



Expecting Excellence  
From Our Children

# **Bronx Charter School for Excellence**

## **2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## INTRODUCTION

Charlene Reid, Executive Director, Aleisha Rodriguez Burgos, Elementary Principal, Dawn Dean, Middle Principal, Adije Okpo, Elementary Assistant Principal, Monica Rios, Regional Director of School Operations, prepared this 2015-2016 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Stacey Lauren	Board Chair, Finance Committee, Education and Accountability Committee, Executive Committee
Mardi Schecter	Vice Chair, Secretary, Executive Committee
Deidre Flynn	Treasurer, Finance Committee, Executive Committee
Joyce Frost	Vice President, Finance Committee, Executive Committee
Tanya Osborne	Board (Member) Parent Association

**Charlene Reid has served as the school leader since 2007.**

## INTRODUCTION

Opening in August 2004, Bronx Charter School for Excellence began an important and exciting public school alternative to serve children in the Parkchester section of the Bronx and its surrounding neighborhoods. In keeping with its original charter, the school grew one grade each year until it served Kindergarten through eighth grade. During the 2015-2016 school year served roughly 773 children in grades K-8.

The mission of the Bronx Charter School for Excellence is to prepare young people to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development. The school accomplishes this by constantly striving to create a supportive and caring environment that at all times has high expectations of its students and offers a challenging and rigorous academic curriculum.

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

Black (non Hispanic)	43.6%
Hispanic	34.4%
American Indian, Alaskan, Asian or Pacific Islander	21.9%
White	.1%

In addition, 75% of our students are eligible for free or reduced lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	56	56	56	56	58	56	50	50						438
2012-13	82	56	56	56	56	56	55	51	49					517
2013-14	84	84	56	56	56	56	56	56	50					554
2014-15	84	84	85	84	84	56	56	55	55					643
2015-16	91	90	90	90	90	90	90	90	52					

# ENGLISH LANGUAGE ARTS

## Goal 1: English Language Arts

Students will become proficient readers of the English Language.

### BACKGROUND

During the 2015-2016 academic year, Bronx Charter School for Excellence implemented a high quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 8<sup>th</sup> grades. The balanced reading program provides for students the foundation needed to become proficient readers. The reading program has balanced components that provide skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. Harcourt *Journeys* was used in K through 5<sup>th</sup> grades. This program is grounded in techniques and lessons that support explicit and systematic instruction and offers a platform for on-going professional development for teachers in the critical elements and methods of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. The program also includes an assessment component that provides appropriate measures for screening, progress monitoring and achievement outcome. This program is supplemented with Guided Reading and Literature Circles based on student learning needs. Students are regularly exposed to authentic texts and provided guided instruction at their frustration levels. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. Additionally, instructional staff utilized modules from EngageNY which provide resources in alignment to the New York State Common Core Standards. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent daily flexible reading groups that focus support in a smaller group for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Our writing program employs the basic components of Writing Workshop. Bronx Charter School for Excellence utilizes the writing workshop model for students to experience processed and craft writing. The Writing Workshop provides time for students to develop their writing fluency; to learn to communicate effectively; develop students' knowledge of the English written language system, with an emphasis on syntax and discourse; to understand the connections between reading and writing to develop writers; to understand and be able to write across various genres; and to develop a love of writing. All instructional staff participated in professional development, modeling, and Peer Learning Communities (PLCs) throughout the academic year.

The middle school program will continue this work with our scholars as they progress through their academic career. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading. For reading, a published program is used in concert with award winning

novels.\* The Harcourt *Collections* program was used this year in grades six through eight, and is directly aligned with New York State’s Common Core Learning Standards to help ensure accurate content delivery and support in preparation for the NYS ELA assessment given in each grade. A wide variety of genres, word study/vocabulary enrichment, differentiated material and connections to the Writers Workshop allow for balanced instruction. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. The award winning novels are directly tied to broader concepts and themes taught in other disciplines. Therefore, not only are reading engagement and stamina increased, but so are the connections that allow scholars to make better meaning and sense of the world around them. A minimum of 4 novels are taught each year.

The Writers Workshop builds upon the writing that scholars produced in the elementary years. Narrative, persuasive, informational and poetic writing are developed through the writing process to create substantive, craft rich pieces. However, there is an added emphasis on functional writings due to their prevalence in the academic world. To meet this need, Writers Workshop is taught for a minimum of 45 minutes each day, of which at least one period per week will focus on explicit grammar, usage, or mechanics instruction.

**Goal 1: Absolute Measure**

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

**METHOD**

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	89	0	0	0	0	89
4	90	0	0	0	0	90
5	90	0	0	0	0	90
6	89	0	0	0	1	90
7	90	0	0	0	0	90
8	52	0	0	0	1	53

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

All	500	0	0	0	2	502
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## RESULTS

The following table presents the New York State ELA test results for all students tested and for those students enrolled in at least their second year. Of the 89 students tested in Grade 3, 82 were enrolled in at least their second year. Of the 82 continuously enrolled 3<sup>rd</sup> graders, 60.0% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 90 students tested in Grade 4, 77 were enrolled in at least their second year. Of the 77 continuously enrolled 4<sup>th</sup> graders, 75.3% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 90 students tested in Grade 5, 80 were enrolled in at least their second year. Of the 80 continuously enrolled 5<sup>th</sup> graders, 61.3% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 90 students tested in Grade 6, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 6<sup>th</sup> graders, 75.0% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 90 students tested in Grade 7, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 7<sup>th</sup> graders, 71.1% performed at or above a Scale Score of 318 on the New York State English Language Arts examination. Of the 52 students tested in Grade 8, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 8<sup>th</sup> graders, 65.4% performed at or above a scale score of 316 on the New York State English Language Arts examination.

