



The Bronx Charter School for Better Learning 1

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Shubert Jacobs, Executive Director, and Dasha Alexander, Director of Quality & Innovation, prepared this 2024-25 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)
Marvin Waldman	Chair	Education, Finance, Policy-Governance, Fundraising-Development, Strategic Planning
Syrion Jack	Vice Chair	Finance, Policy-Governance
Marilyn Maye	Treasurer	Education, Finance, Policy-Governance, Strategic Planning
William Bernhardt	Trustee	Education
Neal Myerberg	Trustee	Finance
Arthur Powell	Trustee	Education, Policy-Governance, Strategic Planning
Karen Alter	Trustee	Strategic Planning
Vacant	Parent Representative	

Mr. Shubert Jacobs has served as the Acting Executive Director since March 2023 and officially became the Executive Director of the Bronx Charter Schools for Better Learning in mid-October 2023 and continues to serve in this capacity.

SCHOOL OVERVIEW

The Board of Trustees of the State University of New York approved the application for the Bronx Charter School for Better Learning 1 (BBL 1) on February 23, 2003; it was subsequently approved by the Board of Regents on March 25, 2003. BBL 1 opened in the fall of 2003 with an enrollment of 50 students in Grade 1. One grade was added each year thereafter and enrolled 285 students in Grades 1-5 in the fall of 2007, the final year of its original charter term. On January 15, 2008, the State University Trustees granted BBL a full-term charter renewal for 5 years, authorizing the school to provide instruction in Grades K-5 through the 2012-2013 school year. BBL 1 added a Kindergarten program in the fall of 2008 and served 345 students in grades K-5. In 2010-11 the school enrolled 386 students in those same grades. On March 4, 2013, the State University Trustees granted another full five-year renewal of the charter for Bronx Charter School for Better Learning. Additionally, on June 4, 2014, the State University Trustees approved a five-year charter for the replication of BBL 1 and, in turn, the opening of Bronx Better Learning 2 (BBL 2) for September 2015. Since September 2015, the Bronx Charter School for Better Learning Educational Corporation (Board of Trustees) has governed both charters, i.e., BBL 1 and BBL 2.

BBL 1 was originally located in a facility leased from the Bronx Bethany Church of the Nazarene at 971 East 227th Street in the Bronx, NY. Following the first year of operation, BBL 1 reached a shared space agreement with the New York City Department of Education, through which BBL 1 received permission to locate in the annex portion of P.S. 111 (Seton Falls Elementary School) at 3740 Baychester Avenue in the Bronx, NY. The school used 3 classrooms and an office in the main building of P.S. 111 for the first time in 2008-09, to accommodate its growth in enrollment. Its new Kindergarten classes were situated there in 2008-2009, replaced by 5th grade in 2009-2010. Beginning September 2014, BBL 1 occupied three additional classrooms in the main building and added another two classrooms for the 2015-16 school year. Currently, its Kindergarten, 1st Grade, and some 2nd Grade classes are situated in the main P.S. 111 building.

The mission of the Bronx Charter School for Better Learning is as follows:

The Bronx Charter School for Better Learning provides its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility and a sustained love of learning, all of which contribute directly to high academic achievement.

To fulfill its mission, the school's teachers endeavor to practice *the subordination of teaching to learning*, an instructional approach that does not dominate learning, but rather is guided by it. Implementing the approach involves: getting students actively and mentally engaged in lessons; assisting students to go beyond rote memorization, wherever the subject matter allows, and to develop

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criteria for understanding; recognizing every child’s high intellectual capacity and, thereby, welcoming errors in students’ work as guides to help them harness that capacity; promoting students’ use of what they know to master new content; and encouraging student initiative and self-sufficiency.

In 2015, BBL 1 was recognized by Commissioner Elia and the Board of Regents as a 2014-15 “High Progress Reward School”. The award celebrates BBL 1’s success in closing the gap between historically low and high performing students in the state. In 2018, BBL 1 was recognized as a Recognition School by the New York State Department of Education for having high academic achievement and student growth. Subsequently, the Bronx Charter School for Better Learning was acknowledged as a Recognition School for Academic Achievement in 2019.

BBL 1:

- is not test-prep driven; as noted, the instructional approach is constructivist: we know children “construct” their knowledge, understanding and skills, so our teaching is guided by their learning and does not dominate it;
- does not have extended school days;
- does not incorporate an extended school year;
- backfills at all grade levels; and
- welcomes and actively recruits students eligible for free and reduced lunch, eligible for special education services and/or eligible for support as Multilingual Learners (MLLs).

On Wednesday, March 15, 2023, the SUNY Board of Trustees unanimously voted to renew Bronx Charter Schools for Better Learning’s charters as a single entity, thereby aligning our charter cycles through 2028. The SUNY Board of Trustees approved our full-term charter renewals without condition.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	100	103	98	100	70	74	0	0	0	0	0	0	0	546
2023-24	72	100	103	97	93	67	0	0	0	0	0	0	0	532
2024-25	71	75	97	102	98	89	0	0	0	0	0	0	0	532

GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers and writers of the English Language.

BACKGROUND

The Bronx Charter School for Better Learning 1 continues its focus on four priorities:

- 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching;

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- 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance;
- 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student;
- 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy, all students sustain a personal sense of their own innate abilities.

During the 2024-2025 school year, BBL 1 maintained its strong commitment to ensuring a quality ELA program for all its students, through the delivery of a comprehensive and challenging instructional program that is aligned with the New York State Learning Standards by:

