



**BRONX COMMUNITY CHARTER SCHOOL
RENEWAL REPORT**

**2014 – 2015 SCHOOL YEAR
MAY 2015**

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Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Bronx Community Charter School	
Board Chair(s)	Ariel Behr
School Leader(s)	Sasha Wilson and Martha Andrews (co-directors)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 10
Physical Address(es)	3170 Webster Avenue, Bronx
Facility Owner(s)	Private
School Opened For Instruction	2008-2009
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	K-5
Current Authorized Enrollment	375
Proposed New Charter Term	5 years [July 1, 2015 – June 30, 2020]
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	675
Proposed Sections per Grade for New Charter Term	Grades K-5: 3 sections per grade

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis		
	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	16	16
# Met	6	6
# Partially Met	0	0
# Not Met	8	8
# Not Applicable *	2	2
% Met	38%	38%
% Partially Met	0%	0%
% Not Met	50%	50%
% Not Applicable *	13%	13%
% Met of All Applicable Goals	43%	43%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts	
	2013-2014
Bronx Community Charter School	30.9%
CSD 10	18.1%
Difference from CSD 10 *	12.8
NYC	29.8%
Difference from NYC *	1.1
New York State **	30.6%
Difference from New York State	0.3

% Proficient in Mathematics	
	2013-2014
Bronx Community Charter School	38.5%
CSD 10	26.4%
Difference from CSD 10 *	12.1
NYC	39.1%
Difference from NYC *	-0.6
New York State **	36.2%
Difference from New York State	2.3

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts	
	2013-2014
Bronx Community Charter School - All Students	62.0%
Peer Percent of Range - All Students	50.3%
City Percent of Range- All Students	44.7%
Bronx Community Charter School - School's Lowest Third	61.0%
Peer Percent of Range - School's Lowest Third	12.9%
City Percent of Range - School's Lowest Third	11.7%

Median Adjusted Growth Percentile - Mathematics	
	2013-2014
Bronx Community Charter School - All Students	59.0%
Peer Percent of Range - All Students	45.1%
City Percent of Range- All Students	44.0%
Bronx Community Charter School - School's Lowest Third	69.0%
Peer Percent of Range - School's Lowest Third	45.4%
City Percent of Range - School's Lowest Third	43.4%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts	
	2013-2014
Students with Disabilities *	45.5%
English Language Learner Students	33.3%
Students in the Lowest Third Citywide	24.0%
Percent in the 75th Growth Percentile - Mathematics	
	2013-2014
Students with Disabilities *	18.2%
English Language Learner Students	22.2%
Students in the Lowest Third Citywide	38.1%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

II. Renewal Recommendation and Rationale

As part of the school's 2012-2013 charter renewal, the following conditions were placed on the school as requirements for future renewal:

- **Academic Conditions: 1 of 1 applicable condition met**

Achievement of Renewal Conditions

Academic Conditions		2013-2014
1.	The school must score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress and Student Performance grades on the NYC DOE Progress Report.	N/A
2.	The school must equal or surpass CSD proficiency levels in Math and ELA in testing grades of grade-to-grade comparisons (i.e. third grade to third grade) during the new charter term.	Met
3.	If the above goals are met during the term, the school can apply to move forward with middle school expansion.	N/A

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 5 year full-term renewal.

As part of the renewal application, Bronx Community Charter School submitted one material revision. The NYC DOE determination is as follows: regarding the material revision to expand grades served to include grades six through eight and increase the authorized maximum enrollment to 675 students during the next charter term, the NYC DOE Chancellor approves this material revision.

A. Academic Performance

At the time of this school's renewal, Bronx Community Charter School has partially demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for Bronx Community Charter School indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

Bronx Community Charter School is a small learning community founded on the principle that children learn best when they are active participants in their own learning. The school strives to

be a place where “students raise questions about the world around them, engage with a wide range of materials, and learn through their interactions with each other and all of the adults in the school community. Children learn to use their minds well, cultivating strong intellectual habits and skills to become self-directed learners with clear passions and ambitions. Teachers know children deeply and develop powerful curriculum to meet the needs and interests of their students. All members of our school community are committed to making thoughtful choices, advancing democratic values, and effecting change in the broader community.” The school provides a progressive education, with an education delivery model based on authentic, project-based, hands-on instruction. The instructional model is predicated on two teachers in each classroom which allows for a variety of instructional delivery methods and student groupings.

School Specific Academic Performance

The school entered its seventh year of operation with the 2014-2015 academic year. The school was last renewed in April 2013; as a result, the New York City Department of Education (NYC DOE) has one year of New York State (NYS) assessment data and one year of other academic data, such as data obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at Bronx Community Charter School over the retrospective charter term.

Bronx Community Charter School's aggregate English Language Arts (ELA) and math proficiency rates exceeded those of Community School District (CSD) 10 for the one-year charter term under review. However, while the school's aggregate ELA proficiency rate also exceeded the citywide proficiency rate, the school's math proficiency fell slightly below that of the comparable New York City (NYC) proficiency rate. Additionally, in 2013-2014, both the ELA and math proficiency rates on the NYS assessments for Bronx Community Charter School were above the NYS averages.