Performance on 2015-16 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	60.0	89	60.0	82
4	73.3	90	75.3	77
5	60.0	90	61.3	80
6	70.8	90	75.0	52
7	57.8	90	71.1	52
8	65.4	52	65.4	52
All	64.4	500	67.3	395

## EVALUATION

Based on the results of the 2015 English Language Arts exam for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure. In grades 3,5,6,7, and 8, less than 75% of students who were enrolled in at least their second year performed at or above the State's Performance Levels of Levels 3 and 4. On the 3<sup>rd</sup> grade, our students did not meet the measure by 15.0 percentage points, our 4<sup>th</sup> graders exceeded the measure by 0.3 percentage points, the 5<sup>th</sup> graders did not meet the measure by 13.7 percentage points, our 6<sup>th</sup> graders did meet the measure with exactly 75.0 points, our 7<sup>th</sup> grade cohort did not meet the

measure by 3.9 percentage points, and our 8<sup>th</sup> graders did not meet the measure by 9.6 percentage points. Overall, Bronx Charter School for Excellence did not meet the outcome measure by 7.7 percentage points in English Language Arts. Bronx Charter School for Excellence has increased its overall performance for grade 3 through 8 by 20.6 percentage points from the previous year.

## ADDITIONAL EVIDENCE

The 2013-2014 year reflects overall performance at 50.9 percent. The 2014-2015 academic year data reflects proficiency levels using the state’s published cut-scores. BCSE’s students demonstrated that 47.7 percent were at or above proficiency levels. Due to the revised NYS 3-8 Common Core-aligned testing program, exams were reconstructed, causing a state-wide drop in student achievement scores. For the 2015-2016 school year, Bronx Charter School for Excellence demonstrated 67.3 percent proficiency in English Language Arts, which is 19.6 percentage points higher than the previous 2014-2015 school year. Since the 2013-2014 school year, there has been an increase of 16.4 percentage points.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61.8	55	38.0	52	60.2	83
4	76.4	51	69.0	56	75.3	77
5	34.5	55	50.9	53	61.3	80
6	49.1	53	40.7	54	75.0	52
7	46.3	54	35.0	55	69.8	53
8	38.0	318	52.5	55	65.4	52
All	50.9	318	47.7	325	67.3	397

### Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is

calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

## RESULTS

Of the 397 students tested, 30.2% attained Level 2, 46.9% attained Level 3 and 20.4% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 164.8.

English Language Arts 2015-16 Performance Level Index									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	2.5	30.2	46.9	20.4					
	PI	=	30.2	+	46.9	+	20.4	=	97.5
					46.9	+	20.4	=	<u>67.3</u>
							PLI	=	164.8

## EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

New York State’s NCLB 2013-2014 target Annual English language Arts Measurable Objective for Grades 3 through 8 is 104. Since our attained aggregate performance index value was 164.8, we met our objective for this outcome measure, by a margin of 60.8 points.

### Goal 1: Comparative Measure

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

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.<sup>3</sup>

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).



## RESULTS

The following table presents the results for Grades 3 through 8 along with the aggregate data. Bronx Charter School for Excellence's percentage for 3<sup>rd</sup> grade was 60.2 % compared to District 11's 32%, 4<sup>th</sup> grade was 75.3% compared to District 11's 32%, 5<sup>th</sup> grade was 61.3% compared to District 11's 24% , 6<sup>th</sup> grade was 75.0% compared to District 11's 23%, 7<sup>th</sup> grade was 69.8% compared to District 11's 29.0%, and 8<sup>th</sup> grade was 65.4% compared to District 11's 33%. Grades 3 through 8 outperformed District 11 by 38.5% with a percentage of 67.3% compared to 28.8%.

2015-16 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	60.0	82	32	3232
4	75.3	77	32	3139
5	61.3	80	24	3203
6	75.0	52	23	2858
7	71.1	52	29	2907
8	65.4	52	33	3015
All	67.3	395	28.8	18,354

## EVALUATION

The percentages of students at Level 3 or above enrolled in at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3<sup>rd</sup> through 8<sup>th</sup> grade by a difference of 38.5 percentage points. Individually, 28.0 percentage points difference on the 3<sup>rd</sup> grade, 43.3 percentage points in 4<sup>th</sup> grade, 37.3 percentage points in 5<sup>th</sup> grade, 52.0 percentage points in 6<sup>th</sup> grade, 42.1 percentage points in 7<sup>th</sup> grade, and 32.4 percentage points in 8<sup>th</sup> grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

## ADDITIONAL EVIDENCE

In 2013-2014, the District was outperformed by 31.2 percentage points. In 2014-2015, Bronx Charter School for Excellence continued to outperform District 11 by 28.4 percentage points. In 2015-2016, Bronx Charter School for Excellence outperformed the District by 38.5 percentage points.

