

Bronx Charter School for Excellence 2



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Adije Okpo, Elementary School Principal
Sharleen Morris, Elementary School Principal
Jovan Newkirk, Principal Resident

1804 Holland Avenue, Bronx NY 10462

(718) 892-1276

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Sharleen Morris, Elementary Principal (K-2), Adije Okpo, Elementary Principal (3-4), Jovan Newkirk (5) prepared this 2020-2021 Accountability Progress Report on behalf of the 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 President	Executive, Finance, Discipline
Mardi Schecter	Secretary	Executive, Discipline
Joe Lewis	Treasurer	Executive, Discipline
Stacey Lauren	Trustee	Executive, Discipline
Kenneth Adams	Trustee	Executive, Discipline
Lena Rumpfelt (Parent Representative)	Trustee	Ex-Officio
Kathy Lathen	Board Chair	Executive, Finance, Discipline

Sharleen Morris has served as Elementary Principal (K-2) since July 2017. Adije Okpo has served as Elementary Principal since August 2018. Jovan Newkirk has served as the Middle Principal resident since July 2020.

SCHOOL OVERVIEW

Bronx Charter School for Excellence 2 (Bronx Excellence 2, BCSE 2) opened in the 2016-2017 academic year, serving grades K & 1. Each year since, it has added a grade level with a maximum capacity of 60 students. In 2019, Bronx Charter School for Excellence 2 was recognized by the New York State Education Department (NYSED) as a recognition school for high academic achievement. In 2021, the school was also granted a full-term five-year renewal with approval to expand to grade 8. During the 2020-2021 academic year, BCSE 2 served 375 students, in grades K-5.

The mission of the Bronx Charter School for Excellence 2 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 Bronx Excellence 2 are as follows:

Ethnicity	Percentage
Asian	29%
Black	32%
Hispanic	37%
Multiple Ethnicities	0%
White	2%

In addition, 79% of our students are eligible for free or reduced lunch.

The coronavirus had a devastating impact on many of our Bronx Excellence families. In addition to rapid and massive infection rates in the Bronx, our families faced sickness, the loss of family members due to illness, and for our scholars' families, a loss or reduction of employment and household income subsequent to statewide closures. During the 2020-21 school year, Bronx Excellence 2 implemented simultaneous hybrid and fully remote models that allowed live and direct instruction to take place while maximizing space and scheduling flexibilities to minimize the chance of viral transmission. Building access was heavily restricted to scholars and essential staff only. The school implemented layered mitigation strategies including cohorting, screening, social distancing, hand hygiene, and the use of face coverings. Scholars were pre-assigned to one of two self-contained groups to attend school in-person on an alternating schedule for two days a week (Monday/Tuesday, or Thursday/Friday) and participate in remote instruction for the remainder of the week. All buildings were closed on Wednesdays and weekends for enhanced cleaning. Paramount to our considerations is the safety, health, and wellbeing of our scholars, families, and staff. In order to support our families and staff, we instituted several initiatives including reassigning high-risk employees to virtual positions,

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helping families access public resources to support with housing, counseling, tutoring, employment, and developed a private donor-funded grocery store initiative to support families in attaining essential food and items.

Approximately 32% of our scholars took part in hybrid instruction, and 68% remained fully remote. Bronx Excellence 2 focused on ensuring equitable access to our high-quality instructional program, whether in-person or remote, and adapted to continually evolving circumstances prompted by the onset of COVID-19. As always, we were conscious of preserving the educational rights of all scholars, with particular attention to our most vulnerable populations.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2016-17	59	60								119
2017-18	60	60	60							180
2018-19	58	60	60	59						237
2019-20	60	60	60	60						300
2020-21	64	61	64	64	62	60				375

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language.

BACKGROUND

During the 2020-2021 academic year, Bronx Charter School for Excellence 2 continued with its high-quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for grades Kindergarten through 4 with Harcourt *Journeys*. This program is grounded in techniques and lessons that support explicit and systematic instruction. Students are regularly exposed to authentic texts and provided with guided and targeted instruction to meet their needs. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. Instructional staff participated in professional development every Wednesday throughout the academic year to enhance their instructional skills.

The middle school program (5) continued this work as scholars progressed through their academic career. The Harcourt *Collections* program is used in concert with award-winning novels, directly aligning with Common Core Learning Standards. A wide variety of genres, word study/vocabulary enrichment, differentiated material and connections to the Writers Workshop allow for balanced instruction.

