



The Bronx Charter School for Better Learning 2

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 2 on June 4, 2014. As of September 2015, the Bronx Charter School for Better Learning Educational Corporation (Board of Trustees) has governed both charters. Prior to the first year of operation, BBL 2 reached a shared space agreement with the New York City Department of Education, through which BBL 2, the school, received permission to co-locate on the JHS 144 Michelangelo campus, sharing space with two public middle schools: JHS 144 and Pelham Gardens. BBL 2 is located at 2545 Gunther Avenue, on the 3rd floor, in CSD 11, approximately two miles from BBL 2. BBL 2 opened in the fall of 2015 with an enrollment of 75 students in kindergarten. For the 2016-17 school year, BBL 2 added a 1st grade, increasing its enrollment to 150 students. BBL 2 continued to add one grade each year and reached full capacity in 2020. The BBL 2 campus now accommodates its full enrollment. Beginning September 2015, BBL 2 occupied a total of 16 full or half size classrooms. For the 2016-2017 school year, BBL 2 occupied a total of 17 full or half size classrooms, in the 2017-2018 school year, we occupied 19 full or half size classrooms, and in the 2018-2019 school year, BBL 2 occupied a total of 22 full or half size classrooms. In the 2019-2020 school year, BBL 2 occupied a total of 25 full or half size classrooms. In 2020-2021, BBL 2 occupied all rooms on the 3rd floor of the building except for one full classroom (which remained as a Pelham Gardens classroom space) and a shared office space, as well as one classroom on the 2nd floor. Currently, the Bronx Charter School for Better Learning 2 is at full capacity, occupying the third floor and one additional instructional space on the second floor. In 2021-2022, with BBL 2 at full capacity, we received one additional office space on the 3rd floor.

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 criteria for understanding; recognizing every child's high intellectual capacity and,

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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.

BBL 2:

- 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. While BBL 2's renewal is a 3-year “extension,” it is considered a *full-term* renewal. BBL 2's cycle now aligns with BBL 2's full five-year charter renewal term. The SUNY Board of Trustees approved our 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	71	73	72	75	70	69	0	0	0	0	0	0	0	430
2023-24	76	73	70	79	72	70	0	0	0	0	0	0	0	440
2024-25	49	76	71	74	79	74	0	0	0	0	0	0	0	423

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;
- 2) Data Based Decision Making, to ensure that all instructional decisions are based on student performance;

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- 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.
- 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

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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	76	0	1	0	0	0	1	78
4	73	0	1	0	0	0	3	77
5	70	0	2	0	0	0	0	72
All	219	0	4	0	0	0	4	227

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	76	51	67%	59	39	66%
4	73	43	59%	64	38	59%
5	70	40	57%	56	37	66%
All	219	134	61%	179	114	64%

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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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
	14%	25%	38%	23%

$$PI = 0 * 14 + 1 * 25 + 2 * 38 + 2.5 * 23 = 158.5$$

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	66%	59	51%	1923
4	59%	64	52%	1930
5	66%	56	56%	1963
All	64%	179	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	88.6	442.0	438.3	0.38
4	83.3	447.0	440.4	0.63
5	75.7	445.0	440.5	0.47
All	82.8	444.6	439.7	0.49

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	41.7	50.0
5	53.6	50.0
All	47.5	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 2’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 2 met its first NWEA accountability measure. The school’s median growth percentile for all tested students in grades 3–8 was 58, exceeding the target of 50. This indicates that, as a whole, students made more than a year’s worth of growth and outpaced 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 59, surpassing the target of 55. This success demonstrates that BBL 2’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, compared to 58 for general education students. This gap highlights that while general education students are experiencing strong growth, students with disabilities are not yet keeping pace. Addressing this disparity is a key focus of the Continuous Improvement Plan, particularly through the work of the Supervisor of Student Services to implement new intervention models and provide more targeted supports.