English Language Arts Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students
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	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	61.8	23	38.0	21.8	60.2	32
4	76.4	23	69.0	11.1	75.3	32
5	34.5	19	50.9	20.3	61.3	24
6	49.1	18	40.7	19.7	75.0	23
7	46.3	16	35.0	19.0	69.8	29
8	38.0	19	52.5	24.0	65.4	33
All	50.9	19.7	47.7	19.3	67.3	28.8

### Goal 1: Comparative Measure

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

### METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2014-2015 academic year was 1.73 for grades 3 through 8. Grade 3 had an Effect Size of 0.66, grade 4 had an Effect Size of 3.14, grade 5 had an Effect Size of 2.41, grade 6 had an effect size of 1.28, grade 7 had an effect size of 1.08, and grade 8 had an effect size of 1.67.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>77.1</b>	<b>84</b>	<b>33</b>	<b>23.4</b>	<b>9.6</b>	<b>0.66</b>
4	<b>77.4</b>	<b>84</b>	<b>64</b>	<b>23.1</b>	<b>40.9</b>	<b>3.14</b>

5	74.5	55	53	21.3	31.7	2.41
6	74.5	56	41	21.8	19.2	1.28
7	76.4	55	35	19.0	16.0	1.08
8	76.4	55	53	24.3	28.7	1.67
All	76.2	389	46.8	22.3	24.5	1.73

<b>School's Overall Comparative Performance:</b>
<i>Higher than expected to a large degree.</i>

## EVALUATION

Since the requirement was 0.3, and an Effect Size was attained for Grades 3 through 8 of 1.73, Bronx Charter School for Excellence met its objective for this outcome. The measure exceeded by 1.43 and was higher than expected to a large degree.

## ADDITIONAL EVIDENCE

Displayed in the table below is the data for Grades 3 through 8. As stated above, Bronx Charter School for Excellence met its objective for this outcome measure for 3<sup>rd</sup> through 8<sup>h</sup> grade ELA exams in 2014-2015 by outperforming the predicted measure by 24.5 percentage points. Bronx Charter School for Excellence performed higher than the predicted percent of students at Level 3 and 4 during the 2013-2014 academic year by 29.2 percentage points and by 25.9 in 2012-2013 compared to similar schools statewide.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	82.1	323	44.9	19.0	2.17
2013-14	3-8	75.5	330	51.7	22.5	2.02
2014-15	3-8	76.2	389	46.8	22.3	1.08

### Goal 1: Growth Measure<sup>4</sup>

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 state's unadjusted median growth percentile.

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## METHOD

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

## RESULTS

In 2014-2015, the 4<sup>th</sup> grade cohort had a mean growth percentile of 65.2, 5<sup>th</sup> grade had a mean growth percentile of 30.4, 6<sup>th</sup> grade had a mean growth percentile of 66.2, 7<sup>th</sup> grade had a mean growth percentile of 40.1, and 8<sup>th</sup> grade had a mean growth percentile of 59.1. Overall, the school's mean growth percentile was 53.3, which is 3.3 percent above the statewide median.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	65.2	50.0
5	30.4	50.0
6	66.2	50.0
7	40.1	50.0
8	59.1	50.0
All	<b>53.3</b>	50.0

## EVALUATION

Bronx Charter School for Excellence had an overall mean growth percentile of 53.3, meeting the measure with 3.3 percent above the statewide median.

## ADDITIONAL EVIDENCE

Bronx Charter School for Excellence had an overall mean in 4<sup>th</sup> grade of 58.5 in 2012-2013, 58.3 in 2013-2014, and 65.2 in 2014-15, exceeding the statewide median for all three years. Bronx Charter School for Excellence had an overall mean in 5<sup>th</sup> grade of 29.5 in 2012-2013, 31.1 in 2013-2014, and 30.4 in 2014-15, which was below the statewide median. In 2012-2013, the 6<sup>th</sup> grade had a mean growth percentile of 56.5, 55.6 in 2013-2014, and 66.2 in 2014-15, which exceeded the statewide median for all three years. Seventh grade had a mean growth percentile of 60 in 2012-2013, 62.9 in 2013-2014, and 40.1 in

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<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

2014-15, which exceeded the statewide median for the first two years. In 2012-2013, 8<sup>th</sup> grade had a mean growth percentile of 50.5, which exceeded the state median, had a mean growth percentile of 48.9 in 2013-2014, which was below the statewide median, and had a mean growth percentile of 59.1 in 2014-15. Overall, Bronx Charter School for Excellence had a mean growth percentile of 51.0 in 2012-2013, 51.4 in 2013-2014, and 53.3 in 2014-15, which exceeded the statewide median for all three years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	58.5	58.3	65.2	50.0
5	29.5	31.1	30.4	50.0
6	56.5	55.6	66.2	50.0
7	60	62.9	40.1	50.0
8	50.5	48.9	59.1	50.0
All	51.0	51.4	53.3	50.0

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

As delineated in the following table, Bronx Charter School for Excellence met 4 out of 5 outcome measures for Goal 1. Overall, the school did not meet proficiency in English Language Arts at Bronx Charter School for Excellence. Although the school did not meet proficiency for this goal, the overall performance of students in grades 3-8, the school was 19.6 percentage points higher than the previous year, demonstrating significant improvement. The school's aggregate Performance Level Index (PLI) on the state English language arts exam met this year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. Bronx Charter School for Excellence did achieve the measure of performing greater than students in the same grades in the local school district. Additionally, the school has also achieved the measure of exceeding its predicted level of performance on the ELA exam by an Effect Size of 0.3 or above to a large degree. 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 is above the state's unadjusted median growth percentile. Bronx Charter School for Excellence will continue to strive to meet its English Language Arts goal of students becoming proficient readers of the English language.

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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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	Achieved

	grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
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 state’s unadjusted median growth percentile.	Achieved

**ACTION PLAN**

Bronx Charter School for Excellence will continue the following steps to improve particular areas within curriculum and instruction while continuing to strive for high academic performance through specific enhancements of the overall English Language Arts program. These steps will allow us to meet Goal 1:

1. We will prioritize our professional development for all teachers with a strong focus on the Common Core Learning Standards. The Common Core Standards will be analyzed and emphasized in all discipline areas and grade levels. The Leadership Team will work closely with all grade level teams on internalizing the Common Core standards and understanding the shift in planning and instructional delivery. We will continue to focus on the 6 shifts including:

- Balancing Informational and Literary Texts
- Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing from Sources
- Academic Vocabulary

School leadership will collaborate with grade level teams to revise curriculum maps and units that are in complete alignment with the Common Core Standards and emphasize academic language rigor. Writing will take place in all discipline areas.