- Developing and continuing to revise its ELA curriculum, which is based on authentic texts and promotes rich conversations, vocabulary development and critical analysis. Our curriculum consists of thematic units, including various reading and writing genres;
- Continuing to edit and revise K-5 ELA curriculum, primarily to increase rigor and to transition away from skill-based instruction to one that is theme based, focusing on the underlying mental functionings that are called upon for the range of reading skills that ensure high achievement;
- Continuing to emphasize the consistent application of Bronx Better Learning's pedagogical approach, the *subordination of teaching to learning*;
- Inspired by Ralph Fletcher's emphasis on student voice, choice, and the writer's identity, our approach is not about compliance to format, but about inviting students to see themselves as readers and writers with something to say. We want them to experience writing not as a formula, but as a flexible tool for making sense of the world.
- Engage with mentor texts as models for inspiration and imitation, asking, "What moves did this writer make? Why did they choose this word, this structure, this detail?"
- Use writing games and playful prompts to spark creativity, reduce fear, and uncover authentic voice.
- Participate in dialogue-rich conferences and peer conferences where they articulate their thinking, receive feedback, and revise with purpose.
- Supporting increased reading proficiency through NWEA's Assessment program;
- Providing technology resources and computer-based non-fiction resources with *Achieve 3000* and *NewsELA*, web-based, adaptive, differentiated instructional resources;
- Continuing to closely monitor each student's progress through regularly scheduled internal, interim assessments;
- Having one "Data Day" per month when teachers have the opportunity to analyze student data and develop action plans;
- Providing training in data analysis through our Supervisor of Data & Assessment and campus-based Assessment Teams;
- Continuing to provide supplemental support to students identified as not progressing as expected;
- The Supervisor of Curriculum and Instruction continues to oversee and coordinate teacher development with a focused commitment to deepening instructional practice. The work is designed to strengthen teachers' capacity to enact *the Subordination of Teaching to Learning* by cultivating environments where students' learning processes guide instructional decisions.

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- High performing teachers proficient in our pedagogy are elevated to the role of Academic Leader to further support teacher development. These leaders provide targeted, grade and content specific support to ensure instructional consistency and deepen the practice or our unique approach to teaching and learning.
- Continuing to provide Professional Development, through our in-house Professional Development specialists and outside consultants, to both teachers and instructional assistants, further ensuring each person’s readiness to support the needs of all of our students;
- Including supplementary programs;
- Continuing to utilize writing rubrics that are aligned with the State’s Learning Standards and;
- Broadening our instructional technology resources and platforms for both students and teachers.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	100	0	3	0	0	0	0	103
4	94	0	1	0	0	0	0	95
5	90	0	0	0	0	0	0	90
All	284	0	4	0	0	0	0	288

Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	100	63	63%	88	55	63%
4	94	55	59%	78	44	56%
5	90	62	69%	85	60	71%

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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All	284	180	63%	251	159	63%
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ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
251	11%	26%	39%	24%

$$PI = 0 * 11 + 1 * 26 + 2 * 39 + 2.5 * 24 = 164$$

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency
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² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63%	88	51%	1923
4	56%	78	52%	1930
5	71%	85	56%	1963
All	63%	251	53%	5816

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	79.4%	446.0	440.1	0.62
4	82.8%	450.0	440.5	0.91
5	85.1%	450.0	438.5	1.19
All	82.1%	448.5	439.8	0.87

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.5	50.0
5	48.0	50.0
All	48.9	50.0

ELA INTERNAL EXAM RESULTS

The school uses NWEA MAP assessments three times a year to regularly evaluate programming and provide teachers with actionable data to inform instruction. These interim assessments offer valuable insights into student progress throughout the year, enabling teachers to adjust instructional strategies in real-time to better meet the needs of students, particularly those falling behind in growth or proficiency. This data-driven approach ensures that the school can quickly identify areas requiring intervention and tailor support to improve student outcomes.

BBL 1’s performance on the NWEA ELA assessments shows areas of strong growth as well as continued challenges, particularly in meeting proficiency benchmarks for students with disabilities and in overall proficiency rates. For these tables and analysis, we opted to use the most recent 2025 NWEA norms to ensure accuracy and alignment with current standards.

Measure 1: Overall Growth

BBL 1 met its first NWEA accountability measure. The school’s median growth percentile for all tested students in grades 3–8 was 56, exceeding the target of 50. This demonstrates that, as a whole, students made more than a year’s worth of growth, with performance surpassing the state’s growth expectation.

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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Measure 2: Growth of Low Initial Achievers

The second measure was also met. Students who entered the year below proficiency achieved a median growth percentile of 57, surpassing the target of 55. This is a notable success, as it demonstrates that the school’s instructional supports are helping lower-performing students accelerate their learning and begin to close achievement gaps.

Measure 3: Students with Disabilities

The third measure, however, was not met. The median growth percentile for students with disabilities was 44, falling below the general education student median of 57. This indicates that, while general education students are experiencing robust growth, students with disabilities are not yet growing at the same pace. This gap reinforces the importance of the work outlined in our Continuous Improvement Plan, particularly the efforts led by the Supervisor of Student Services to pilot new intervention modalities and provide more targeted support for students identified as academically at risk.

Measure 4: Proficiency

BBL 1 did not meet the fourth measure, which requires that 75% of second-year or longer students meet or exceed the RIT score proficiency equivalent. In 2024–25, 53% of these students reached proficiency. While this remains below the target, our growth rate exceeds the norm, indicating that students are making meaningful progress and that we are on a positive trajectory toward closing the gap. This reinforces that, with continued emphasis on accelerating growth and strengthening proficiency supports, we are well-positioned to move closer to meeting this measure in the coming years.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **NWEA MAP**

NWEA

2024-25 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	284	56	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	133	57	Yes

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Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	57	37	44	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁷	2+ students	75%	248	53%	No

End of Year Performance on 2024-25 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁸	Number Tested	Percent Proficient	Number Tested
3	50%	103	51%	89
4	51%	94	49%	77
5	59%	87	59%	82
All	53%	284	53%	248

End of Year Growth on 2024-25 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	54	103
4	53	94

⁶ 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

⁷ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁸ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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SUMMARY OF THE ELA GOAL

Overall, BBL 1 met three of its five accountability measures in English Language Arts. Successes were most evident in comparative measures, where students outperformed both local peers and regression-based predictions. At the same time, the school continues to face challenges with absolute proficiency rates and sustaining above-average growth. These results suggest that while BBL 1 provides meaningful added value relative to District 11, further work is needed to both accelerate student progress and ensure more students consistently reach proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF ELA GOAL

Absolute Measures

BBL 1 did not meet the first benchmark that requires 75 percent of tested students in at least their second year to score at proficiency on the New York State ELA exam. While performance showed areas of strength, the overall proficiency rate fell short of this threshold. In 2024–25, 63% of students enrolled at least two years achieved proficiency, compared to 53% in District 11. By grade level, proficiency rates were 63% in 3rd grade, 56% in 4th grade, and 71% in 5th grade, with 5th grade representing the closest BBL 1 has historically come to meeting the 75% proficiency benchmark in ELA.