Measure 4: Proficiency

BBL 2 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, 58% of these students reached proficiency. Although this result falls short of the goal, it demonstrates stronger performance than in prior years and suggests positive momentum. Continued emphasis on accelerating growth and strengthening proficiency supports will be critical for moving closer to this benchmark 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	222	58	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	102	59	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	58	22	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%	184	58%	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	57%	76	57%	60
4	57%	75	59%	66
5	52%	71	59%	58
All	55%	222	58%	184

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

Grades	Median Growth Percentile	Number Tested
3	69	76
4	54	75
5	50	71

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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All	58	222
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SUMMARY OF THE ELA GOAL

Overall, BBL 2 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 2 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, 64% of students enrolled at least two years achieved proficiency, compared to 53% in District 11. By grade level, proficiency rates were 66% in 3rd grade, 59% in 4th grade, and 66% in 5th grade, all outperforming the district by meaningful margins.

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However, BBL 2 did achieve success on the second absolute measure. The school's aggregate Performance Index (PI) was 158.5, well above the state's Minimum Index of Performance (MIP) of 117.3. This indicates that a substantial proportion of students are performing at higher levels and, in aggregate, student achievement surpasses state baseline expectations.

Comparative Measures

In 2024, 64% of BBL 2 students enrolled for at least two years scored proficient in ELA, compared to 53% in District 11, a margin of 11 percentage points. BBL 2 ELA students outperformed District 11 students at every grade level:

- **Grade 3:** 66% proficient at BBL 2 vs. 51% in the district (+15 points)
- **Grade 4:** 59% proficient at BBL 2 vs. 52% in the district (+7 points)
- **Grade 5:** 66% proficient at BBL 2 vs. 56% in the district (+10 points)

Overall, BBL 2's **64% proficiency rate** reinforces that its students are achieving at significantly higher levels than their peers in the local district.

BBL 2 also exceeded the state's effect size benchmark of 0.3 in 2024:

- **Grade 3:** 0.38
- **Grade 4:** 0.63
- **Grade 5:** 0.47
- **Schoolwide:** 0.49 (above the 0.3 target)

These results demonstrate strong value-added growth across all grades, particularly in 4th grade where students performed nearly double the benchmark, and confirm that BBL 2 is consistently helping students achieve above predicted expectations.

Growth Measure

On the state's Growth Model, BBL 2 fell short in 2024. The school's mean unadjusted growth percentile for all tested students was 47.5, below the target of 50. By grade, growth was 41.7 in 4th grade and 53.6 in 5th grade. This indicates that while 5th graders exceeded the growth target, 4th graders lagged behind, pulling down the overall average.

This result signals that, while proficiency outcomes were comparatively strong, year-to-year progress for some cohorts did not fully keep pace with state expectations. However, given the increase in proficiency scores on the 2025 state test, we anticipate more favorable results on this measure when the updated growth data is released in the spring.

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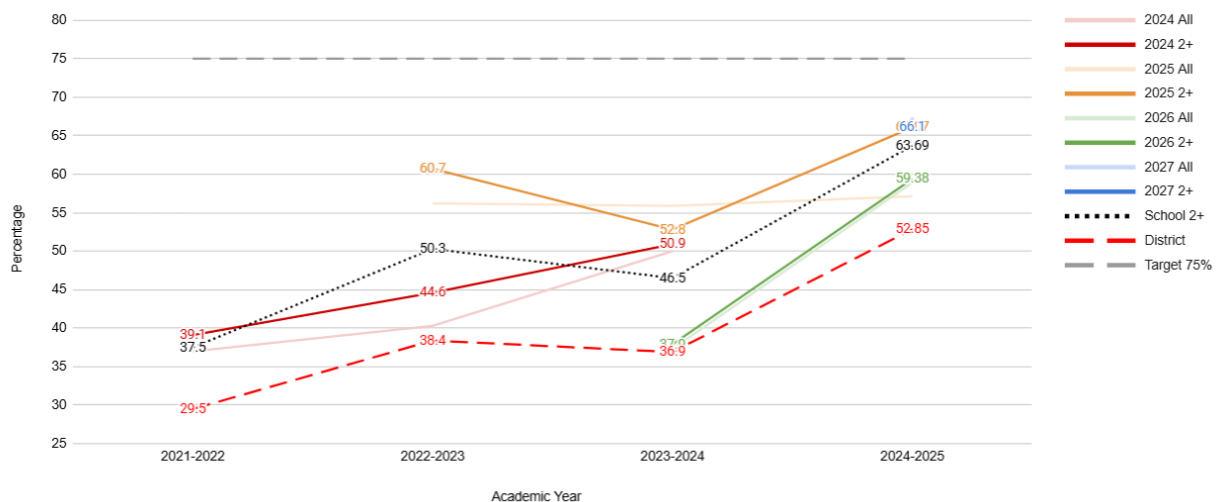
Cohort Analysis

