



**Bronx Charter School for
Excellence 4**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Joshua Ocasio and Frank Peart, Elementary Co-Principals and Florence Bolton, Middle School Principal prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kathy Lathen	Board Chair	Executive, Finance, Discipline
Joyce Frost	Vice Chair	Executive, Finance, Discipline
Joseph Lewis	Treasurer	Executive, Finance, Discipline
Stacey Lauren	Trustee	Executive, Discipline

Joshua Ocasio and Frank Peart became co-principals for Bronx Charter School for Excellence 4 Elementary in September 2023. Florence Bolton served as the Elementary School Principal from July 2020 to August 2023. She became the Middle School Principal in August 2023. Andre Williams served as the Middle School Principal from August 2022 to July 2023.

SCHOOL OVERVIEW

Bronx Charter School for Excellence 4 (Bronx Excellence 4, Bronx 4) opened in the fall of 2018 to 120 scholars in grades K-1. Since its inception, Bronx Excellence 4 has expanded one-grade level each year and serves K-6 in 2023-24. Bronx 4 has requested approval to fully scale to K-8 like other schools in the network. The award-winning Bronx Excellence approach provides a differentiated, project-based learning environment that seeks to develop high-level analytical and critical thinking skills in every scholar. During the 2022-2023 school year, Bronx 4 served 332 children in grades K-5.

The mission of Bronx Charter School for Excellence 4 is to prepare young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. The school accomplishes this by offering a challenging and rigorous academic curriculum, which at the earliest of grades has an eye toward college preparation. Bronx Excellence 4 provides a supportive and caring environment that maintains high expectations for all students. The demographics of the population served by Bronx Excellence 4 are as follows:

Ethnicity	Percentage
American Indian or Alaskan Native	0.00%
Asian	3.01%
Black/African American	81.33%
Hispanic/Latinx	15.36%
Multiple Ethnicities	0.00%
Native Hawaiian or Other Pacific Islander	0.00%
White	0.30%

In addition, 83.73% of our students are eligible for free or reduced lunch.

During the 2022-23 school year, Bronx Excellence 4 resumed full in-person learning and implemented our approved educational model with fidelity. To mitigate the learning loss that occurred due to the pandemic, Bronx 4 relied on practices that have historically proven successful while also expanding our resources and scaffolding capacity. The faculty utilized a data-driven approach to discern each scholar’s needs and created individualized intervention plans for every child. Each plan informed instructional interventions facilitated through a combination of live small-group instruction in the classroom, one-to-one virtual tutoring, individualized support through virtual service providers, and summer programming for enrichment. This methodology expanded opportunities for learning with intervention strategies to meet a broader scope of needs.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year							
School Year	K	1	2	3	4	5	Total
2020-21	55	58	60	61	-	-	234
2021-22	56	60	55	56	57	-	284
2022-23	55	59	59	58	59	42	332

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Bronx Excellence 4 students will become proficient readers and writers of the English language.

BACKGROUND

During the 2022-23 academic year, Bronx Charter School for Excellence 4 implemented its high-quality, comprehensive English Language Arts (ELA) curriculum that is aligned to New York State’s Next Generation Learning Standards for grades K-8. The reading program provides for students the foundation needed to become proficient readers, including 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. We chose this curriculum because it allows us to facilitate a literacy approach that incorporates multiple genres, has the flexibility to differentiate, and uses direct instruction to teach foundational skills prior to moving onto more complex content.

The elementary program is grounded in techniques that support explicit and systematic instruction and offers a platform for ongoing professional development for teachers in the critical elements of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. 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. All instructional staff participate in workshops and ongoing modeling throughout the academic year to enhance their skills and optimize their use of curriculum resources.

The middle school program continues this work as scholars progress into departmentalized instruction. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading using a published program in concert with award-winning novels. The program provides a wide variety of genres,

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word study/vocabulary enrichment, differentiated material, and connections to writing. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. Award-winning novels are directly tied to broader themes taught in other disciplines. Therefore, we can increase reading engagement, stamina, and the connections that allow scholars to make better meaning and sense of the world around them.