However, BBL 1 did achieve success on the second absolute measure. The school's aggregate Performance Index (PI) was 164, well above the state's Minimum Index of Performance (MIP) of 117.3.

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This calculation is based on the distribution of scores across performance levels for the 251 tested students: 11% at Level 1, 26% at Level 2, 39% at Level 3, and 24% at Level 4. These results are encouraging, as they indicate that a substantial proportion of students are achieving at higher levels and that, in aggregate, student achievement has surpassed the state's baseline performance expectations.

Comparative Measures

In 2024–25, 63% of BBL 1 students enrolled for at least two years scored proficient in ELA, compared to 53% in District 11, a margin of nearly 10 percentage points. BBL 1 ELA students outperformed District 11 students at every grade level:

- **Grade 3:** 63% proficient at BBL 1 vs. 51% in the district (+12 points)
- **Grade 4:** 56% proficient at BBL 1 vs. 52% in the district (+4 points)
- **Grade 5:** 71% proficient at BBL 1 vs. 56% in the district (+15 points)

Overall, BBL 1's **63% proficiency** exceeded the district's **53%**, reinforcing that BBL 1 students are achieving at significantly higher levels than their peers in the local district.

BBL 1 also exceeded the state's effect size benchmark of 0.3 in 2024:

- **Grade 3:** 0.62
- **Grade 4:** 0.91
- **Grade 5:** 1.19
- **Schoolwide:** 0.87 (well above the 0.3 target)

These data demonstrate particularly strong value-added growth across all grades, with especially strong outcomes in 5th grade, where students are performing far above predicted expectations.

All three grade levels exceeded the target, with particularly strong results in 5th grade, where students performed well above predicted outcomes.

Taken together, these results show that BBL 1 not only outperformed its district peers in proficiency but also added substantial academic value across every grade level.

Growth Measure

On the state's Growth Model, however, BBL 1 fell short in 2024. The school's mean unadjusted growth percentile for tested students did not exceed the target of 50. This result signals that, while proficiency outcomes were comparatively strong, year-to-year progress for students across grades did not keep pace with state expectations. That said, based on the 2025 state test data, we are confident that BBL 1 will demonstrate gains in this area moving forward.

Cohort Analysis

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To further understand performance, BBL 1 conducted a cohort analysis, naming each cohort by the year they will graduate the school as 5th graders. This approach allows us to look not just at annual proficiency rates, but also at how the same group of students perform as they advance through the grades. To align with our accountability measures, students included in this cohort study are those enrolled with us for two or more years.

- Cohort 2027 (last year's 3rd graders): In their first year of state testing, 63% of students enrolled for two or more years scored proficient, establishing a strong starting point.
- Cohort 2026 (last year's 4th graders): This group grew from 44% proficient in 3rd grade to 56% proficient in 4th grade, reflecting meaningful year-over-year improvement.
- Cohort 2025 (last year's 5th grade graduates): This cohort demonstrated steady growth across three years—58% in 3rd grade, 60% in 4th grade, and 71% in 5th grade, coming the closest in our history to meeting the 75% absolute proficiency benchmark.

Taken together, the cohort analysis shows that BBL 1 students not only outperform the district each year but also make consistent gains as they progress through the grades. Although the 75% target has not yet been met, these upward trajectories illustrate that the school's instructional program is moving students steadily closer to that goal.

BBL1 ELA Proficiency Percentage by Cohort



ADDITIONAL CONTEXT AND EVIDENCE

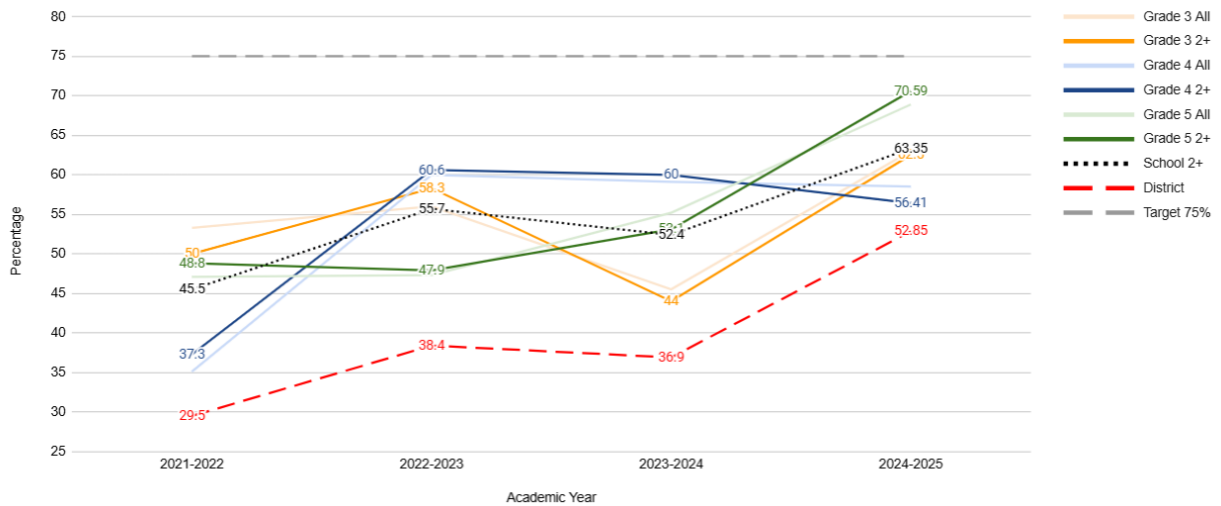
The key to BBL 1's success in English Language Arts has been consistency. Teachers who have been with us the longest, and who have received the most sustained professional development, consistently perform the strongest. Their deep familiarity with our pedagogy, ongoing coaching, and long-term investment in instructional practices has translated into higher outcomes for students. In addition, BBL 1 benefits from Academic Leaders who not only serve as subject-area supports but also remain full-time

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classroom teachers. This model ensures that our strongest educators are directly responsible for student learning while simultaneously guiding and mentoring their peers.