Our writing program employed the basic components of Writing Workshop with the use of the workshop model of instruction so that students developed their writing fluency, learned to communicate effectively, understood the connections between reading and writing, wrote across different genres, and developed a love for writing. Social studies content was integrated with writing for the 2020-21 school year.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent, daily flexible reading groups that focus support in small groups for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Harcourt *Journeys* and the integrated social studies/writing program was taught to all scholars, hybrid and remote, for a combined three hours of instruction each day.

Due to the onset of the COVID-19 pandemic and subsequent hybrid and remote operational modes, the school was only able to administer the New York State Exam to a very small subset of students in April 2021, which would not yield results representative of our student body.

During the 2020-21 school year, Bronx Excellence 2 utilized a series of standards-based internally developed assessments to measure and monitor student achievement. Content

mastery was determined by 75% or more proficiency on a series of classroom assignments, quizzes, tests, and participation rates. The school also administered formative, weekly Quick Checks to measure incremental progress and acquisition of skills, and summative Application Assessments every 5-6 weeks to measure broader and deeper levels of understanding and content mastery. Performance on all of these measures culminated in a final student grade, which was used to determine proficiency in ELA content standards.

Goal 1: Growth Measure

During the 2020-2021 school year, at least 75% of scholars 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 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

	All Students	
Grade	Count of Students	% Proficient
3	64	81.25%
4	62	82.26%
5	60	48.33%
All	186	70.61%

Bronx 2 students had an average proficiency rate of 71% on the performance indicator. An average of 82% of students in grades 3-4 performed above the 75% benchmark proficiency mark established for normal conditions, while students in grade 5 trailed the benchmark by 27%.

These results represent some of the challenges students and families faced in grappling with the pandemic. The effects can be seen within 5th grade data as 90% of students participated in the remote instruction program.

Bronx 2 will continue to implement a sacred reading block each day with small targeted reading groups, and daily intervention 5 times a week.

Goal 1: Gap-Closing Measure:

During the 2020-21 school year, the difference between the proficiency of students in grades 3-5 with low initial absolute achievement and that of all students in grades 3-5 at the conclusion of the school year will be less than 10 percentage points.

METHOD

Bronx Excellence 2 defined students with low initial absolute achievement as those scholars who did not demonstrate proficiency at the end of the first marking period. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, the table below shows the end-of-year proficiency rates of students with low initial absolute achievement in grades 3-5 as compared to the aggregate proficiency rate of all students in grades 3-5 at the end of the school year.

RESULTS AND EVALUATION

Grade	Students with Low Initial Absolute Achievement		All Students	
	Count of Students	% Proficient	Count of Students	% Proficient
All	62	37.1%	186	70.61%

There were 62 scholars in grades 3-5 that did not demonstrate proficiency in reading at the beginning of the 2020-2021 school year. 23 out of 62 scholars, or 37.1% met or exceeded the gap-closing measure for reading by the end of the school year. In grades 3 and 4, 9 students met the growth measure out of 30 students. Of the 32 students in grade 5, 14 met or exceeded the gap-closing measure.

Overall, grades 3-5 did not meet this goal. These results represent some of the challenges students and families faced in grappling with the pandemic. In grades 3 and 4, 85% of the population attended school remotely. In grade 5, 90% of our middle school students attended school remotely.

With fidelity to our sacred reading block and targeted intervention, these scholars will continue to receive individualized support as we return back in person. We will continue to strive to meet proficiency with our literacy program which includes our sacred reading block, targeted small reading groups, and intervention 3-5 times each week as needed.

Goal 1: Gap-Closing Measure

During the 2020-21 school year, the difference between the proficiency of students with disabilities in grades 3-5 and that of all students in grades 3-5 at the conclusion of the school year will be less than 10 percentage points.

METHOD

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. The table below shows the proficiency rates of students with disabilities in grades 3-5 as compared to the aggregate proficiency rate of all students in grades 3-5 at the end of the school year.

RESULTS AND EVALUATION

Grade	Students with Disabilities		All Students	
	Count of Students	% Proficient	Count of Students	% Proficient
All	23	56.52%	186	70.61%

During the 2020-2021 school year, there were 23 students with disabilities in grades 3-5. Of the 23 total, 15 of those scholars were in grades 3-4, and 8 were in grade 5. Out of the 15 in grades 3-4, 60 % of the scholars were proficient by the end of the school year. In grade 5, 4 students, or 50% were proficient. In aggregate, 56.52% of our students with disabilities were proficient by the conclusion of the school year. Therefore, this goal was not met.