To further understand performance, BBL 2 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, 66% of students scored proficient, establishing a strong starting point.
- **Cohort 2026 (last year's 4th graders):** This group made the most dramatic gains, rising from 40% proficient in 3rd grade (2024) to 60% proficient in 4th grade (2025), reflecting significant year-over-year improvement.
- **Cohort 2025 (last year's 5th grade graduates):** This cohort recovered from a dip in performance, falling from 61% proficient in 2023 to 53% in 2024, before rising to 66% in 2025, demonstrating resilience and steady progress by the time they exited the school.

Taken together, the cohort analysis shows that BBL 2 students not only outperform the district each year but also make consistent gains as they progress through the grades. While the 75% target has not yet been met, these upward trajectories illustrate that the school's instructional program is effectively supporting long-term student growth and moving cohorts steadily closer to the benchmark.

BBL2 ELA Proficiency Percentage by Cohort



ADDITIONAL CONTEXT AND EVIDENCE

The key to BBL 2's success in English Language Arts has been the presence of strong instructional leadership and classroom expertise. An experienced Academic Leader supports grades 3–5 while also

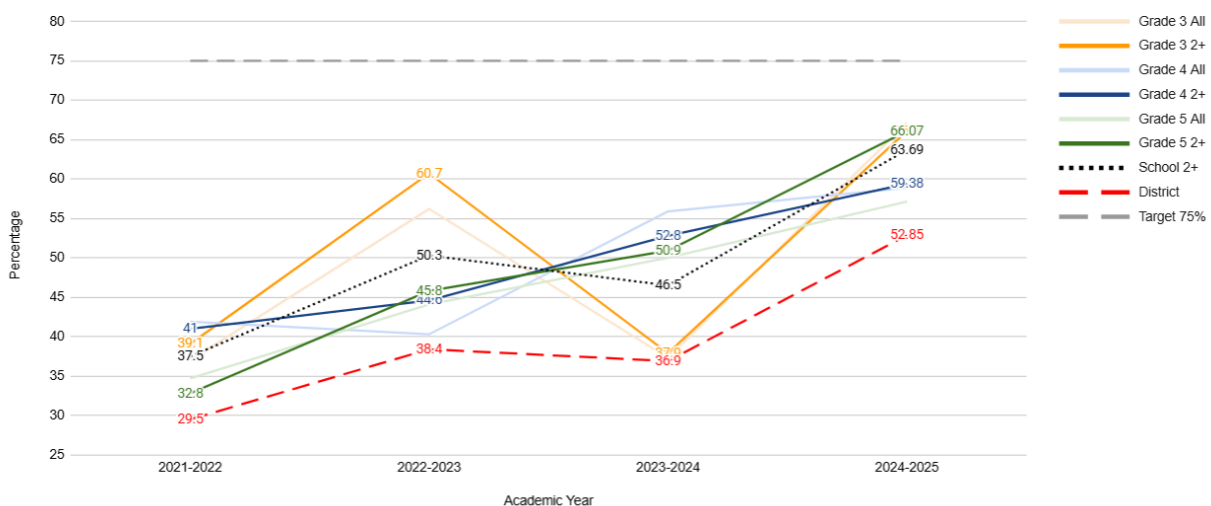
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...serving as a classroom teacher, ensuring that one of our strongest educators is directly responsible for student learning while simultaneously mentoring colleagues. This dual role provides both stability and a model of best practice in the upper grades.