That said, our analysis also highlights specific concerns that we are actively addressing. In particular, while we have seen gains across cohorts and strong comparative performance, BBL 1's 4th grade results have shown relative stagnation since 2023. This trend coincides with staffing transitions, including the presence of a new teacher in 4th grade ELA. While new teachers bring fresh perspectives and enthusiasm, the onboarding and development process can take time, especially given the complexity of our instructional model and the rigor of state standards.

BBL1 ELA Proficiency Percentage by Grade



ELA ACTION PLAN

As highlighted in our action plan, BBL 1 continues to review and enhance its ELA program as part of a multi-year curriculum revision process across K–5 in all subject areas. This effort is designed to ensure rigor, tighter alignment with standards, and the integration of rich learning experiences that remain true to our pedagogy. The process also makes our internally developed materials more accessible and usable for teachers. For the 2025–26 school year, the first iteration of the modified ELA curriculum has been launched, marking a milestone in this broader effort.

The BBL Board of Trustees affirms its commitment to ensure the continued improvement of student performance in ELA, including working with the Executive Director to provide all needed resources.

Key Elements of the Continuous Improvement Plan

Our Continuous Improvement Plan (CIP) serves as the umbrella framework guiding this work. It is led by the Director of Quality & Innovation, a new position introduced this year as part of the action plan, in close partnership with Executive Director, Principals and Supervisors. Together, they form the Accountability Team, which ensures that improvement efforts are cohesive, data-driven, and sustained across the network.

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The CIP focuses on:

- Curriculum and internal assessment revision to ensure rigor, coherence, and alignment with our pedagogy.
- Response to intervention with refined Tier I, Tier II, and Tier III supports and piloting new modalities to better serve academically at-risk students.
- Data culture with the Supervisor of Data & Assessment (new in 2025–26) working alongside the Director of Quality & Innovation and Principals to strengthen collection, analysis, and action planning.
- Instructional technology to ensure purposeful and pedagogically aligned use, equitable access, integration of digital resources, and teacher readiness.
- Teacher recruitment strategy that prioritizes highly qualified candidates while supporting onboarding and professional growth, especially in key testing grades.
- Science and social studies integration and revamping, with inquiry-based curricula that provide rich texts and interdisciplinary literacy opportunities.
- Enrichment program expansion to foster student engagement and broader learning experiences.
- Studying departmentalization in upper grades to better understand the experience and academic impact it has for our students.
- Developing feedback systems to improve instructional practices and strengthen professional learning.

Instructional Supports and Staffing

Our layered support system ensures teachers receive direct and ongoing assistance. This includes the Principal, Assistant Principals, Director of Quality & Innovation, Supervisor of Curriculum & Instruction, Supervisor of Student Services, Supervisor of Data & Assessment, and professional development staff. Together, they collaborate to guide curriculum development, intervention strategies, and data-driven decision-making.

- The Supervisor of Curriculum & Instruction is leading the charge on the curriculum revision project.
- The Supervisor of Student Services is piloting new strategies for academically at-risk students, in response to NWEA MAP data showing that students with disabilities and low initial achievers are not consistently meeting normed growth rates.
- The Supervisor of Data & Assessment ensures systematic data use across both schools and supports ongoing accountability through continuous analysis.

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- In ELA specifically, two Professional Development Specialists and an Academic Leader for grades 3–5 provide direct coaching and embedded support to teachers.

Instructional Priorities in ELA

1. **Curriculum and Pedagogy:** Teachers continue to integrate our Words in Color ELA curriculum with writing and reading, offering a comprehensive literacy program that builds vocabulary, comprehension, and analytical skills.
2. **Inquiry Journeys:** Social studies integration through Inquiry Journeys deepens engagement with rich, culturally responsive texts, enabling students to build disciplinary knowledge while practicing core literacy skills.
3. **Instructional Rigor and Administrative Support:** Principals and APs conduct frequent classroom visits, review lesson plans, and provide targeted feedback to ensure high standards.
4. **Balanced Assessment and Data Use:** BBL 1 takes a balanced approach to assessment, using both curriculum-based measures and NWEA to monitor student learning and progress. Curriculum-based assessments are administered throughout the year to check mastery of skills and guide immediate instructional adjustments, while NWEA is administered three times a year and serves as a leading indicator of student growth and progress toward state standards.

Assessment and data analysis are embedded in the work of the Instructional Leadership Team (ILT) at each campus, which includes the Principal, Assistant Principals, Supervisors of Curriculum & Instruction, Supervisor of Data & Assessment, and Supervisor of Student Services. This team engages Professional Development staff, Academic Leaders, and teachers in reviewing results and planning adjustments throughout the year.

At the network level, the Director of Quality & Innovation monitors accountability benchmarks across schools, ensuring that both school-level and networkwide progress remain on track. This layered system of campus-based analysis and network oversight helps ensure that assessment results directly inform instruction while keeping long-term accountability goals in focus.

5. **Targeted Student Supports:** ICT, SETTS, and MLL instruction continue to provide specialized support.
6. **Professional Development:** Ongoing institutes and embedded coaching build teacher expertise and reinforce our pedagogy, *the Subordination of Teaching to Learning*.
7. **Parent Engagement:** Curriculum nights and family workshops strengthen home-school connections and empower parents to support literacy at home.

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8. **Technology Integration:** Digital platforms and resources extend student engagement with reading, vocabulary, and writing, while also enhancing access for families.

Looking Ahead

While BBL 1 has consistently outperformed its district peers in ELA, we also recognize that 4th grade results have shown relative stagnation since 2023. Staffing transitions, including onboarding a new 4th grade teacher, have been a factor, but our Academic Leaders and PD Specialists are providing targeted support to accelerate growth in this grade.

The launch of the revised ELA curriculum, combined with strengthened intervention systems, expanded enrichment, and deeper data use, positions BBL 1 to make meaningful gains toward the 75% proficiency benchmark. The school remains committed to evolving its practices, ensuring equity for students with disabilities and multilingual learners, and sustaining a culture of continuous improvement under the leadership of the Principals, Director of Quality & Innovation, and Supervisors.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

The Bronx Charter School for Better Learning 1 continues its focus on four priorities:

- 1) Instructional Rigor, to ensure that every student receives an instructional program that is rigorous and enriching;
- 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance;
- 3) Meeting Individual Student Needs, to ensure that the instructional program regularly adapts to meet the needs of each student;
- 4) Student Empowerment, to ensure that through an instructional program that emphasizes engagement, effort and efficacy all students sustain a personal sense of their own innate abilities.