Bronx Excellence 4 utilizes the writing workshop model for scholars to experience processed and craft writing. Students improve writing fluency; learn to communicate effectively; develop knowledge of the English written language system, with an emphasis on syntax and discourse; understand the connections between reading and writing to develop writers; understand and can write across various fictional and non-fictional genres; and develop a love of writing, culminating in publishing parties where written work is celebrated.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent, daily flexible reading groups that focus supports within smaller groups for struggling readers while offering enrichment activities for proficient and advanced student readers. Scholars receive small group instruction and interventions that cross grade-level classrooms. Teachers gather extensive assessment data to determine students' learning levels and provide individualized support to target needs. Assessments include a combination of formal and informal measures such as daily checks and anecdotes; quarterly benchmarks tests; annual state assessments; and curriculum-based assessments administered at the conclusion of the six- to eight-day instructional cycle. All data is used to inform lesson planning, establish targeted small group mini lessons, monitor progress, and evaluate the efficacy of our programming. Moreover, it helps to drive differentiated professional development by strengthening areas of vulnerability and leveraging assets to optimize instruction.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	53		2					55
4	57		1					58
5	39						1	40
6								
7								
8								
All	149		3				1	153

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
	3	53	33	62.26%	47	29
4	56	38	67.86%	51	35	68.63%
5	39	17	43.59%	37	16	43.24%
All	148	88	59.46%	135	80	59.26%

ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate, and report results to schools pending further information from the NYSED (New York State Education Department).

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

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ELA Measure 3 - Comparative

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

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

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	61.70%	47	34.68%	2059
4	68.63%	51	40.92%	2334
5	43.24%	37	39.21%	2318
6	-	-	38.26%	2287
7	-	-	44.92%	2502
8	-	-	53.72%	2578
All	59.26%	135	42.35%	14078

ELA Measure 4 - Comparative

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

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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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 the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ³		Effect Size
		Actual	Predicted	
3	78.6	63.2	37.3	1.35
4	75.9	41.1	33.4	0.44
5				
6				
7				
8				
All	77.2	52.2	35.3	0.90

ELA Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate, and report out results to schools pending availability of the data.

³ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA (English Language Arts): Internally developed assessments.

Bronx Excellence 4 utilized a series of standards-based internally developed assessments to measure and monitor student achievement during the 2022-23 school year. Content mastery was determined by 75% or more proficiency on a series of classroom assignments, quizzes, tests, formative and summative assessments and participation rates. Performance on all these measures culminated in a final student grade, which was used to determine proficiency in ELA content standards.

ELA Measure 6: Growth Measure

At least 75% of scholars in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content from the beginning of the school year.

METHOD

The table below shows the proficiency rates of students at the end of the 2022-23 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

Site	Grade	Count of Students	% Proficient
Bronx 4	3	55	61.82%
Bronx 4	4	58	67.24%
Bronx 4	5	39	76.92%
Bronx 4	All	152	67.76%

SUMMARY OF THE ELA GOAL

Bronx Excellence 4 will continue to strive to meet its English Language Arts goal of students becoming proficient readers and writers of the English language for the 2023-24 school year.

2022-23 English Language Arts Goal Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No

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

EVALUATION OF ELA GOAL

Bronx Excellence 4 did not meet the absolute or internal growth measures but met both comparative measures.

Measures 1: Bronx Excellence 4 continues to realize strong results, but in 2022-23 our progress fell short on measure one. Nearly 60 percent of all tested students enrolled in at least their second year performed at or above proficiency on the New York State English Language Arts examination for grades 3-5. Bronx 4 was 15.74 percentage points below the absolute growth measure target.

Measure 2: Not applicable.

Measure 3: This comparative measure was met. In 2022-23, 61.70% of Bronx 4’s third grade scholars in at least their second year met proficiency, outperforming the district by 27.02 percentage points. In grade 4, 68.63% of scholars in at least their second year met proficiency, outperforming the district by 27.71 percentage points. In fifth grade, scholars enrolled in at least their second year outperformed the district by 4.03 percentage points. Overall, our tested scholars in grades 3-5 who were enrolled in at least their second year outperformed the district’s average proficiency in grades 3-8 by 16.91 percentage points.