At the same time, BBL 2's results highlight the importance of targeted support for new teachers. In 2024, the 3rd grade teacher was new to the school. Recognizing the challenge of onboarding into a demanding instructional model, she received focused professional development and direct coaching from the Principal and Assistant Principal. This support helped establish a strong foundation, contributing to the cohort's impressive start, with 66% of 3rd graders reaching proficiency.

While gains across cohorts and comparative outperformance of the district are encouraging, this analysis also underscores the ongoing need to balance the benefits of experienced leadership with intensive development for new staff. With sustained professional development, embedded coaching, and the continued leadership of Academic Leaders, BBL 2 is well-positioned to strengthen its trajectory toward the 75% proficiency benchmark.

BBL2 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.

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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.

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.

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- 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.
- 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.

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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.
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:

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- 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;
- 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	77	0	1	0	0	0	0	0	78
4	74	0	1	0	0	0	2	0	77
5	72	0	0	0	0	0	0	0	72
All	223	0	2	0	0	0	2	0	227

Performance on 2024-25 State Mathematics Exam

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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	77	44	57%	59	35	59%
4	74	42	57%	65	40	62%
5	72	32	44%	58	27	47%
All	223	118	53%	182	102	56%

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
223	15%	32%	44%	9%

$$PI = 0 * 15 + 1 * 32 + 2 * 44 + 2.5 * 9 = 142.5$$

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	59%	59	59%	1990
4	62%	65	55%	1992
5	47%	58	50%	1986
All	56%	182	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	88.6	456.0	445.3	0.76
4	83.3	449.0	449.2	-0.01
5	75.7	451.0	446.1	0.36

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

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
All	82.9	452.1	446.8	0.38

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.

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	27.0	50.0
5	56.1	50.0
All	41.3	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.

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

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BBL 2's performance on the NWEA Math assessments shows that the school did not meet its accountability measures. 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. As with BBL 1, the ongoing mismatch between MAP results and state test outcomes remains an area of active inquiry for the school.

Measure 1: Overall Growth

BBL 2 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 34, below the target of 50. This indicates that, on average, students made 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 median growth percentile of 44, 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 achievement gaps.

Measure 3: Students with Disabilities

The third measure was not met. The median growth percentile for students with disabilities was **26**, well below the target and also below the schoolwide median of 34. This reflects a significant gap between students with disabilities and their general education peers, underscoring the importance of targeted interventions under the Continuous Improvement Plan.

Measure 4: Proficiency

BBL 2 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, only 46% of these students reached proficiency. This is well below the benchmark and highlights the need for more intensive programming to ensure that students are both growing and achieving at grade level.

Taken together, BBL 2 did not meet any of the four NWEA Math measures. This stands in contrast to the school's ELA performance, where growth measures were met, and to its state test results, where math remains a comparatively stronger subject. The divergence between MAP outcomes and state test performance is an important area of analysis, as the school works to understand why strong math teaching and learning are not consistently reflected in MAP results. Addressing this gap, alongside targeted interventions for low initial achievers and students with disabilities, will be central to BBL 2's 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**

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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	222	34	No
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	95	44	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	34	22	26	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%	183	46%	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
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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>

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	Percent Proficient ¹³	Number Tested	Percent Proficient	Number Tested
3	47%	76	51%	59
4	51%	75	50%	66
5	34%	71	36%	58
All	44%	222	46%	183

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

By All Students

Grades	Median Growth Percentile	Number Tested
3	37	76
4	30	75
5	33.5	71
All	33.5	222

SUMMARY OF THE MATHEMATICS GOAL

Overall, BBL 2 met three of its five accountability measures in Mathematics. Successes were strongest in the comparative measures, where students outperformed their district peers and exceeded expectations based on regression analysis. The school also met the absolute measure for its Performance Index, demonstrating that students are achieving well above the state’s baseline expectations.