2. Our early childhood classes will get more support from the Leadership team, the Principal and additional support staff identifying students who need early intervention/prevention in the areas of Literacy within the first few weeks of school. Supplemental instructional materials will be given to support an intervention program to meet their needs. An extra block of literacy intervention will be given to these students. Students who receive early intervention will be monitored on a weekly basis for short term goal improvement.

Our upper grade classes will get more support from the Leadership team in identifying students who need intervention and support in the areas of Literacy during the first two weeks of school. Supplemental instructional materials will be given to support an intervention through a push in or pull out program. For the few upper grade students who still need support with phonics and fluency, they will receive an extra literacy intervention block to support their improvement in these areas. Extra resources will also be provided for 5th through 8th grade students to improve their literacy learning by integrating literacy with Social Studies and Science to ensure emphasis on the Common Core Standards. Students will have access to more classic literature and a rigorous writing program.

3. We will prioritize our professional development for early childhood teachers with more time devoted to addressing the needs of the struggling, proficient and advanced readers. Since Bronx Charter School for Excellence teaches reading through a daily cycle of whole group instruction to flexible reading groups within the entire grade, most of the improvement will take place during the flexible reading group sessions.

4. We will prioritize our professional development for upper grade teachers with more time devoted in the area of guided reading and literature circles, with a strong emphasis on building effective reading comprehension strategies and critical thinking techniques.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall English Language Arts program such as:

- Daily uninterrupted reading block (8:40-10:20) in Kindergarten through fifth grade, with 3 hour reading and social studies integrated blocks in sixth through Eighth grade
- Daily explicit reading instruction increased from 90 minutes to 100 minutes
- Daily one hour flexible reading groups
- Differentiated curriculum, instruction, assessment and staff development
- Co-teaching and modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observations

# MATHEMATICS

## Goal 2: Mathematics

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

### BACKGROUND

During the 2015-2016 school year, Bronx Charter School for Excellence used a program that has the core tenets of mathematical instruction (i.e. computational, procedural and conceptual) to support and enable success with authentic problem solving activities. The Math in Focus program with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experience is a program that focuses on making connections and unpacking mathematical skills and concepts. Our enriched curriculum supports the goals of the Common Core State Standards for Mathematics, is research-based and focuses on classroom learning, discussion, and practice while balancing conceptual understanding, visual learning, and problem solving. On a daily basis students are asked to demonstrate their mastery of basic concepts so that these skills can move to a level of automaticity, allowing more time to be spent on robust and challenging mathematical questions. Our focus is on making our students fluent in mathematics as evidenced by their ability to tackle concepts from a variety of angles. Both programs were supported with resources from EngageNY to align to the Common Core standards. All grades are expected to master both content and mathematical processes appropriate for their age/grade.

Our assessments include unit-based quizzes and tests that check progress for proficiency in skills and concepts connected to the Common Core standards. We also use simple and multi-step constructed responses and project based learning to assess mastery of skills and concepts.

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

This year our professional development focused on looking closely at the Common Core standards by attending professional development sessions and examining sample tasks offered by New York State and other educational agencies and organizations.

### **Goal 2: Absolute Measure**

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



## Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8<sup>th</sup> grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	89	0	0	0	0	89
4	90	0	0	0	0	90
5	89	0	0	0	0	89
6	89	0	0	0	1	90
7	90	0	0	0	0	90
8	52	0	0	0	1	53
All	499	0	0	0	2	501

### RESULTS

The following table presents the New York State mathematics test results for all students tested and for those students enrolled in at least their second year. *Of the 89 students tested in Grade 3, 82 were enrolled in at least their second year. Of the 82 continuously enrolled 3<sup>rd</sup> graders, 76.8% performed at or above Proficiency on the New York State mathematics examination. Of the 90 students tested in Grade 4, 77 were enrolled in at least their second year. Of the 77 continuously enrolled 4<sup>th</sup> graders, 53.7% performed at or above Proficiency on the New York State mathematics examination. Of the 89 students tested in Grade 5, 79 were enrolled in at least their second year. Of the 79 continuously enrolled 5<sup>th</sup> graders, 69.6% performed at or Proficiency on the New York State mathematics examination.*

Of the 89 students tested in Grade 6, 89 were enrolled in at least their second year. Of the 52 continuously enrolled 6<sup>th</sup> graders, 94.1% performed at or above Proficiency on the New York State mathematics examination. Of the 90 students tested in Grade 7<sup>th</sup>, 52 were enrolled in at least their second year. Of the continuously enrolled 7<sup>th</sup> graders, 61.5% performed at or above Proficiency on

<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

the New York State mathematics examination. Of the 52 students tested in Grade 8, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 8<sup>th</sup> graders, 65.3% performed at or above Proficiency on the New York State mathematics examination.

