



Bronx Charter School for Excellence

3

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Charlene Reid, Chief Executive Officer, Charlton Clarke, Elementary Principal, Dawn Dean, Elementary Principal, and Monica Rios, Regional Director of School Operations, prepared this 2018-2019 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kathy Lathen	Board Chair, Executive/Finance/Discipline
Joyce Frost	Vice President, Executive/Finance/Discipline
Mardi Schecter	Secretary, Executive/Discipline
Lisa Keill	Treasurer, Executive/Finance/Discipline
Stacey Lauren	Trustee, Executive/Discipline
Tanya Pierre	Trustee, Executive/Discipline

Charlton Clarke has served as Principal for Bronx Charter School for Excellence 3, grades K-2 since July 2017. Dawn Dean has served as the 3rd grade Elementary School Leader since July 2018.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Opening in 2017, the mission of the Bronx Charter School for Excellence 3 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 3 are as follows:

Black (non-Hispanic)	72.5%
Hispanic	24.0%
American Indian, Alaskan, Asian or Pacific Islander	3.5%

In addition, 70% 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
2017-18	90	60												150
2018-19	88	87	58											233

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language.

BACKGROUND

During the 2018-2019 academic year, Bronx Charter School for Excellence 3 implemented a high quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 2nd 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 2nd 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 Engage NY 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 3 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 and modeling throughout the academic year.

METHOD

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only two years, which does not include New York State testing grades.

RESULTS AND EVALUATION

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ADDITIONAL EVIDENCE

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ACTION PLAN

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GOAL 2: MATHEMATICS

Goal 2: Mathematics

Goal 2: Absolute Measure BCSE students will demonstrate steady progress in the understanding and application of mathematical skills.

BACKGROUND

During the 2018-2019 school year, Bronx Charter School for Excellence 3 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. The program was supported with resources from Engage NY 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.

This year our professional development focused on program implementation, creating meaningful math conversations within the classroom, 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.

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GOAL 3: SCIENCE

Goal 3: Science

The students will demonstrate proficiency relative to science achievement.

BACKGROUND

The Bronx Charter School for Excellence 3's science curriculum is based on the FOSS Science curriculum, New York State standards, common core curriculum, and the next generation science standards which focus on three major strands- the physical environment, earth and space, and the living environment integrated with mathematics and technology. Under the direct guidance of the standards, key ideas and performance indicators, the science program has an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21st century.

Science instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their own 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 2018-2019 school year. It provided the classroom teachers with support in program implementation, opportunities to explore resources, and models of STEM questioning, discussion techniques, and explorations. Talented, certified teachers participated in professional workshops to enhance inquiry-based explorations and build on developing more hands-on experiences using more student-led experiments with teacher support. In turn, students built skills needed to investigate and then explain the world that surrounds them. 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.

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GOAL 4: ESSA

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Under the state’s ESSA accountability system, the school’s accountability status will be “Good Standing” each year.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Bronx Charter School for Excellence 3’s ESSA status for 2018-2019 school year is “Good Standing.”

ADDITIONAL EVIDENCE

Bronx Charter School for Excellence 3 has maintained “Good Standing” ESSA status since 2017-2018, its inaugural academic year.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing

APPENDIX A: OPTIONAL GOALS

Goal 5: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

Goal 5: Absolute Measure

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

METHOD

For the second consecutive year, Bronx Charter School for Excellence 3 (BCSE3) 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.

RESULTS

In the 2018-2019 academic year, 70% of parents completed the survey. At least 95% of participants responded positively to all fields listed below. 99% of respondents thought their child was safe at school. 98% felt that the school was clean. 97% were satisfied with their involvement in the school. 95% were satisfied with the level of parent-teacher trust, and 96% were satisfied with the level of parent-principal trust.

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
151	216	70%

2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Parent Involvement	97%
Parent-Teacher Trust	95%
Parent-Principal Trust	96%
Safety	99%
Cleanliness	98%

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EVALUATION

In each of these key survey categories, well over 2/3 of respondents were satisfied. BCSE 3 met the goal by exceeding the stated benchmark.

Goal S: Absolute Measure

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

METHOD

Each year, enrollment is tracked in ATS, which acts as a city wide student information system. Retention rate was calculated by finding the number of students discharged before the first day of school. Subtracting this number from 2017-2018 enrollment total will give the number of returning students. This allows us to calculate retention rate.

RESULTS

Of the 150 students enrolled in 2017-2018, 11 students were discharged before the first day of the 2018-2019 academic year. This means BCSE 3 had a retention rate of 93%.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-19 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
150	0	139	93%

EVALUATION

BCSE 3's 93% retention rate meets the objective of at least 90% retention, exceeding the benchmark by 3%.

ADDITIONAL EVIDENCE

Year	Retention Rate
2018-19	93%

Goal S: 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.

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RESULTS AND EVALUATION

In 2018-19, the BCSE 3 ended the year with an average of 95.8% attendance. This meets the goal of at least 95% attendance. Individually, each grade also surpassed the 95% attendance goal.

2018-19 Attendance

Grade	Average Daily Attendance Rate
K	95.6%
1	95.6%
2	96.5%
Overall	95.8%

ADDITIONAL EVIDENCE

In both 2017-2018, and 2018-2019, BCSE 3 surpassed 95% attendance benchmark.

Year	Average Daily Attendance Rate
2017-18	96.1%
2018-19	95.8%