BBL 1 demonstrates a strong commitment to those school-wide priorities, to ensure the delivery of a challenging and meaningful instructional program in mathematics for all of its students by:

- Reviewing the mathematics curriculum to ensure that the pacing of the instructional program effectively supports student learning of the full scope of the Learning Standards;
- Maintaining a strong commitment to the Bronx Better Learning's pedagogical approach, *the Subordination of Teaching to Learning*;
- Consistently applying the use of manipulatives, primarily Cuisenaire rods, even in the earliest stages, so students develop models for thinking mathematically;
- Providing supplemental support to students identified as not progressing as expected;

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- Continuing to provide professional development, through our in-house Professional Development specialists, to both teachers and assistants to bolster each person’s readiness to meet the needs of all of our students;
- Increasing feedback to teachers and assistants on their instructional approach through more frequent classroom visits by the principals;
- Emphasizing our students’ development of two overarching capacities, i.e., becoming swift and accurate in computation skills and increasing their ability to focus on problem solving activities that involve practice and real-world application of those skills;
- Ensuring that instructional decisions are made based on specific student performance data. As with ELA, teachers utilize both formative and summative assessments, along with real-time, moment-to-moment analysis of how students are responding to instruction and
- Broadening our instructional technology resources and platforms for both students and teachers.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	100	0	3	0	0	0	0	0	103
4	94	0	1	0	0	0	0	0	95
5	90	0	0	0	0	0	0	0	90
All	284	0	4	0	0	0	0	0	288

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	100	68	68%	88	61	69%
4	94	64	68%	78	52	67%
5	90	57	63%	85	53	62%

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All	284	189	67%	251	166	66%
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Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
284	8%	25%	46%	20%

$$PI = 0 * 8 + 1 * 25 + 2 * 46 + 2.5 * 20 = 167$$

Math Measure 3 - Comparative

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

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.

2024-25 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

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	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	69%	88	59%	1990
4	67%	78	55%	1992
5	62%	85	50%	1986
All	66%	251	55%	5968

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁹

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	79.4	451.0	447.2	0.27
4	82.8	462.0	449.3	0.82
5	85.1	463.0	443.6	1.41
All	82.1	458.1	447.0	0.77

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	53.7	50.0
5	61.2	50.0
All	56.9	50.0

MATHEMATICS INTERNAL EXAM RESULTS

The school uses NWEA MAP assessments three times a year to regularly evaluate programming and provide teachers with actionable data to inform instruction. These interim assessments offer valuable insights into student progress throughout the year, enabling teachers to adjust instructional strategies in real time to better meet the needs of students, particularly those falling behind in growth or proficiency. This data-driven approach ensures that the school can quickly identify areas requiring intervention and tailor support to improve student outcomes.

BBL 1’s performance on the NWEA Math assessments, however, shows that the school did not meet its accountability measures despite math being the highest performing subject area across both schools on state tests. For these tables and analysis, we opted to use the most recent 2025 norming rates from NWEA to ensure accuracy and alignment with current standards. This ongoing mismatch between MAP results and state test outcomes is an area of active inquiry for the school.

Measure 1: Overall Growth

BBL 1 did not meet its first NWEA accountability measure in math. The school’s median growth percentile for all tested students in grades 3–8 was 39, below the target of 50. This indicates that, on average, students grew less than one year’s worth of progress.

Measure 2: Growth of Low Initial Achievers

The second measure was also not met. Students who entered the year below proficiency achieved a

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

median growth percentile of 43, falling short of the target of 55. This shows that, unlike in ELA, the school's supports for lower-performing math students did not result in sufficient acceleration to close gaps.

Measure 3: Students with Disabilities

The third measure was not met as well. The median growth percentile for students with disabilities was 31, below the target of 40.5. This reflects a substantial gap compared to general education students and reinforces the importance of targeted interventions under the Continuous Improvement Plan, especially around math supports for students with disabilities.

Measure 4: Proficiency

BBL 1 did not meet the fourth measure, which requires that 75% of second-year or longer students meet or exceed the RIT score proficiency equivalent. In 2024–25, 55% of these students reached proficiency. While this is well below the goal, it does show a majority of students on track. The challenge lies in translating steady State Test success in math into MAP proficiency results, a disconnect the school is actively investigating.

BBL 1 did not meet any of the four NWEA Math measures. This stands in contrast to ELA, where growth measures were met, and to state test results, where math is consistently the strongest performing subject across the network. The divergence between MAP and state test outcomes is an important focus for analysis and reflection, as the school works to understand why strong math teaching and learning are not consistently reflected in MAP results. It may be that it is more difficult to demonstrate growth when there is already high proficiency, which we consistently experience in BBL 1 math on the state test, even as the NWEA proficiency rate remains comparatively lower. Addressing this gap, alongside targeted interventions for low initial achievers and students with disabilities, will be central to our ongoing Continuous Improvement Plan.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **NWEA MAP**

2024-25 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	286	39	No

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Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	105	43	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	40.5	37	31	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹²	2+ students	75%	250	55%	No

End of Year Performance on 2024-25 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹³	Number Tested	Percent Proficient	Number Tested
3	51%	103	52%	89
4	67%	94	65%	77
5	52%	89	50%	84
All	57%	286	55%	250

¹¹ 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

¹² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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End of Year Growth on 2024-25 NWEA MAP Mathematics Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
3	34	103
4	39	94
5	46.5	89
All	39	286

SUMMARY OF THE MATHEMATICS GOAL

Overall, BBL 1 met four of its five accountability measures in Mathematics. Successes were particularly strong in comparative and growth measures, where students outperformed both local peers and expectations based on regression analysis. The school also demonstrated that students are making sustained progress year after year, translating into consistently high performance on the state math exam. At the same time, the school did not meet the first absolute proficiency measure, underscoring the ongoing challenge of ensuring that a greater percentage of students reach the 75% proficiency benchmark. These results suggest that while BBL 1's math program is one of its strongest areas and adds significant value relative to District 11, continued focus is needed on raising absolute proficiency to match the school's comparative and growth successes.