Bronx 2 will continue to differentiate instruction, including the use of visuals, repetition, and the use of refocusing prompts during the whole group reading lesson. Scholars will continue to engage in smaller, more targeted groups to work on skills specific to their individual needs and to reinforce skills taught and learned during the whole group reading block. Teachers will continue to participate in professional development opportunities to explore and reinforce strategies and best practices to support scholars with disabilities within their classes.

Goal 1: Absolute Measure

During the 2020-21 school year, 75 percent of students in grades 3-5 enrolled in at least their second year at the school will demonstrate 75% or more proficiency on grade level English Language Arts content by the end of the school year.

METHOD

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. The table below shows the proficiency rates of students enrolled in at least their second year in grades 3-5 as compared to all students.

RESULTS AND EVALUATION

Students Enrolled in at Their Least 2nd Year

Grade	Students Enrolled in at Their Least 2 nd Year		All Students	
	Count of Students	% Proficient	Count of Students	% Proficient
3	55	80.00%	64	81.25%
4	58	82.76%	62	82.26%
5	58	48.28%	60	48.33%
All	171	70.35%	186	70.61%

Scholars in grades 3 and 4 enrolled in at least their second year exceeded their goal in this measure. However in aggregate, 70.35% of our scholars demonstrated proficiency in ELA content by the end of the school year. Therefore, this goal was not met. These results reflect some of the challenges students and families faced in grappling with the pandemic. In grades 3 and 4, 85% of the population attended school remotely. In grade 5, 90% of our middle school students attended school remotely.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Bronx Charter School for Excellence 2 will continue to strive to meet its English Language Arts goal students becoming proficient readers of the English Language for the 2021-2022 school year.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: During the 2020-2021 school year, at least 75% of scholars 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.	All students	75%	186	70.61	NO
Measure 2: During the 2020-2021 school year, the difference between the growth of students in grades 3-8 with low initial absolute achievement and that of all students in grades 3-8 at the conclusion of the school year will be less than 10 percentage points.	Low initial achievers	75%	62	37.1	NO

Measure 3: During the 2020-21 school year, the difference between the growth of students with disabilities in grades 3-8 and that of all students in grades 3-8 at the conclusion of the school year will be less than 10 percentage points.	Students with disabilities ¹	75%	23	56.52	NO
Measure 4: During the 2020-21 school year, 75 percent of students in grades 3 through 5 enrolled in at least their second year at BCSE 2 will demonstrate 75% or more proficiency on grade level English Language Arts content by the end of the school year.	2+ students	75%	171	70.35	NO

ACTION PLAN

Bronx Excellence 2 will continue to educate our scholars with a lens towards the maintenance of equity. This ensures that all children have equitable access to high-quality instruction. Bronx Excellence 3 will provide full in-person instruction this fall, with necessary modifications to safeguard the health and safety of our scholars and staff.

Bronx Excellence 2 will provide academic intervention through third-party tutorial programs during the month of August for scholars who did not achieve their academic goals. In addition to continuing these programs throughout the year, Bronx Excellence 2 is also exploring an opportunity to assemble a Tutor Corps, comprised of teachers, education associates, graduate students, student teachers, and other qualified members of the community. There is an untapped resource of knowledge and intellectual capital that resides within our community. We have several highly educated individuals who can provide one-to-one tutoring for our scholars. Perhaps they are underemployed engineers with advanced degrees in mathematics, graduate students who are pursuing advanced degrees in education, or an existing staff member who is concerned about student progress. Bronx Excellence 2 hopes to tap into this tremendous resource to establish a group of dedicated tutors who can provide additional hours of support before, after, and throughout the school day. Prior to the school year, these tutors will receive training to understand our model and curriculum to ensure congruence with the material that is taught. They will, then, be assigned students to provide additional hours of instruction in any of the core content areas based on student need and parental request. In addition to the summer programming that will be afforded to students, this will offer extended

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

learning opportunities to mitigate any potential learning loss and accelerate achievement through targeted intervention and tutoring.

Bronx Charter School for Excellence 2 will continue to implement resources and strategies that have historically proven successful for our scholars.