Performance on 2015-16 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75.3	89	76.8%	82
4	60.0	90	53.7%	77
5	67.4	89	69.6%	79
6	92.1	89	94.1%	52
7	54.4	90	61.5%	52
8	65.4	52	65.3%	52
All	69.3	499	70.1%	394

**Evaluation**

Based on the results of the 2015 mathematics exam for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure except for 3<sup>rd</sup> and 6<sup>th</sup> grade. The 3<sup>rd</sup> grade has 76.8 scoring Proficient which is 1.8 percentage points higher than the 75 percent goal. The 6<sup>th</sup> grade has 94.1 scoring Proficient which is 19.1 percentage points higher than the 75 percent goal. In grades 4,5,7,and 8 less than 75% of students who were enrolled in at least their second year performed at or above Proficient. Bronx Charter School for Excellence 4th graders fell short of the measure by 21.3 percentage points, 5<sup>th</sup> graders fell short of the measure by 5.4 percentage points, our 7<sup>th</sup> graders fell short of the measure by 19.5 percentage points, and our 8<sup>th</sup> graders fell short of the measure by 9.7 percentage points. While Bronx Charter School for Excellence was unable to meet the outcome measure, we saw an average increase overall of 17% due to better preparedness and an instructional shift that were fully aligned to the Common Core standards.

**Additional Evidence**

Between 2009-2014, students testing in at least their second year maintained 98 percent proficiency or higher on the New York State mathematics using the states Time Adjusted Level 3 scores. Third and 4<sup>th</sup> grade maintained 100 percent for all 3 years. However, due to the shift towards the Common Core standards dramatically shifted the baseline for proficiency and Time Adjusted Scores are not available. Subsequently, during the current Accountability Period, Bronx Charter School for Excellence at best-made progress towards a high level of performance.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	68.5%	54	57%	56	76.8%	82
4	90.0%	50	76%	56	53.7%	77
5	68.5%	54	57.1%	54	69.6%	79
6	56.6%	53	72.2%	54	94.1%	52
7	65.4%	52	38.2%	55	61.5%	52
8	52.1%	48	67.3%	55	65.3%	52
All	66.9%	311	59.8%	330	70.1%	394

#### Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State mathematics exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

#### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>7</sup>

#### RESULTS

Of the 394 students tested, 4.8% attained a Level 1, 29.6% attained a Level 2, 31.9% attained a Level 3, and 35.0% attained Level 4. The attained aggregate Performance Index on the mathematics exam was 163.4

### Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	4.8	29.6	31.9	35.0

<sup>7</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$\begin{array}{rclclcl}
 \text{PI} & = & 29.6 & + & 31.9 & + & 35.0 & = & 96.5 \\
 & & & & 31.9 & + & 35.0 & = & \underline{66.9} \\
 & & & & & & \text{PLI} & = & 163.4
 \end{array}$$

## EVALUATION

New York State’s NCLB 2015-2016 target Mathematics Measurable Objective for Grades 3 through 8 is 94. Since our attained aggregate performance index value was 163.4, we met our objective for this outcome measure by a margin of 69.4% points.

### Goal 2: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.<sup>8</sup>

## RESULTS

The following table presents the results for Grades 3 through 8 along with the aggregate data. Bronx Charter School for Excellence’s percentage for 3<sup>rd</sup> grade was 75.3% compared to District 11’s %. The 4<sup>th</sup> grade was 60.0% compared to District 11’s %. The 5<sup>th</sup> grade students were at 67.4% compared to District 11’s %. The 6<sup>th</sup> grade students were at 92.1% compared to District 11’s %. The 7<sup>th</sup> grade students were at 54.4% compared to District 11’s %. The 8<sup>th</sup> grade students were at 65.4% compared to District 11’s %. All grades outperformed District 11 with a percentage of 69.3% compared to %.

2015-16 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	76.8%	82	30%	3,277
4	53.7%	77	31%	3,166
5	69.6%	79	27%	3,222

<sup>8</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

6	94.1%	52	26%	2,902
7	61.5%	52	22%	2,934
8	65.3%	52	19%	2,834
All	70.1%	394	<b>25.8</b>	18,335

## EVALUATION

The percentages of students at Level 3 or above enrolled in at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3<sup>rd</sup> through 8<sup>th</sup> grade by a difference of 44.3 percentage points. There was a 40.8 percentage point difference on the 3<sup>rd</sup> grade, 22.7 percentage point difference in 4<sup>th</sup> grade, 42.6 percentage point difference on the 5<sup>th</sup> grade, a 68.1 percentage difference on 6<sup>th</sup> grade, a 39.5 percentage difference on 7<sup>th</sup> grade, and a 46.3 percentage difference on 8<sup>th</sup> grade. Based on these results, the Bronx Charter School for Excellence met its objective for this outcome measure.

### Additional Evidence

During the 2013-2014 school year, 6<sup>th</sup> grade students performed at 54.4% compared to the District's 24.1%. During the 2014-2015 school year, 6<sup>th</sup> grade students performed at 72.7% compared to the District's 24.1%. During the 2015-2016 school year they performed at 94.1% compared to the District's 26%.

As outlined in the Evaluation portion above, our 3-8<sup>th</sup> graders continued to outperform the District even though the gap was narrowed. Overall, the Bronx Charter School for Excellence has outperformed the Local District for the last 3 years in all grades.

### Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	69.1	23.8	57.0%	27.8%	76.8%	30%
4	90.2	24.1	76.0%	27.9%	53.7%	31%
5	69.1%	55	59.5%	31.4%	69.6%	27%
6	54.4%	54	72.7%	26.2%	94.1%	26%

7	66.7%	54	38.2%	23.6%	61.5%	22%
8	55.1%	50	67.3%	15.3%	65.3%	19%
All	67.4%	319	61.8%	25.4%	70.1%	<b>25.8</b>

## Goal 2: Comparative Measure

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

## 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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

The 2014-2015 results demonstrate that Bronx Charter School for Excellence performed far above predicted levels with a difference of 40.3 percentage points. Additionally, 3<sup>rd</sup> grade had an effect size of 0.96, 4<sup>th</sup> grade had an effect size of 2.41, 5<sup>th</sup> grade had an effect size of 1.55, 6<sup>th</sup> grade had an effect size of 2.29, 7<sup>th</sup> grade had an effect size of 0.78, and 8<sup>th</sup> grade had an effect size of 2.77. Overall, grades 3 through 8 had an effect size of 1.78, highly exceeding the effect size of 0.3.