At the same time, BBL 2 did not meet the absolute proficiency benchmark of 75% or the state growth measure. These results indicate that while math remains one of the school’s strongest subjects and adds significant value relative to District 11, continued focus is needed to raise proficiency rates and ensure more consistent growth across cohorts.

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

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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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.	No

EVALUATION OF THE MATHEMATICS GOAL

BBL 2 met three of its five math accountability measures: the second absolute measure (PI vs. MIP) and both comparative measures. The school fell short of the first absolute benchmark of 75% proficiency, with an overall proficiency rate of 56%, and also did not meet the growth measure. Nonetheless, performance was consistently at or above the district across all grades, and the school’s PI of 142.5 exceeded the state’s MIP of 119.4. Effect size data confirm that BBL 2 is adding value, though unevenly across grade levels. These results highlight math as an area of comparative strength while also underscoring the continued need to push more students into full proficiency and improve growth outcomes.

Absolute Measures

BBL 2 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, 59% of 3rd graders, 62% of 4th graders, and 47% of 5th graders scored proficient, for an overall proficiency rate of 56%. This fell short of the 75% target but was in line with or above 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 2’s Performance Index (PI) was 142.5, exceeding the Minimum Index of Performance (MIP) of 119.4. These results indicate that, in aggregate, student achievement surpassed the state’s accountability threshold.

Comparative Measures

BBL 2 math students outperformed District 11 students in most grades:

- **Grade 3:** 59% proficient at BBL 2 vs. 59% in the district (equal)
- **Grade 4:** 62% proficient at BBL 2 vs. 55% in the district (+7 points)
- **Grade 5:** 47% proficient at BBL 2 vs. 50% in the district (–3 points)

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Overall, BBL 2's 56% proficiency exceeded the district's 55%, reinforcing that BBL 2 students are achieving at or above the level of their peers in the local district.

BBL 2 also exceeded the state's effect size benchmark of 0.3 in 2024:

- **Grade 3:** 0.76
- **Grade 4:** -0.01
- **Grade 5:** 0.36
- **Schoolwide:** 0.38 (above the 0.3 target)

These data suggest meaningful value-added growth overall, though results varied significantly by grade, with especially strong outcomes in 3rd grade and weaker performance in 4th grade.

Growth Measure

The growth measure, based on 2024 data, was not met. BBL 2 students did not meet the target median growth percentile of 50, with 27 in 4th grade and 56.1 in 5th grade, for a schoolwide average of 41.3. This indicates that while 5th graders exceeded the growth target, lower growth in 4th grade pulled down the overall results. Addressing these uneven growth outcomes will be a continued focus under the school's Continuous Improvement Plan.

Cohort Analysis

To further understand performance, BBL 2 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 performs 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.