1. Bronx Excellence 2 will dedicate the first few weeks of school to administer benchmark assessments 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 emerge from the pandemic year and reassemble in the classrooms. To the greatest extent possible, we will implement our Grade Cohort Model, which has proven successful in meeting a wide spectrum of needs.
2. Bronx Excellence 2 will continue to provide equitable access to our high-quality instructional program to all students and remain vigilant of all learners' progress, including those with special needs and English Learners. The school uses Structured English Immersion for our ELL students and a SETSS model for our students with disabilities. We will reinstate our robust assessment model to measure and check student progress and provide intensive, individualized and small group interventions informed by data. All teachers receive special training at the beginning of the school year designed to reinforce strategies to support English learners and students with disabilities.
3. We will prioritize our professional development for all teachers with a strong focus on the Common Core Learning Standards. We will continue to focus on the 7 shifts including:
 - Balancing Informational and Literary Texts
 - Knowledge in the Disciplines
 - Staircase of Complexity
 - Text-Based Answers
 - Writing from Sources
 - Effective Reading Comprehension Strategies
 - Academic Vocabulary
4. Excellence Community Schools will collaborate with the leadership team 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.

5. Teachers will receive particular support from the leadership team, the Principal and additional support staff to identify students who demonstrate potential learning loss and require intervention/prevention in the areas of Literacy within the first few weeks of school. Supplemental instructional materials and strategies will be provided to support interventions.
6. We will prioritize our professional development with more time devoted to addressing the needs of the struggling, proficient and advanced readers. Since Bronx Charter School for Excellence 2 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. Upper grade teachers will spend more time devoted to guided reading and literature circles, with a strong emphasis on building effective reading comprehension strategies and critical thinking techniques. Curriculum maps and assessments will be modified to meet the needs of students based on assessment data.
7. Bronx Charter School for Excellence 2 will also 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 K-5th 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

Goal 2: Mathematics

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

BACKGROUND

During the 2020-21 school year, Bronx Charter School for Excellence 2 continued to use a program that has the core tenets of mathematical instruction aligned to New York State's Common Core Learning Standards in mathematics. *Eureka Math* was designed to address the instructional shifts and support the implementation of the CCLS. *Eureka Math* is a PreK through 12 program that sequences the mathematical progressions into modules. Students 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 Eureka Math program centers on teaching with a concrete-pictorial-abstract learning progression of skills through real-world, hands-on experiences. Eureka Math 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. Eureka Math was taught daily for a minimum of 60 minutes to both hybrid and full remote students with the goal to build fluency and automaticity for all scholars. All grades are expected to master both content and mathematical processes appropriate for their age/grade.

Due to the onset of the COVID-19 pandemic and subsequent hybrid and remote operational modes, the school was only able to administer the New York State Exam to a very small subset of students in April 2021, which would not yield results representative of our student body.

During the 2020-21 school year, Bronx Excellence 2 utilized a series of standards-based internally developed assessments to measure and monitor student achievement. Content mastery was determined by 75% or more proficiency on a series of classroom assignments, quizzes, tests, and participation rates. The school also administered formative, weekly Quick Checks to measure incremental progress and acquisition of skills, and summative Application Assessments every 5-6 weeks to measure broader and deeper levels of understanding and content mastery. Performance on all of these measures culminated in a final student grade, which was used to determine proficiency in Math content standards.

Goal 1: Growth Measure: During the 2020-21 school year, at least 75% of students in grades 3-5 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 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 3-5 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

RESULTS AND EVALUATION

Grade	All Students	
	Count of Students	% Proficient
3	64	81.25%
4	62	79.03%
5	60	51.67%
All	186	70.65%

Bronx Excellence 2 students had an average proficiency rate of 70.65% on the performance indicator. While grades 3 and 4 met this goal, in aggregate, Bronx 2 did not achieve this measure. These results reflect the challenges posed by having 90% of the 5th grade student body working remotely.

Bronx Excellence 2 will strive to meet its mathematics goal of students becoming proficient in the understanding and application of mathematical skills and concepts for the 2021-2022 school year.

Goal 1: Gap-Closing Measure:

During the 2020-21 school year, the difference between the proficiency of students in grades 3 and 4, with low initial absolute achievement, and that of all students in grades 3 and 4 at the conclusion of the school year will be less than 10 percentage points.

METHOD

Bronx Excellence 2 defined students with low initial absolute achievement as those scholars who did not demonstrate proficiency at the end of the first marking period. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, the table below shows the end-of-year proficiency rates of students with low initial absolute achievement in grades 3-5 as compared to the aggregate proficiency rate of all students in grades 3-5 at the end of the school year.