### 2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>77.1</b>	<b>84</b>	<b>51</b>	<b>33.2</b>	<b>17.8</b>	<b>0.96</b>
4	<b>77.4</b>	<b>84</b>	<b>76</b>	<b>32.4</b>	<b>43.6</b>	<b>2.41</b>
5	<b>74.5</b>	<b>55</b>	<b>60</b>	<b>32.3</b>	<b>27.7</b>	<b>1.55</b>
6	<b>74.5</b>	<b>56</b>	<b>73</b>	<b>28.5</b>	<b>44.5</b>	<b>2.29</b>
7	<b>76.4</b>	<b>55</b>	<b>38</b>	<b>22.7</b>	<b>15.3</b>	<b>0.78</b>
8	<b>76.4</b>	<b>55</b>	<b>67</b>	<b>15.6</b>	<b>51.4</b>	<b>2.77</b>

All	76.2	389	61.3	28.2	33.0	1.78
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<b>School's Overall Comparative Performance:</b>
<i>Higher than expected to a large degree</i>

### Evaluation

Since the attained Effect Size for Grades 3 through 8 was 1.73, the expected effect size was exceeded by 1.48. Bronx Charter School for Excellence met its objective for this outcome measure and was higher than the expected effect size to a large degree.

### Additional Evidence

Displayed in the table below are three years of available data. The Bronx Charter School for Excellence met and exceeded its objective during the 2012-2015 school years.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	82.1	323	52.3	20.3	1.97
2013-14	3-8	75.5	389	61	40.3	2.07
2014-15	3-8	76.2	499	46.8	22.3	1.73

### Goal 2: Growth Measure<sup>9</sup>

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 state's unadjusted median growth percentile.

### METHOD

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>10</sup>

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	61.2	50.0
5	48.4	50.0
6	57.1	50.0
7	48.8	50.0
8	50.9	50.0
All	54.0	50.0

## EVALUATION

Bronx Charter School for Excellence had an overall mean growth percentile of 54.0, meeting the measure with 4.0 percentage points above the statewide median.

## Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	63.4	58.3	61.2	50.0
5	41.5	31.1	48.4	50.0
6	46.8	55.6	57.1	50.0
7	47.1	62.9	48.8	50.0
8	42.8	48.9	50.9	50.0
All	48.5	68.2	54.0	50.0

## Summary of the Mathematics Goal

As delineated in the following table, during the 2014-2015 school year, Bronx Charter School for Excellence did not meet all 5-outcome measures for Goal 2.

Based on the evidence, Bronx Charter School for Excellence has not met its goal of having 75 percent of its students perform at proficiency on the New York State mathematics exam. However, Bronx Charter School for Excellence has continued to outperform students tested in the same grades in the local school districts. The school's aggregate Performance Level Index (PLI) on the State mathematics exam met the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. Bronx Charter School for Excellence exceeded the predicted level of performance on the NYS math exams by a large degree. The schools mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was above the state's unadjusted median growth percentile.

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).



<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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 local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Achieved

### **Action Plan**

Bronx Charter School for Excellence will undertake the following steps to improve particular areas the mathematics curriculum and instruction. These steps will allow us to meet Goal 2 in upcoming years, particularly at the middle school level:

1. Common core aligned benchmark assessment will be given to all students 4-6 times throughout the year to monitor students' progress on skills to be mastered at each grade level. Students who are underperforming will receive additional support during intervention blocks.
2. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills the first two weeks of school. Students who receive early intervention will be monitored on a weekly basis for short-term goal improvement and attainment of performance indicators in mathematics.
3. For middle school, a comprehensive advisory program will be instituted to make sure that the developmental needs of students are met before the core instructional day begins.
4. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Common Core standards. More time will be devoted for development in addressing the needs of struggling middle school students. We will also focus on training teachers in effective and multiple strategies of differentiating instruction that will allow all students to be able learn content and process skills from multiple vantage points.
5. More professional development with the Math In Focus program and the Math Common Core learning Standards will be provided.
6. Classrooms will integrate Math Messages into their morning meetings and implement more math talk into their math periods, providing an additional hour of math exposure and instruction weekly.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall Mathematics program such as:

- Differentiated curriculum, instruction, interim assessment and staff development
- Co-teaching and modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Implementing Math Talk
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation
- Project-based assessments
- Project-based learning
- Blended Learning

# SCIENCE

## Goal 3: Science

BCSE students will demonstrate proficiency relevant to science achievement.

### BACKGROUND

The Bronx Charter School for Excellence's science curriculum is based on the New York State standards, common core curriculum, and the next generation science standards which focus on three major strands- the physical environment, earth and space, and the living environment integrated with mathematics and technology. Under the direct guidance of the standards, key ideas and performance indicators, the science program has an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21<sup>st</sup> century.

Science instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their own understandings of key concepts and invites students to develop and explain concepts in their own words orally through writing and drawing. Students are provided with options and projects that will allow them to demonstrate mastery of content. When young learners are actively engaged in the discovery process effectively, their natural curiosity leads them to explore, discover and learn about the natural world.