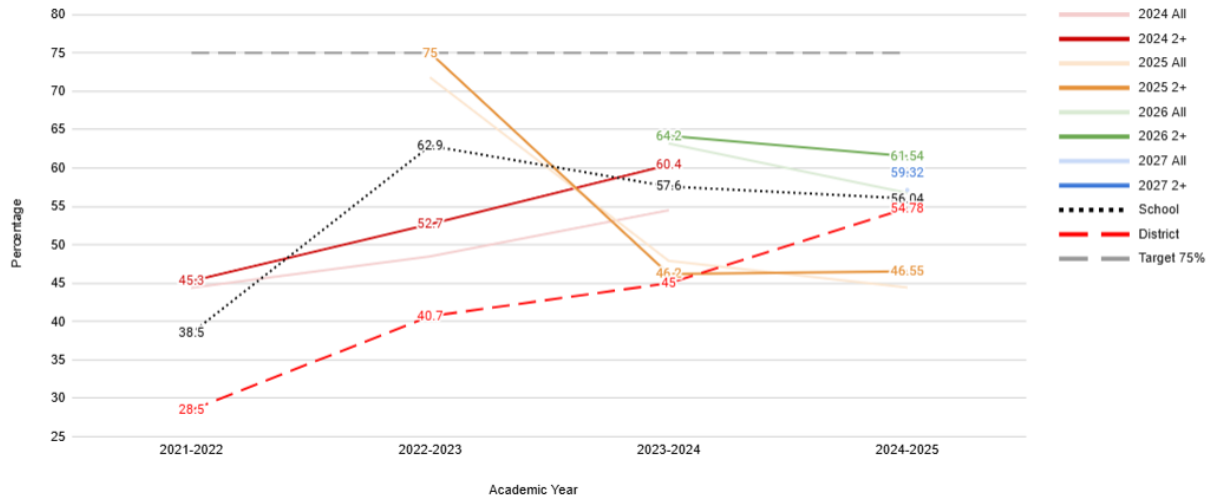
- **Cohort 2027 (last year's 3rd graders):** In their first year of state testing, 59% of students scored proficient, aligning directly with the district average. While not an outperformance, this represents a solid foundation from which future growth can be built.
- **Cohort 2026 (last year's 4th graders):** This group showed consistency, scoring 64% proficient in 3rd grade and 62% in 4th grade. Although results remained relatively stable, both years exceeded the district average, reflecting steady achievement.
- **Cohort 2025 (last year's 5th grade graduates):** This cohort's trajectory was more uneven. Starting strong with 75% proficient in 3rd grade, performance dipped significantly to 46% in 4th grade and remained at 47% in 5th grade. This pattern highlights challenges in sustaining early success as students progress through the upper grades.

Taken together, the BBL 2 math cohort analysis shows a mixed picture. The 2026 and 2027 cohorts suggest potential for stable or improving performance, while the 2025 cohort underscores the need for

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targeted supports to maintain growth and prevent drop-offs in proficiency. These results highlight both the strength of BBL 2's math program in building strong foundations and the importance of sustaining momentum as students advance toward the 75% proficiency benchmark.

BBL2 Math Proficiency Percentage by Cohort



ADDITIONAL CONTEXT AND EVIDENCE

BBL 2 experienced a structural change that may have influenced outcomes. Last year, Academic Leaders shifted from classroom teaching to provide pull-out support, and this adjustment appears to have had an unintended impact on student performance. In response, Academic Leaders have resumed classroom responsibilities for the 2025–26 school year, restoring a model that places our strongest educators directly in front of students while still allowing them to guide and mentor their colleagues.