RESULTS AND EVALUATION

Grade	Students with Low Initial Absolute Achievement		All Students	
	Count of Students	% Proficient	Count of Students	% Proficient
All	56	28.57%	186	70.65%

There were 56 scholars in grades 3-5 that did not demonstrate proficiency in reading at the beginning of the 2020-2021 school year. By the end of the school year, 16 students met or exceeded the gap-closing measure for Mathematics. Overall, grades 3-5 did not meet the 10 percentage points difference from all students.

These results reflect some of the challenges students and families faced during the pandemic. In grades 3 and 4, 85% of the population attended school remotely. In grade 5, 90% of our students attended school remotely.

Goal 1: Gap-Closing Measure

During the 2020-21 school year, the difference between the proficiency of students with disabilities in grades 3-5 and that of all students in grades 3-5 at the conclusion of the school year will be less than 10 percentage points.

METHOD

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. The table below shows the proficiency rates of students with disabilities in grades 3-5 as compared to the aggregate proficiency rate of all students in grades 3-5 at the end of the school year.

RESULTS AND EVALUATION

Grade	Students with Disabilities		All Students	
	Count of Students	% Proficient	Count of Students	% Proficient

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All	23	73.91%	186	70.65%
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During the 2020-2021 school year, there were 23 scholars with individualized education plans in 3rd-5th grade. Out of the 23, 17 scholars demonstrated proficiency by the end of the school year.

The percentage points difference was a 3.26% positive difference from all students. This goal was met.

Students with disabilities will continue to receive all mandated instruction and or interventions. Academic plans have been created to address the needs of all learners.

In addition to differentiated instruction, including the use of visuals, repetition, and the use of refocusing prompts during the daily math block lesson, scholars will continue to be engage in smaller, more targeted groups to provide additional practice and reinforce skills taught in the whole group lesson. Teachers will continue to participate in professional development opportunities all year long to explore and reinforce strategies and best practices to support scholars with disabilities within their classes.

Goal 1: Absolute Measure

During the 2020-21 school year, 75 percent of students in grades 3 and 4 enrolled in at least their second year at the school will demonstrate 75% or more proficiency on grade level Mathematics content by the end of the school year.

METHOD

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 80% or more of grade level content at the normed rate since the beginning of the school year. The table below shows the proficiency rates of students enrolled in at least their second year in grades 3-5 as compared to all students.

RESULTS AND EVALUATION

Students Enrolled in at Their Least 2nd Year

Grade	Students Enrolled in at Their Least 2 nd Year		All Students	
	Count of Students	% Proficient	Count of Students	% Proficient
3	55	80.00%	64	81.25%
4	58	79.31%	62	79.03%
5	58	51.72%	60	51.67%
All	171	70.18%	186	70.97%

Of the 171 scholars enrolled in their 2nd year, 70.18% met the proficiency goal. Students enrolled in their 2nd year in grades 3 and 4 demonstrated proficiency and met the goal.

Students in grade 5 enrolled in their 2nd year missed the goal by 24%. Based on this data, Bronx Excellence 2 did not meet their 75% target goal by less than 5 percentage points.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: During the 2020-2021 school year, at least 75% of scholars 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.	All students	75%	186	70.65%	NO
Measure 2: During the 2020-21 school year, the difference between the proficiency of students in grades 3-5 with low initial absolute achievement and that of all students in grades 3-5 at the conclusion of the school year will be less than 10 percentage points	Low initial achievers	75%	56	28.57%	NO
Measure 3: During the 2020-21 school year, the difference between the proficiency of students with disabilities in grades 3-5 and that of all students in grades 3-5 at the conclusion of the school year will be less than 10 percentage points	Students with disabilities ²	75%	32	73.91%	Yes
Measure 4: During the 2020-21 school year, 75 percent of students in grades 3-5 enrolled in at least their second year at the school will demonstrate 75% or more proficiency on grade level math content by the end of the school year.	2+ students	75%	171	70.18%	NO

ACTION PLAN

Bronx Excellence 2 will continue to educate our scholars with a lens towards the maintenance of equity. This ensures that all children have equitable access to high-quality instruction.

Bronx Excellence 2 will provide academic intervention through third-party tutorial programs during the month of August for scholars who did not achieve their academic goals. In addition to continuing these programs throughout the year, Bronx Excellence 2 is also exploring an

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

opportunity to assemble a Tutor Corps, comprised of teachers, education associates, graduate students, student teachers, and other qualified members of the community. There is an untapped resource of knowledge and intellectual capital that resides within our community. We have several highly educated individuals who can provide one-to-one tutoring for our scholars. Perhaps they are underemployed engineers with advanced degrees in mathematics, graduate students who are pursuing advanced degrees in education, or an existing staff member who is concerned about student progress. Bronx Excellence 2 hopes to tap into this tremendous resource to establish a group of dedicated tutors who can provide additional hours of support before, after, and throughout the school day. Prior to the school year, these tutors will receive training to understand our model and curriculum to ensure congruence with the material that is taught. They will, then, be assigned students to provide additional hours of instruction in any of the core content areas based on student need and parental request. In addition to the summer programming that will be afforded to students, this will offer extended learning opportunities to mitigate any potential learning loss and accelerate achievement through targeted intervention and tutoring.