Professional development was offered consistently for the 2015-2016 school year. It provided the science cluster teacher with models of curriculum mapping and unit planning and opportunities to explore resources. Talented, certified teachers participated in professional workshops to enhance inquiry-based explorations and build on developing more hands experiences using more student led experiments with teacher support. In turn, students built skills needed to investigate and then explain the world that surrounds them. Teacher professional development directly and indirectly affects students. Students learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

The middle school science program is also governed by the New York State standards, common core standards, and the New Generation Standards. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. The goal is for students to be able to explain, both accurately and with appropriate depth, the big ideas. Guided by teachers, students will continually develop and learn science knowledge to complete a scientific investigation. Moreover, they learn to communicate thoughts about science knowledge. With practice, trial and error, students will begin to recognize the relationship between explains and evidence. Thus, students in grades 5-8 demonstrated their understanding of science process skills and procedures. At least four, award-winning trade books a year will be part of the High-interest books that can transform scientific concepts into fluid text are ideal. In all, varied opportunities allowed BCSE students to use appropriate scientific language and demonstrate proficiency toward the eighth-grade science exit project and other competitive examinations such as New York State Earth Science Regents.

### Goal 3: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

## RESULTS

Of the 4<sup>th</sup> grade students at the Bronx Charter School for Excellence, 100% of the students achieved Levels 3 and 4. Of the 8<sup>th</sup> grade students, 66% of the students achieved Levels 3 or 4. The 2015-2016 scores have not yet been released. However, compared to the District in 2013-2014 grade 4 at 83% last year, the students exceeded the District average by 17 percentage points. Compared to the District in grade 8 at 43%, the students exceeded the District average by 23 percentage points.

Charter School Performance on 2015-16 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	89	N/A	N/A
8	66	35	N/A	N/A
All	83	112	N/A	N/A

## EVALUATION

The grade 4<sup>th</sup> and 8<sup>th</sup> performance for 2015-2016 was at 83%. The measure was met with 100% of the students who were enrolled in at least their second year performing at or above a Level 3 for 4<sup>th</sup> grade and 66% for 8<sup>th</sup> grade. The notable science achievement of this 4<sup>th</sup> grade cohort is 25% above the measure of 75% performing at or above Level 3. The 8<sup>th</sup> grade cohort is 9% below the measure of 75% performing at or above Level 3. BCSE also had sixteen 8<sup>th</sup> grade students taking the Earth Science Regents. Of the sixteen students taking the Earth Science Regents, fifteen (94%) passed the Earth Science Regents exams.

## ADDITIONAL EVIDENCE

The trend during the current Accountability Period is that all 4<sup>th</sup> grade students for 2014-2015, and since 2007-2008 school year, have achieved a Level 3 or 4 on the New York State Science Performance exam. During the 2012-2013 school year, the 8<sup>th</sup> grade students took the New York State Science Performance exams for the first time, and 85% of the students achieved a Level 3 or 4. In 2013-2014, BCSE increased the number of 8<sup>th</sup> graders taking the New York State Earth Science regents, but the overall score dropped 7% below the 75% goal. In the 2014-2015 year, the 8<sup>th</sup> grade increased the number of students taking the NYS Regents exam. The NYS Science Performance increased to 96%, which is an improvement of 28%. In the 2015-2016 school year, BCSE had ten more students (total of 35) take the NYS Science exam compared to 2014-2015 and the overall score dropped 9% below the 75% goal. Overall, the number of students tested increased from 98 in 2014-2015 to 112 in 2015-2016. The school has continued to maintain a high level of overall performance at 83%, by providing students with differentiated instruction that provides learning opportunities for all learning styles.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency
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	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	56	100	55	100	89
8	68	37	96	25	66	35
All	84	93	80	98	83	112

### Goal 3: Comparative Measure

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

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

### RESULTS

Of the 4<sup>th</sup> grade students at the Bronx Charter School for Excellence, 100% of the students achieved Levels 3 and 4. Of the 8<sup>th</sup> grade students, 66% of the students achieved Levels 3 or 4. The district scores have not yet been released.

### 2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	89	N/A	N/A
8	66	35	N/A	N/A
All	83	112	N/A	N/A

### EVALUATION

The Bronx Charter School for Excellence 4<sup>th</sup> and 8<sup>th</sup> grade performed at 83%. District performance for 2014-2015 has not been released. Compared to the District averages from the previous year, 2013-2014, the measure was met and exceeded.

### ADDITIONAL EVIDENCE

The Bronx Charter School for Excellence 4<sup>th</sup> and 8<sup>th</sup> grade performed at 83% during the 2015-16 school year. For the 2014-15 school year, the school performed at 97%, exceeding the district's performance of 62.5% by 34.5%. For the 2013-14 school year, the school performed at 84%, exceeding the district's performance of 63% by 21%. Compared to the District averages from the previous years, Bronx Charter School for Excellence has exceeded in performance. The local district's performance for 2015-2016 has not been released.

Science Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	83	100	81	100	N/A
8	68	43	95	44	66	N/A
All	84	63	97	62.5	83	N/A

## SUMMARY OF THE SCIENCE GOAL

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.	Achieved
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 local school district.	N/A

## ACTION PLAN

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

1. The Science program will continue to follow the New Generation Science standards to drive further rigor and instruction through the Science Curriculum. These standards will continue to be implemented into every aspect of the curriculum.
2. The elementary science teacher and middle school science team will continue to receive support and guidance from the Leadership team in identifying students who need early intervention, whether for remediation. Steady progression or extending concepts. Supplemental instruction materials will be given to support intervention to meet students' needs. Students who receive early intervention will be monitored on a weekly basis to assess short term goals and attainment of performance indicators in science.
3. We will prioritize our professional development for teachers to have on-going opportunities to plan with grade level teams and grade spans for curriculum mapping and unit planning, explore resources and strategies for differentiation in instructional delivery, materials, and assessment, enhance technology and question lesson planning skills to address the needs of the struggling, proficient and advanced students. We will also focus on training more teachers on pedagogical methods for quality instruction.
4. K-5 will begin to implement a new FOSS science program. They will receive ongoing professional development for the program and support on the integration of STEM instruction within the classroom.