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.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the 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.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

BBL 1 Math met four of its five math accountability measures: one absolute measure, both comparative measures, and the growth measure. The school fell short of the first absolute benchmark of 75% proficiency, with an overall rate of 66%. Nonetheless, performance was consistently well above the district across all grades, and the school's PI of 167 significantly exceeded the state's MIP of 119.4. Effect size and growth data also confirm that BBL 1 is adding meaningful value, particularly in the upper grades. These results highlight math as one of the school's strongest subject areas, while also pointing to the continued need to push more students from Levels 2 and 3 into full proficiency to meet the 75% target.

Absolute Measures

BBL 1 did not meet the first absolute benchmark requiring that 75% of students enrolled at least two years score proficient on the state math exam. In 2024–25, 69% of 3rd graders, 67% of 4th graders, and 62% of 5th graders scored proficient, for an overall proficiency rate of 66%. This fell short of the 75% target but remains well above the District 11 proficiency rates of 59% in 3rd grade, 55% in 4th grade, and 50% in 5th grade, with a districtwide total of 55%.

The school did meet the second absolute measure. BBL 1's Performance Index (PI) was 167, exceeding the Minimum Index of Performance (MIP) of 119.4. This reflects the distribution of scores among the 284 tested students: 8% at Level 1, 25% at Level 2, 46% at Level 3, and 20% at Level 4. These results show that the majority of students are performing at or above Level 3 and that, in aggregate, achievement surpasses the state's accountability threshold.

Comparative Measures

BBL 1 math students outperformed District 11 students at every grade level:

- **Grade 3:** 69% proficient at BBL 1 vs. 59% in the district (+10 points)
- **Grade 4:** 67% proficient at BBL 1 vs. 55% in the district (+12 points)
- **Grade 5:** 62% proficient at BBL 1 vs. 50% in the district (+12 points)

Overall, BBL 1's **66% proficiency** exceeded the district's **55%**, reinforcing that BBL 1 students are achieving at significantly higher levels than their peers in the local district.

BBL 1 also exceeded the state's effect size benchmark of 0.3 in 2024:

- **Grade 3:** 0.27 (slightly below)
- **Grade 4:** 0.82
- **Grade 5:** 1.41
- **Schoolwide:** 0.77 (well above the 0.3 target)

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These data demonstrate particularly strong value-added growth in the upper grades, where students are performing well above predicted expectations.

Growth Measure

The growth measure, based on 2024 data, was also met. BBL 1 students exceeded the target median growth percentile of 50, with 53.7 in 4th grade and 61.2 in 5th grade. This confirms that BBL 1 students are making more than a year's worth of progress in math as they advance through the grades.

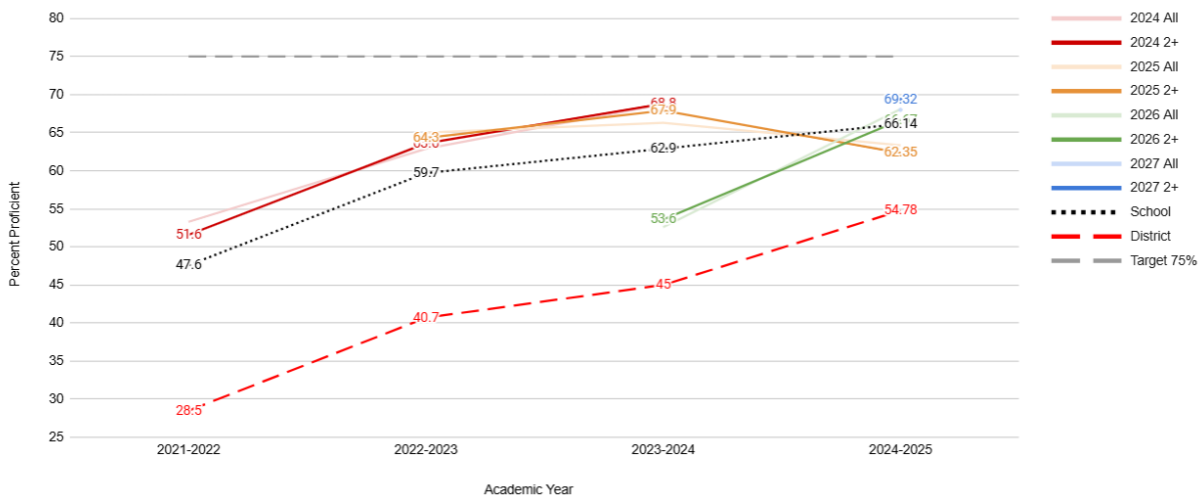
Cohort Analysis

To further understand performance, BBL 1 conducted a cohort analysis, naming each cohort by the year they will graduate the school as 5th graders. This approach allows us to look not just at annual proficiency rates, but also at how the same group of students perform as they advance through the grades. To align with our accountability measures, students included in this cohort study are those enrolled with us for two or more years.

- Cohort 2027 (last year's 3rd graders): In their first year of state testing, 69% of students scored proficient, establishing a strong foundation in math achievement.
- Cohort 2026 (last year's 4th graders): This group demonstrated clear year-over-year growth, rising from 54% proficient in 3rd grade (2024) to 67% proficient in 4th grade (2025).
- Cohort 2025 (last year's 5th grade graduates): This cohort showed more static performance across three years—64% in 3rd grade, 68% in 4th grade, and 62% in 5th grade—indicating areas where continued support and intervention are needed to ensure consistent upward growth.

Taken together, the math cohort analysis shows that BBL 1 students are capable of strong starts and meaningful growth, as demonstrated by the 2026 and 2027 cohorts. While the 2025 cohort did not show the same upward trajectory, the results underscore both the strength of our math program and the need for targeted efforts to sustain and accelerate growth across all cohorts.