For NYS assessments administered beginning with the 2012-2013 school year, NYS tests were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable. However, as this school's retrospective charter term covers only the 2013-2014 school year and the current 2014-2015 school year, all proficiency results provided in this renewal report are aligned to the CCLS.

In 2013-2014, 38.5% of Bronx Community Charter School's students were proficient in math on the NYS assessments. This level of proficiency represents an increase of 16.7 percentage points over the prior year. For 2013-2014, Bronx Community Charter School's math proficiency was greater than 56% of all elementary schools citywide. In addition, when compared to elementary schools with student populations most like its own (i.e. peer schools) Bronx Community Charter School outperformed 58% of its peer schools. The school also outperformed 77% of CSD 10 elementary schools. In 2013-2014, 30.9% of Bronx Community Charter School's students demonstrated proficiency on NYS assessments in ELA. This level of proficiency represents an increase of 9.8 percentage points over the prior year and with this level of proficiency, Bronx Community Charter School outperformed 61% of all elementary schools citywide. Additionally, in 2013-2014, Bronx Community Charter School outperformed 78% of its peer schools and 81% of other elementary schools in CSD 10 on the NYS assessments in ELA.

Over the one year that data is available for the retrospective charter term, Bronx Community Charter School has met 43% of its applicable academic charter goals.^{1,2} Bronx Community Charter School met six of 14 applicable academic performance goals in its most recent year. Beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will

¹ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for the 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

² Beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

In 2013-2014, Bronx Community Charter School's ELA median adjusted growth percentile on the NYS assessments was 62.0% with a City Percent of Range of 44.7%, placing the school in the 37th percentile of all elementary schools citywide.³ Similarly, the school's peer and CSD percentiles were 48% and 32%, respectively. This means that over half of other elementary schools in Bronx Community Charter School's peer group and CSD 10 had ELA median adjusted growth percentiles greater than Bronx Community Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Bronx Community Charter School's math median adjusted growth percentile on the NYS assessments was 59.0% with a City Percent of Range of 44.0%, placing the school in the 39th percentile of all elementary schools citywide. Similarly, the school's peer and CSD percentiles were 50% and 48%, respectively. This means that at least half of other elementary schools in Bronx Community Charter School's peer group and CSD 10 had math median adjusted growth percentiles greater than Bronx Community Charter School's math median adjusted growth percentile in 2013-2014.

Bronx Community Charter School has a developed responsive education program and supportive learning environment with intentional instructional, curricular, and educational program shifts to meet the needs of all learners, especially those at-risk of academic failure. The school has made a considerable investment in time, staff and resources during the current charter term to expand its educational program and increase supports for students and staff: the school hired six new staff members to build out its intervention program and staff; the school altered its curricular design to ensure better alignment to the Common Core Learning Standards; the school increased the use of CCLS-aligned interim assessments; and the school hired a full-time Data Manager to increase the use of student data in targeted assessment and instruction and to better support teachers in driving student achievement.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners, and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 38.1% of Bronx Community Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level of growth places Bronx Community Charter School in the 31st percentile of all elementary schools citywide. In the same year, however, only 24.0% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level

³ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 44.7% indicates that the school's median adjusted growth percentile was below the citywide average but less than one standard deviation below the average (that 44.7% of the range around the average represented scores lower than that of Bronx Community Charter School), while a citywide percentile of 37% indicates that Bronx Community Charter School's ELA median adjusted growth percentile was higher than 37% of all elementary schools citywide.

of growth places Bronx Community Charter School in the bottom 1% of all elementary schools citywide.

On the 2013-2014 NYS assessments, 18.2% of Bronx Community Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level of growth places Bronx Community Charter School in the 5th percentile of all elementary schools citywide. However, 45.5% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level of growth places Bronx Community Charter School in the 35th percentile of all elementary schools citywide.

On the 2013-2014 NYS assessments, 22.2% of Bronx Community Charter School's English Language Learner (ELL) students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting math scores. This level of growth places Bronx Community Charter School in the 14th percentile of all elementary schools citywide. In the same year, however, 33.3% of the school's ELL students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting ELA scores; this level of growth places Bronx Community Charter School in the 31st percentile of all elementary schools citywide.

B. Governance, Operations & Finances

Bronx Community Charter School is an operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Bronx Community Charter School's FY13 and FY14 independent financial audits;
- Bronx Community Charter School's FY15 budget and five-year projected budget;
- Bronx Community Charter School's 2014-2015 student/family and staff handbooks;
- Bronx Community Charter School's self-reported staffing data;
- On-site review of Bronx Community Charter School's financial and operational records;
- Bronx Community Charter School's Board of Trustees meeting minutes;
- Bronx Community Charter School's Board of Trustees bylaws; and
- Bronx Community Charter School's Board of Trustees financial disclosure forms.

Over the course of the school's charter term, the Board of Trustees has maintained a partially developed governance structure and organizational design. The level of Board membership is consistent with the minimum of seven and maximum of 17 members established in the Board's bylaws. The Board currently has eight voting members, two of whom joined the Board during the current charter term. The Board Chair, Ariel Behr, has served on the Board since January 2009 and the Secretary, Cynthia Rogers, is a member of the founding Board, serving since January 2008.