Measure 4: This measure was met. Bronx 4 exceeded the predicted level of performance on the state English Language Arts exam in 2021-22 with an overall effect size of .90. Scholars exceeded the 37.3% prediction for third grade’s economically disadvantaged students with 63.2% of scholars scoring in level three or four and an effect size of 1.35. Bronx 4’s fourth grade scholars came in respectfully at 41.1%, having an effect size of .44 based on the prediction of 33.4%.

Measure 5: Not applicable.

Measure 6: According to our internal English Language Arts data, 67.76% of students met proficiency in ELA. This was 7.24 percentage points below the growth measure target.

ADDITIONAL CONTEXT AND EVIDENCE

To mitigate the learning loss that occurred due to the pandemic and our resurgence to the new norm, Bronx 4 will continue to rely on practices that have historically proven successful while also expanding our resources and scaffolding capacity. Faculty utilize a data driven approach to discern each scholar's needs and create individualized intervention plans for our struggling scholars. Each plan informs instructional intervention facilitated through a combination of small group instruction, tutoring and Saturday academy sessions. This provides intensive, data driven differentiation to target individualized needs. This will be particularly crucial as we continue to establish the "new normal" and reassemble in the classrooms while implementing our grade cohort model, which has proven successful in meeting a wide spectrum of needs.

ELA ACTION PLAN

Bronx 4 will continue to provide equitable access to our instructional program to all students and remain vigilant of all learners' progress, including English Language Learners and those with special needs. We will continue to use Structured English Immersion for our English Language Learners (ELL) population. Scholars with special educational needs will be supported in our ICT model and small reading groups as we continue with our assessment model to measure and check student progress and provide individual and small group intervention informed by data. All teachers will receive training at the beginning of the school year designed to acquaint/reinforce strategies to support our general and special needs population. We will continue to implement strategies that have proven successful for our scholars, and we will prioritize our professional development with more time devoted to addressing the needs of the struggling, proficient, and advanced readers. Since Bronx 4 teaches reading using a daily cycle of whole group instruction to flexible reading groups within the grade, most improvement will take place within the flexible reading groups. Our K-4 grades will spend more time devoted to guided reading and grades 5-6 will devote time to literature circles, with an emphasis on building reading comprehension strategies and developing critical thinking skills.

As a school we commit to conducting consistent 7-day cycle testing in ELA, including Spelling, Sight Words, Reading Comprehension, and Grammar, all aligned to on-grade New York Next Generation Standards. We will analyze data and conduct targeted reteaches on the standard(s) of focus following each 7-day cycle assessment and provide remedial work for those still struggling to meet the standard(s). After each assessment and on a bi-weekly basis we will share students' progress reports with families to ensure transparency and alignment on students' academic standing and progress.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Bronx Excellence 4 students will demonstrate steady progress in the understanding and application of mathematical skills.

BACKGROUND

Bronx Excellence 4 uses a math curriculum originally designed to address instructional shifts and support the implementation of the Common Core learning standards and now updated for the Next Generation math standards. This program sequences mathematical progressions into modules. The curriculum aligns well with the school's approach to learning and provides a foundation of knowledge, skills, and competencies upon which to build as students advance in content and grade level. We selected this curricular approach because it allows students to engage with exciting, intriguing, and animated content that provides enhanced opportunities to explore, expand upon, and broaden the depth of mathematical discourse, real-world connections, reasoning, critical thinking, and problem solving. This includes computational, procedural, and conceptual knowledge that supports and builds success in mathematics with authentic problem solving. The program centers on teaching with a concrete-pictorial-abstract learning progression through real-world, hands-on experiences. It encourages students to use various mental strategies to solve problems and focus on finding solutions. It builds conceptual understanding rather than rote memorization, with an emphasis on critical thinking and problem solving and focuses on deep knowledge building to understand mathematics conceptually.