BBL1 Math Proficiency Percentage by Cohort



ADDITIONAL CONTEXT AND EVIDENCE

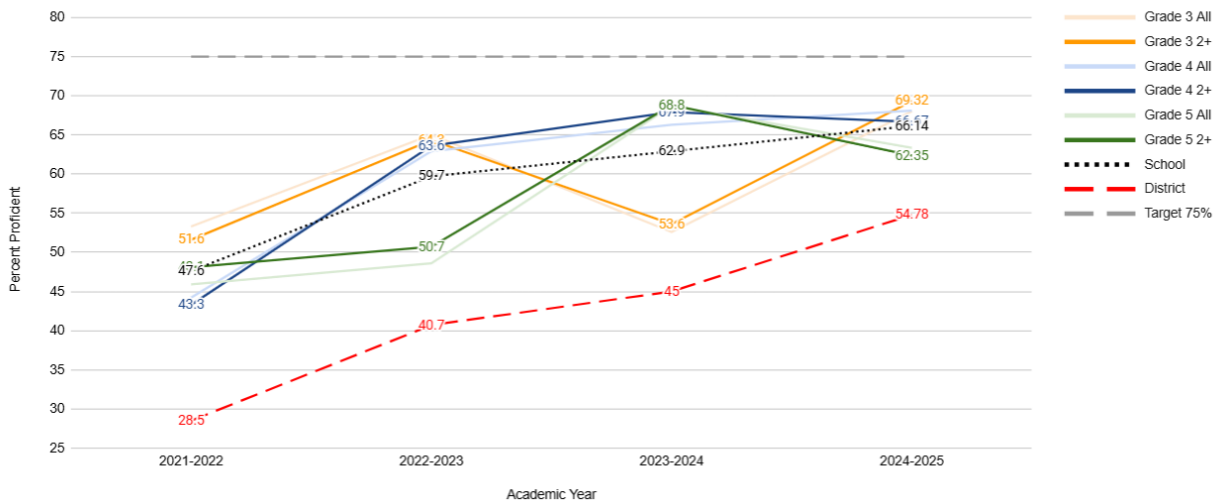
The key to BBL 1’s success in Mathematics has been consistency, which is largely attributed to staffing stability and the experience of our teachers. Those who have been with us the longest and received the most sustained professional development consistently achieve the strongest results. Their deep familiarity with our pedagogy, paired with targeted coaching and long-term investment in instructional practices, has translated into high outcomes for students.

Notably, last year we returned one of our most senior teachers to the classroom in 3rd grade, which contributed to the success of our 3rd graders in 2025, where 69% of students enrolled at least two years achieved proficiency. The impact of experienced educators leading key grade levels demonstrates the importance of maintaining stability in staffing and leveraging our strongest teachers in direct classroom roles.

At the same time, our analysis highlights areas that require continued focus. While BBL 1 has shown strong comparative results across all math grades and consistent outperformance of the district, the 2025 cohort’s static trajectory (64% in 3rd grade, 68% in 4th grade, and 62% in 5th grade) underscores the need for deeper curriculum refinements and sustained supports. To address this, we are revamping the math curriculum to ensure alignment, rigor, and accessibility for teachers, while also continuing to provide embedded coaching and professional development.

This combination of experienced teachers, deliberate staffing decisions, and an evolving curriculum framework positions BBL 1 to maintain its strong math performance while accelerating growth across all cohorts in the years ahead.

BBL1 Math Proficiency Percentage by Grade



MATHEMATICS ACTION PLAN

As highlighted in our action plan, BBL 1 continues to review and enhance its Mathematics program as part of a multi-year curriculum revision process across K–5 in all subject areas. This work ensures rigor, tighter alignment with standards, and integration of rich learning experiences that remain true to our pedagogy. For the 2025–26 school year, the first iteration of the modified math curriculum has been launched, marking a milestone in this broader effort.

The BBL Board of Trustees affirms its commitment to ensure the continued improvement of student performance in Mathematics, including working with the Executive Director to provide all needed resources.

Continuous Improvement and Support

As with ELA, the Math program is guided by the Continuous Improvement Plan (CIP), led by the Director of Quality & Innovation in partnership with Principals and Supervisors. This networkwide framework ensures that improvement efforts are cohesive, data-driven, and sustainable. It includes curriculum revision, targeted intervention systems, strengthened data use, teacher recruitment, and expanded enrichment—all of which apply to Mathematics.

Support is layered and collaborative: the Principal, Assistant Principals, Supervisors, Academic Leaders, and Professional Development Specialists work together to guide curriculum, coaching, and data-driven decision-making. In math specifically, two Academic Leaders (K–2 and grades 3–5) and PD staff provide targeted coaching, classroom modeling, and planning support.

Instructional Priorities in Math

1. **Experiential Approach:** Continue to offer a hands-on, concept-driven approach (Gattegno) that deepens mathematical understanding and number sense.
2. **Instructional Alignment:** Weekly planning ensures lessons and assessments mirror the structure of the NYS Math exam, with special focus on 3rd grade as students test for the first time.
3. **Instructional Rigor:** Academic Leaders and PD staff support teachers through modeling, coaching, and integration of manipulatives to strengthen computation, problem-solving, and conceptual skills.
4. **Balanced Assessment and Data Use:** BBL 1 takes a balanced approach to assessment, using both curriculum-based measures and NWEA to monitor student learning and progress. Curriculum-based assessments are administered throughout the year to check mastery of skills and guide immediate instructional adjustments, while NWEA is administered three times a year and serves as a leading indicator of student growth and progress toward state standards.

Assessment and data analysis are embedded in the work of the Instructional Leadership Team (ILT) at each campus, which includes the Principal, Assistant Principals, Supervisors of Curriculum & Instruction, Supervisor of Data & Assessment, and Supervisor of Student Services.

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This team engages Professional Development staff, Academic Leaders, and teachers in reviewing results and planning adjustments throughout the year.

At the network level, the Director of Quality & Innovation monitors accountability benchmarks across schools, ensuring that both school-level and networkwide progress remain on track. This layered system of campus-based analysis and network oversight helps ensure that assessment results directly inform instruction while keeping long-term accountability goals in focus.

5. **Targeted Supports:** Early identification of at-risk students, with services provided through ICT, SETSS, and targeted small-group math instruction.
6. **Professional Development:** Bi-weekly Mathematics Institutes, ongoing coaching, and mentoring for new teachers to build expertise in our pedagogy.
7. **Home-School Connection:** Curriculum nights, virtual sessions, and parent-teacher conferences help families understand data and support math at home.
8. **Instructional Leadership:** Principals and APs monitor the program closely through classroom visits, review of lesson plans and homework, and targeted feedback.