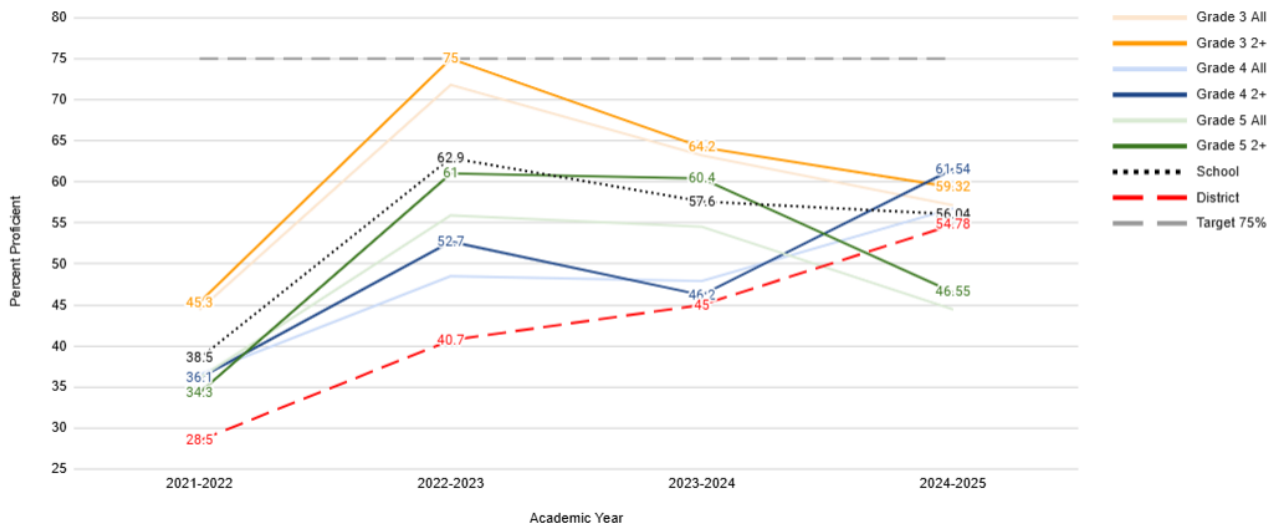
Our analysis also underscores that experienced teachers consistently drive stronger academic gains. This reinforces the importance of staffing stability and the careful placement of highly skilled teachers in key testing grades. As we continue to recruit, we are keeping this lesson in mind—prioritizing experience and sustained professional development as critical levers for student success.

In addition, BBL 2 is investing in targeted math professional development. For the 2025–26 school year, a new internal professional developer is dedicated to supporting grades 3–5. This role provides embedded coaching, facilitates collaborative planning, and strengthens teachers' ability to deliver rigorous, aligned, and engaging math instruction.

Together, these adjustments—returning Academic Leaders to the classroom, prioritizing experienced teachers in recruitment and placement, and providing specialized professional development—are expected to strengthen math outcomes and provide greater consistency across cohorts in the years ahead.

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BBL2 Math Proficiency Percentage by Grade



MATHEMATICS ACTION PLAN

As highlighted in our action plan, BBL 2 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 ensuring 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

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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 2 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 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.
9. **Prioritizing Experienced Teachers:** Building on lessons learned from recent years, BBL 2 is deliberately prioritizing the hiring and placement of experienced math teachers in crucial testing grades to ensure greater consistency in outcomes and accelerate progress toward proficiency targets.

Looking Ahead

Math remains a relative strength at BBL 2, with comparative results showing outperformance of District 11 and effect size results above the state benchmark. While the school has not yet reached the 75% absolute proficiency target, the combination of experienced teacher placement, targeted coaching, revised curriculum, and strong family partnerships positions BBL 2 to continue closing that gap and achieve sustained improvements in student outcomes.

GOAL 3: SCIENCE

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

BACKGROUND

Bronx Better Learning 2 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.
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 2:

- 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.

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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	56	31	55%
All	56	31	55%

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.

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

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	56	31	55%	Not yet available	Not yet available	Not yet available
All	56	31	55%	Not yet available	Not yet available	Not yet available

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SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

BBL 2 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, 35% of BBL 2 fifth graders enrolled for at least two years achieved proficiency on the State Science Exam. In 2024–25, results rose sharply to 55% proficient, a gain of 20 percentage points in a single year. This improvement reflects meaningful growth and momentum in the school’s science program, signaling that recent programmatic supports are beginning to take hold.

While this represents significant progress, BBL 2 has not yet met the Accountability Plan’s absolute measure, which requires that 75% of students score at proficiency. The school fell short of this benchmark by about 20 percentage points in 2025, underscoring the continued need for targeted supports and program refinements.

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.

ADDITIONAL CONTEXT AND EVIDENCE

While proficiency levels remain below the benchmark, BBL 2’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.

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- 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 2 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 2 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:

- **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

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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 2 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](#).

Accountability Status by Year

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.