Our math program also uses key concepts as building blocks for more complex treatments in articulated, logical, modular progressions using a narrative approach to build coherence. Students are encouraged to use math talk to build mathematical vocabulary to discuss concepts in context. Scholars are expected to learn content and processes of mathematics to become lifelong mathematical thinkers. Middle school students continue to work with the standards-aligned, coherent, and focused curriculum that reflects the logical and sequential nature of mathematics. The curriculum simultaneously develops conceptual understanding, computational fluency, and problem-solving skills within real-world context. Our program is research-based and provides robust professional development for teachers, inclusive of teacher-led instructional videos and tools to target instruction based on student need.

Math is taught daily for a minimum of 60 minutes in elementary school and 90 minutes in middle school. During the class, content is introduced to the whole group. The teacher uses real-time data collected throughout the lesson, such as checks for understanding or questioning methods, along with unit quizzes and tests, and informal performance assessments. Additional assessments include formal and informal measures such as exit tickets, performance tasks, interim and state exams, and unit quizzes and tests. Data garnered from these measures is used to formulate small group interventions, assess curriculum efficacy, inform lesson planning, and guide professional development.

Based on classroom data, teachers provide scaffolded small groups and individualized targeted instruction as students practice work independently. This way, interventions are provided in real time, particularly for scholars who are not immediately mastering content. Our program also allows

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differentiation with advanced sections and groups created to enrich the math experience for accelerated scholars. While scholars are expected to master both content and mathematical processes appropriate for their age and grade, our goal is to support scholars so they can complete Algebra by the end of eighth grade.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	53		2						55
4	57		1						58
5	39						1		40
6									
7									
8									
All	149		3				1		153

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
	3	53	44	83.02%	47	38
4	56	42	75.00%	51	38	74.51%
5	39	32	82.05%	37	30	81.08%

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All	148	118	79.73%	135	106	78.52%
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Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
	3	80.85%	47	42.76%
4	74.51%	51	40.79%	2405
5	81.08%	37	38.84%	2353
6	-	-	35.27%	2305
7	-	-	44.45%	2497
8	-	-	38.70%	1434
All	78.52%	135	40.26%	13122

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	78.6	64.9	37.7	1.29
4	75.9	49.1	32.5	0.83
5				
6				
7				
8				
All	77.2	57.0	35.1	1.06

Math Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

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MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 5th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Internally Developed.

Math measure 6: Growth At least 75% of students in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content since the beginning of the school year.

METHOD

The table below shows the proficiency rates of students at the end of the 2022-23 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

RESULTS AND EVALUATION

Site	Grade	Count of Students	% Proficient
Bronx 4	3	55	53%
Bronx 4	4	58	69%
Bronx 4	5	39	77%
Bronx 4	All	152	65%

SUMMARY OF THE MATHEMATICS GOAL

Bronx Charter School for Excellence 4 will continue to strive to meet its mathematics goal of students becoming proficient in math for the 2023-2024 School year.

2022-23 Mathematics Goal Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of tested students enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Yes
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A

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Comparative	Each year, the percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
Growth	At least 75% of students in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content since the beginning of the school year.	No

EVALUATION OF THE MATHEMATICS GOAL

Bronx 4 met 3 of the 4 measures including the absolute measure, however fell short on the internal growth measure.

Measure 1: This measure was met, as 78.52% of all tested students enrolled in at least their second year performed at proficiency on the New York State Mathematics exam for grades 3-5. In grade 5, 81.08% of scholars enrolled in at least their second year performed at proficiency. In grade 4, 74.51% of scholars enrolled in at least their second year achieved proficiency, and 80.85% of third grade scholars enrolled in at least their second year performed at proficiency.

Measure 2: Not applicable.

Measure 3: This measure was met. In grade 3, 80.85% of scholars in at least their second year met proficiency, outperforming the district by 38.09 percentage points. In grade 4, 74.51% of scholars in at least their second year met proficiency, which outperformed the district by 33.72 percentage points. In grade 5, scholars in at least their second year outperformed the district by 42.24 percentage points, with a proficiency rate of 81.08%. Overall, Bronx 4’s tested scholars in at least their second year outperformed the district’s 3-8 average by 38.26 percentage points.