Looking Ahead

Math remains one of BBL 1's strongest subjects, with consistent outperformance of District 11, strong growth scores, and effect size results well above the state benchmark. While the school has not yet reached the 75% absolute proficiency target, the combination of experienced teachers, targeted coaching, revised curriculum, and strong family partnerships positions BBL 1 to continue closing that gap.

GOAL 3: SCIENCE

Science Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Bronx Better Learning 1 continues to focus on four instructional priorities:

1. **Instructional Rigor** – ensuring that every student engages in a rigorous and enriching academic program.
2. **Data-Based Decision Making** – using student performance data to guide instructional planning and adjustments.
3. **Meeting Individual Student Needs** – adapting instruction to address the unique learning needs of every student.

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4. **Student Empowerment** – fostering engagement, effort, and efficacy so that all students sustain confidence in their own innate abilities.

To promote student mastery of the New York State science standards, BBL 1:

- a. Continues to implement the Bronx Better Learning pedagogy, *the Subordination of Teaching to Learning*, incorporating techniques and materials that promote active student participation.
- b. Delivers lessons that emphasize hands-on experimentation, making use of BOCES-prepared Science 21 kits that complement the school’s core pedagogy.
- c. Incorporates a problem-solving approach that presents students with real-life problems, requiring them to work in groups to analyze data and propose solutions—building a deeper understanding of cause-and-effect relationships.
- d. Provides supplemental support to students who are not progressing as expected, ensuring that all learners are supported in reaching mastery.
- e. Leverages technology and online platforms to enrich the science curriculum and ensure it remains rigorous, engaging, and relevant.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	84	41	49%
All	84	41	49%

Science Measure 2 - Comparative

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

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

2024-25 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	84	41	49%	Not yet available	Not yet available	Not yet available
All	84	41	49%	Not yet available	Not yet available	Not yet available

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

BBL 1 5th Grade Science did not meet the Absolute Goal of 75% proficiency and data to assess the comparative measure is not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not yet available

EVALUATION OF THE SCIENCE GOAL

In 2023–24, 48% of BBL 1 fifth graders enrolled for at least two years achieved proficiency on the State Science Exam. In 2024–25, results showed a modest increase to 49% proficient. In both years, the school did not meet the Accountability Plan’s absolute measure, which requires that 75% of students score at proficiency. Thus, BBL 1 fell short of the goal by about 25 percentage points in each year.

At present, District 11 comparison data for 2025 is not available, preventing evaluation of performance relative to the district. Furthermore, longitudinal comparisons are limited, as the State moved the exam from grade 4 to grade 5 beginning in 2024, aligning with the Next Generation State Standards.

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ADDITIONAL CONTEXT AND EVIDENCE

While proficiency levels remain below the benchmark, BBL 1's instructional approach in science continues to emphasize hands-on experimentation, inquiry-based problem solving, and the Subordination of Teaching to Learning. These practices foster strong engagement and build foundational scientific thinking, though they have not yet translated into proficiency rates at the level seen in ELA or Math. The transition to the new standards and grade-level testing framework has also required an adjustment period for both students and staff.

As part of the Continuous Improvement Plan, science has been identified as a priority area within the curriculum and assessment component. In response, the school is strengthening its program by:

- Aligning curriculum more closely to the Next Generation State Standards while maintaining our inquiry-based pedagogy.
- Leveraging Science 21 kits and technology tools to deepen engagement and build mastery of key content and practices.
- Providing targeted supports for students who are not yet meeting proficiency expectations, ensuring early intervention.
- Expanding instructional support capacity with the introduction of a Science and Social Studies Professional Development Specialist in 2024–25, along with an Academic Leader for science who provides direct coaching, planning, and classroom support.

Through these efforts, BBL 1 aims to close the gap toward the 75% benchmark in science and bring outcomes into closer alignment with students' demonstrated strengths in literacy and math.

ACTION PLAN

BBL 1 is committed to maintaining consistency in data collection and reporting for science, even in the event of changes to the modality of instruction. Whether instruction occurs in-person, virtually, or in a hybrid format, the school will continue to use systematic processes to gather, analyze, and report data that inform instructional practice. The Instructional Leadership Team (Principal, Assistant Principals, Supervisors of Curriculum & Instruction, Student Services, and Data & Assessment) will engage Professional Development staff, Academic Leaders, and teachers in regular reviews of science data throughout the year. At the network level, the Director of Quality & Innovation will continue to monitor accountability benchmarks to ensure coherence and progress across both schools.

Recent results, which show proficiency levels in science below the Accountability Plan's 75% benchmark, underscore the importance of targeted interventions. To address this challenge, BBL 1 will take the following strategic steps to improve academic performance:

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- **Program revisions and enhanced supports** for specific cohorts whose performance indicates the need for additional intervention, ensuring that students not yet meeting proficiency receive more intensive small-group instruction and scaffolding.
- **Integration of IXL as a supplemental tool**, providing individualized practice and immediate feedback in science-related skills while offering teachers actionable data to guide instruction and track progress.
- **Strengthening Science curriculum and assessment through Investigations provided by Science 21**, ensuring that all students engage in inquiry-based, hands-on experiences aligned to the Next Generation State Standards, building both content mastery and scientific reasoning.
- **Enhanced support for students with disabilities and multilingual learners**, ensuring these subpopulations have equitable access to science instruction and the tools needed to demonstrate proficiency.
- **Ongoing professional development** for teachers through the Science and Social Studies Professional Development Specialist and the Academic Leader for science, with a focus on curriculum alignment, instructional strategies, and effective use of new tools such as IXL and Science 21 Investigations.

These measures will complement the school's ongoing emphasis on the *Subordination of Teaching to Learning*, ensuring that students remain active participants in their learning while developing the skills and knowledge needed for success. By maintaining consistency in data use and implementing targeted supports, BBL 1 will strengthen its science program and move closer to meeting the 75% proficiency benchmark.

GOAL 4: ESSA

ESSA Measure 1

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

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Year	Status
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement
2024-25	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The Bronx Charter School for Better Learning 1 will continue to provide a rigorous academic program in ELA, Mathematics and Science with support for students to meet expectations set forth in our Accountability Plan.