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

- Differentiated curriculum, instruction, assessment and staff development
- Inquiry-based projects
- Co-teaching modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation
- Project-based assessments
- Field Trips

# NCLB

## Goal 4: NCLB

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

### Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

## METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

## RESULTS

Bronx Charter School for Excellence’s NCLB status for 2015-16 school year is “Good Standing.”

## EVALUATION

The NCLB status of Bronx charter School for Excellence is “Good Standing.”

## ADDITIONAL EVIDENCE

Bronx Charter School for Excellence has maintained “Good Standing” since the 2005-2006 school year.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing



## APPENDIX B: OPTIONAL GOALS

### APPENDIX B: OPTIONAL GOALS

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

#### Goal 5: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

#### Goal 5: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

### METHOD

For the ninth consecutive year, Bronx Charter School for Excellence (BCSE) used the NYC Learning Environment Survey and Report, which is used for the NYC public schools. It serves as a resource to unveil and assess parents' views and values of their child's learning environment. School year 2007-2008 was the first year that all New York City charter schools participated in this citywide survey and we discovered over the past 6 years that it was confusing for many parents. More importantly, BCSE's use of the NYC survey and report as a public charter school offers a familiar and citywide evaluative measure for both the school and its parents. So, during the 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015 and 2015-2016 school year, the parents used the same survey.

### RESULTS

Of the 639 families at BCSE, 639 families responded to the 2015-2016 The NYC Learning Environment Survey with a rate of 100%. Displayed in percentages, the family respondents were satisfied with respect to four highlighted categories: 1) Academic Expectations – 96%, 2) Communication – 97%, 3) Engagement - 94%, and 4) Safety and Respect – 97%.

#### 2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
639	639	100%

#### 2015-16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Academic Expectations	96%
Communication	97%

Engagement	94%
Safety and Respect	97%

## EVALUATION

The above mentioned, with 100% of families completing the 2015-2016 The NYC Learning Environment Survey, reflect immense parent satisfaction. Within each category, a balanced range of questions allow parents to examine and express their level of satisfaction with the overall quality of their child’s education and the learning environment of BCSE. In comparison to last year’s results of the NYC Learning Environment Survey Report, family slightly stayed the same or increased. During school community gatherings, the BCSE staff likened survey completion to their support of school functions and events. Engaged parents will voice their needs and uphold their parental responsibilities. Indeed, this year’s survey helped them to do so. With respect to the four highlighted categories: 1) Academic Expectations – decreased by 2% from 98% to 96% 2) Communication decreased by 1% from 98% to 97% 3) Engagement decreased by 2% from 96% to 94%) Safety and Respect decreased by 1% from 98% to 97%.

As illustrated above, the four categories of the NYC Learning Environment Survey Report highlight areas to help schools: set goals to improve response rates, providing details about how parents answered specific questions, evaluate specific learning conditions, and compare one’s school to other schools. Overall parents has 100% parent response rate unlike the city’s average response percentage of 51%. The measure was met in accordance to the goal to have two-thirds of parents demonstrate satisfaction based on parent satisfaction survey. The parent response increase was due to having parents complete the surveys during parent teacher conferences and sending out many reminders to families.

Bronx Charter School for Excellence will continue to conduct NYC Learning Environment Survey during Spring Parent-Teacher conferences to ensure, increase and encourage parent participation as well as continue to send reminders to the families. BCSE will continue to research different ways to increase parents to participate in the survey.

### Goal 6: Absolute Measure

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

## METHOD

Every student that is admitted or discharged from the school is entered into ATS. This system maintains the details of each child and we use the information in ATS to finalize our numbers. We count all children who are discharged after June 30<sup>th</sup> through early September. In the spring, we ask parents to complete an “Intent to Return” form to provide BCSE with a tentative commitment to reserve space.

## RESULTS

Over the summer of 2015, 24 students did not return to start the 2015-16 school year. Eleven students left because they moved out of the district or state and twelve for a range of parental choices including selecting other schools. Once the school year started, only 14 students were discharged before the end of the 2015-16 school year; five moved out of New York City and nine transferred to other schools. The retention rate for the 2014-2015 school year is 96%.

### 2015-16 Student Retention Rate

2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
644	55	562	96%

## EVALUATION

The number of students who returned for the 2015-2016 school year is based on the number of students initially returning in September. The retention rate for 2015-2016 school year was 96%. The goal was 90%; the measure was met.

## ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	97%
2014-15	98%
2015-16	96%

### Goal 6: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

## METHOD

Attendance is taken every morning and entered into NYCDOE's ATS system. Daily, monthly and annual attendance reports are calculated by child, class and school and can be requested in a variety of reports.

## RESULTS

In 2015-16, the school maintained a rate of 95% attendance and ended the year with an average of 97.6%. Goal 6 was met.

### 2015-16 Attendance

Grade	Average Daily Attendance Rate
K	96.9%
1	97.3%
2	97.7%
3	98.1%

4	97.8%
5	98.2%
6	97.9%
7	98.1%
8	96.5%
Overall	97.6%

## EVALUATION

Successfully, the measure was met. The school's daily attendance rate of at least 95 percent exceeded the school's target by 2.6%

## ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2013-14	94.4%
2014-15	97.3%
2015-16	97.6%