Bronx Charter School for Excellence 2 will continue to implement resources and strategies that have historically proven successful for our scholars.

1. To assess students' instructional needs at the start of the 2021-2022 school year, Bronx Excellence 2 will dedicate the first few weeks of school to administer benchmark assessments 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 emerge from the pandemic year and reassemble in the classroom.
2. Students with disabilities and those identified as ELLs will receive all mandated instruction and/or interventions per their IEP or 504 plans. Academic plans have been created to address the needs of all learners
3. Common core aligned benchmark assessment will be administered 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.
4. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills during 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.

5. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Common Core standards and our math curriculum. More time will be devoted for development in addressing the needs of struggling students. We will also focus on training teachers in effective and multiple strategies of differentiating instruction that will allow all students to learn content and process skills from multiple vantage points.
6. Classrooms will integrate Math Messages into their morning meetings and continue math talk into their math periods, providing an additional hour of math exposure and instruction weekly.

Bronx Charter School for Excellence 2 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 Bronx Excellence Leadership team and ECS team
- Collaborative unit and lesson planning
- Leadership grade team meetings
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation

GOAL 3: SCIENCE

ELEMENTARY

Goal 3: Science

BCSE 2 students will demonstrate proficiency relevant to science achievement and use technology, scientific concepts, principles, and theories to conduct and analyze investigations.

BACKGROUND

The Bronx Charter School for Excellence 2'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 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 2020-2021 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. Students learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

METHOD

In the absence of state exams, Bronx Excellence 2 will not be reporting science assessment data.

RESULTS AND EVALUATION

This data is not available.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

N/A

ACTION PLAN

N/A

Bronx Charter School for Excellence 2 will continue 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 in 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. Supplemental instruction materials will be provided 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.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: 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 Excellence 2 was in Good Standing with ESSA's accountability standards.

ADDITIONAL EVIDENCE

Bronx Excellence 2 has been in Good Standing every year of reporting.

Accountability Status by Year

Year	Status
2016-17	In Good Standing
2017-18	In Good Standing
2018-19	In Good Standing
2019-20	In Good Standing
2020-21	In Good Standing

APPENDIX A: 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

Each year Bronx Excellence 2 families received a satisfaction survey. This survey allows Bronx Excellence 2 leadership and staff to receive parent feedback, and determine both how the school is succeeding, and where it can improve.

RESULTS

Data was not collected due to Covid 19 Pandemic.

2020-21 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
N/A	N/A	N/A

2020-21 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
N/A	%

Goal 6: 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 2018-2019 enrollment total will give the number of returning students. This allows us to calculate retention rate.

RESULTS & EVALUATION

Of the 300 students enrolled in 2019-20, 21 were discharged before the first day of the 2020-21 academic year. This means that Bronx Excellence 2 had a retention rate of 93%.

2020-21 Student Retention Rate

2019-20 Enrollment	Number of Students Who Graduated in 2019-20	Number of Students Who Returned in 2020-21	Retention Rate 2020-21 Re-enrollment ÷ (2019-20 Enrollment – Graduates)
300	0	279	93%

ADDITIONAL EVIDENCE

Year	Retention Rate
2018-19	94.40%
2019-20	95.80%
2020-21	93%

Goal 5: 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.

2020-21 Attendance

Grade	Average Daily Attendance Rate
K	97.3%
1	98.6%
2	98.3%
3	99.2%
4	98.7%
5	99.1%
Overall	98.5%

RESULTS AND EVALUATION

In 2020-21, the school ended the year with a 98.5 attendance rate. This meets the goal of at least 95% attendance. Individually, each grade also surpassed the 95% attendance benchmark.

ADDITIONAL EVIDENCE

Bronx Charter School for Excellence 2 has exceeded the 95% attendance benchmark every year for at least the past five years.

Year	Average Daily Attendance Rate
2016-17	97.20%
2017-18	96.60%
2018-19	96.80%
2019-20	96.11%
2020-21	98.5%