Measure 4: This measure was met. Bronx 4 exceeded the predicted level of performance on the state mathematics exam with an overall effect size of 1.06. In third grade scholars exceeded the 37.7% prediction for economically disadvantaged students with 64.9% of scholars scoring in level three or four and an effect size of 1.29. Our fourth grade scholars came in respectfully at 49.1%, having an effect size of .83 based on the prediction of 32.5%.

Measure 5: Not applicable.

Measure 6 – Growth: At the end of the school year, 65% of scholars demonstrated proficiency on grade level content.

MATHEMATICS ACTION PLAN

Bronx Excellence 4 will continue to educate our scholars with the goal of equity in mind. This ensures that all children have equitable access to high-quality instruction. To mitigate the learning loss that occurred due to the pandemic, Bronx 4 will continue to rely on practices that have historically proven successful while also expanding our resources and scaffolding capacity. The faculty will utilize a data driven approach to discern each scholar's needs and create intervention plans for scholars that demonstrate additional services/intervention is needed. Each plan will inform instructional intervention facilitated by small group instruction in the classroom, one-to-one tutoring, and individualized support from faculty. This methodology expands opportunities for learning with intervention strategies to meet a broader scope of needs.

To assess students' instructional needs at the start of the 2023-24 school year, Bronx 4 will dedicate the first few weeks of school to gauge where students are in their development. Using this and other data collected throughout the year, the school will provide intensive, data-driven differentiation to target individualized needs. This will be particularly crucial as we continue to assemble and adjust to the new normal in the classroom. Students with disabilities and those identified as English Language Learners will receive all mandated instruction and/or interventions per their Individualized Education Plan or 504 plans. Academic plans have been created to address the needs of all learners.

Next Generation-aligned benchmark assessment will be administered throughout the year to monitor students' progress on skills to be mastered at each grade level. Students needing early intervention/prevention will be identified in grade-level appropriate basic math skills during the first two weeks of school. Students who receive early intervention will be monitored weekly for short-term goal improvement and attainment of performance indicators in mathematics.

We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Next Generation Learning Standards and our math curriculum. Time will be devoted to development in addressing the needs of struggling students. We will also focus on training teachers in effective and multiple strategies to differentiate instruction that will allow all students to learn content and process skills from multiple vantage points.

We strive to meet the mathematical goals of students becoming proficient in the understanding and application of mathematical skills and concepts for the 2022-23 school year. As a school we commit to conducting consistent Mid-Module and End of Module testing along with standard-based quizzes throughout the modules in Math aligned to on-grade New York Next Generation Standards. We will analyze data and conduct targeted reteaches on the standard(s) of focus following each module and provide remedial work for those still struggling to meet the standard(s). After each assessment and on a

bi-weekly basis we will share students' progress reports with families to ensure transparency and alignment on students' academic standing and progress.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement and use technology, scientific concepts, principles, and theories to conduct and analyze investigations.

BACKGROUND

The science curriculum is based on the New York State P-12 Science Learning Standards (NYSP-12SLS) and focuses on three dimensions of learning – Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Under the guidance of the standards, the science program takes an inquiry-based approach to learning. It provides students with opportunities to build connections that link science to technology and societal impacts and provides the skills and knowledge our students need to become scientifically literate citizens of the 21st century. This approach aligns to our commitment to inspire conscientious, inquisitive, knowledgeable, and lifelong scholars. Students practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

Science instruction at Bronx Excellence 4 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 understanding of key concepts. It invites students to develop and explain concepts in their own words orally, as well as through writing and drawing. Students are provided with options and projects that allow them to demonstrate mastery of content. Young learners are encouraged to actively explore, discover, and learn about the natural world.

