey. This survey allows leadership and staff to receive parent feedback, and determine both how the school is succeeding, and where it can improve.

RESULTS

In 2021-22, 94.4% of families who responded to the survey demonstrated satisfaction with the school’s program. This goal was met.

2021-22 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
43	31	11%

2021-22 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Parent Involvement	96%
Parent-Teacher Trust	86%
Parent-Principal Trust	100%
Safety	95%
Cleanliness	95%

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2021-22 enrollment total will give the number of returning students. This allows us to calculate our retention rate.

RESULTS & EVALUATION

Of the 394 students enrolled in 2020-21, 0 were discharged before the first day of the 2021-22 academic year. This means that Bronx Excellence 3 had a retention rate of 93%. This meets the objective of at least 90% retention.

2021-22 Student Retention Rate

2020-21 Enrollment	Number of Students Who Graduated in 2020-21	Number of Students Who Returned in 2021-22	Retention Rate 2021-22 Re-enrollment ÷ (2020-21 Enrollment – Graduates)
394	0	366	93%

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	93%
2018-19	93%
2019-20	94%
2020-21	96%
2021-22	93%

Bronx Excellence 3 has met this goal every year.

Goal 8: 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 Attendance

Grade	Average Daily Attendance Rate
K	94.8%
1	94.1%
2	95.5%
3	95.1%
4	95.2%
5	95.8%
6	%
7	%
8	%
Overall	95.08%

RESULTS AND EVALUATION

In 2021-22, the school ended the year with a 95% attendance rate. This goal was met.

ADDITIONAL EVIDENCE

Bronx Charter School for Excellence 3 has exceeded the 95% attendance benchmark every year for at least the past five years.

Year	Average Daily Attendance Rate
2017-18	96.1%
2018-19	95.8%
2019-20	96.3%
2020-21	96.1%
2021-22	95.08%