The middle school science program is also governed by the NYSP-12SLS. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. Guided by teachers, students continually learn content to complete hands-on scientific investigations, blended with literacy-rich activities and interactive digital tools. They learn to develop hypotheses and provide reasoning using evidence. With practice, trial, and error, students in grades 5-8 demonstrate their understanding of scientific processes, skills, and procedures. Bronx 4 scholars also learned about cultivating a hydroponic lab and eighth graders will be able to take an advanced high school course of living environment and participate in Urban Advantage, an initiative designed to advance scientific learning in New York City. Varied opportunities allow students to demonstrate appropriate scientific language, procedures, and proficiency, culminating in the state examinations. Assessments include classroom assignments, discourse, experiments, quizzes and tests, and presentations. Data is used to inform instruction, evaluate program efficacy, and differentiate professional development.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 – Absolute

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

The school did not administer New York State science assessments in 2022-23.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

This goal is not applicable for 2022-23.

Science Measure 2 – Comparative

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

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

2022-23 State Science Exam
Charter School and District Performance by Grade Level

This goal is not applicable for 2022-23.

SUMMARY OF THE ELEMENTARY/MIDDLE 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.	N/A
Comparative	Each year, the percentage of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Local Support and Improvement (Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

Bronx 4 has remained in good standing every year.

OPTIONAL GOALS

Goal 5: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

Goal 5: Absolute Measure

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

METHOD

Each year Bronx Excellence 4 families receive a satisfaction survey. This survey allows leadership and staff to receive parent feedback and determine how the school is succeeding and where it can improve.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS

Each year, the New York City Department of Education asks parents, teachers, and students to complete the annual DOE School Quality Survey, and respondents are asked to evaluate their school’s performance based on the six elements of the Framework for Great Schools. As this submission was being prepared, the results for the 2022-23 school year have not yet been released. Thus, data from the 2021-22 school year is presented here.

	Number of Responses	Number of Families	Response Rate
Bronx 4	219	295	74.2%

Key 2021-22 Parent Satisfaction Survey Results

	Bronx 4
Parent Involvement	87%
Parent-Teacher Trust	91%
Parent-Principal Trust	92%
Safety	96%
Cleanliness	N/A

Goal 5: Absolute Measure

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

METHOD

Each year, enrollment is tracked in ATS, which acts as a city-wide student information system. The retention rate was calculated by finding the number of students discharged before the first day of school. Subtracting this number from 2022-23 enrollment total will give the number of returning students. This allows us to calculate our retention rate.

RESULTS AND EVALUATION

Of the 287 students enrolled on BEDS Day of 2021-22, 252 returned and remained enrolled for BEDS Day 2022-23. This represents an 87.80% retention rate. The decrease in retention is attributed to several families moving out of NYC/State prior to the start of the 2022-23 school year.

Site	BEDS DAY SY22	# of Graduates	BEDS DAY 23 (Returned)	Retention Rate
Bronx 4	287	-	252	87.80%

Historical retention rates are as follows:

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Year	Retention Rate
2019-20	94%
2020-21	92%
2021-22	98%
2022-23	88%

Goal 6: Attendance

The school will maintain a high student attendance average.

Goal 6: Absolute Measure

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

METHOD

Each year, attendance is tracked in ATS, which acts as a city-wide student information system. Attendance results for this report were pulled from an ATS attendance report.

2022-23 Attendance

	Bronx 4
K	91.62%
1	92.39%
2	93.40%
3	94.69%
4	94.17%
5	96.50%
6	-
7	-
8	-
ALL	94.63%

RESULTS AND EVALUATION

Bronx 4's average daily attendance for the 22-23 school year was 94.63 percent, missing the goal by .37 of a percent. This was due to families adjusting to the new normal, as parents kept scholars home to exercise caution in response to weather advisories and signs of an illness. There were also cases of RSV, flu, and COVID that adversely affected attendance.

ADDITIONAL EVIDENCE

Prior to COVID, our daily attendance exceeded the 95% benchmark, and we are moving in the right direction. There has been a 1.33 percentage point increase in attendance since the 2021-22 school year. We continue to reach out to families daily through phone calls made by the office staff and administration to support daily attendance and retention.

Year	Average Daily Attendance Rate
2018-19	95.50%
2019-20	95.73%
2020-21	96.49%
2021-22	93.30%
2022-23	94.63%