There is limited evidence of accountability between the Board and the school leadership team as indicated by the Board meeting minutes reviewed by the NYC DOE. The NYC DOE reviewed 10 sets of minutes for calendar year 2014; these were brief and only three sets of minutes included indications of performance reporting by the school leadership team to the Board. However, Board meeting minutes from January 2014 did indicate that a data dashboard was being developed to provide routine school performance updates to the Board.

The Board's bylaws require the following committees: Executive, Finance, and Educational Accountability. The Board's roster indicates that Board members only serve on the Finance Committee; however, based on Board meeting minutes reviewed, there is no evidence that the Finance Committee or any other committee is active. The Board's bylaws indicate that the Board

will hold a minimum of 10 meetings per year as well as one Annual Meeting in June. For the 2013-2014 academic year, the Board held 10 meetings, including the Annual Meeting. For the 2014-2015 academic year, 10 regular Board meetings are scheduled. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

Over the course of the school's charter term, the school has developed a stable school culture. The school is led by its co-founders, Sasha Wilson and Martha Andrews, who have been with the school leadership team since the opening of the school in 2008. The Board Chair, Ariel Behr, has served on the Board since January 2009. Two new Board members joined the Board during the current charter term. For the most recent period, instructional staff turnover was 18% with seven of 38 instructional staff not returning, either by choice or request, at the start of the 2014-2015 school year.

Average daily attendance for students during the retrospective charter term was 95.1%⁴; the school met its attendance goal of having an annual average student attendance rate of at least 95% in 2013-2014. During the 2013-2014 school year, the school had generally positive results on the NYC School Survey, with parent and teacher satisfaction above citywide averages.

Overall, the school is in a strong position to meet near-term financial obligations. The school has approximately 84 days of operating expenses on hand totaling \$1,300,732 of unrestricted cash to meet near term obligations.

Overall, the school is financially sustainable based on its current practices. Based on the FY14 financial audit, the school's debt-to-asset ratio of 0.23 indicated that the school had more total assets than it had total liabilities. Furthermore, based on the financial audits from FY13 through FY14, the school had negative cash flow from FY13 to FY14.

There was no material weakness noted in the three independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Bronx Community Charter School has been compliant with most applicable laws and regulations.

The Board did consistently submit the Annual Report to the New York State Education Department by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. The school has posted to its website its annual audit for each year of the charter term, as required in charter law, either separately or as part of its Annual Report.

The Board's bylaws indicate that the Board will hold a minimum of 10 meetings per year as well as one Annual Meeting in June. For the 2013-2014 academic year, the Board held 10 meetings, including the Annual Meeting, as evidenced by the Board Yearly Meeting Schedule and posted meeting minutes. Meetings held are those which met quorum. For the 2014-2015 academic year, 10 regular Board meetings are scheduled. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

All current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted do not demonstrate conflicts of interest.⁵

All staff members have appropriate fingerprint clearance.

⁴ Reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school year 2013-2014. Please note that the school self-reported a different attendance rate than that recorded in ATS for the 2013-2014 school year, though it was not significantly different. The school self-reported an attendance rate of 95.0%.

⁵ Source: New York State Education Department Annual Report and follow-up

The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 8, 2014, adhering to charter law's requirement of accepting applications up until at least April 1. Over the course of the charter term, the school consistently adhered to this requirement.

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

The school has submitted its required immunization documentation and is not in compliance with Department of Health standards of 99% for immunization with 96.8% of students fully immunized.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be compliant with federal law.

D. Plans for Next Charter Term

As reported by school leadership and the school's Board, the following was noted:

- As part of its renewal application, the school submitted a material revision to expand to serve students in middle school, grades six through eight. The school proposes to begin offering sixth grade in the fall of 2015.
 - The school is requesting this revision to accommodate demand from the community, align with the original vision of the school (which was to serve students in grades kindergarten through eight), and to supplement the number of high quality middle school seats in CSD 10.
 - The school and board have conducted thorough research into the structure and approach for the middle school years. The school submitted thoughtful plans for staffing, curriculum, socio-emotional and developmental support, scheduling, reporting structures, academic programming, assessment, professional development, student support services, and high school and college preparation.

Part 2: School Overview and History

Bronx Community Charter School is an elementary school serving 352 students⁶ in kindergarten through fifth grade during the 2014-2015 school year. It opened in the 2008-2009 school year with kindergarten and first grade and is under the terms of its second charter. The school's authorized full grade span is kindergarten through grade five, which it reached during its previous charter term, in 2012-2013. The school's current charter term expires on June 30, 2015.⁷ The school does not currently offer a public universal Pre-Kindergarten program in New York City. The school is located in a privately-operated⁸ facility in Community School District 10 in the Bronx.

Bronx Community Charter School is a co-ed elementary school located in the Norwood neighborhood of the Bronx in New York City. The school offers a small learning community founded on the principle that children learn best when they are active participants in their own learning. The school sets out to be a place where "students raise questions about the world around them, engage with a wide range of materials, and learn through their interactions with each other and all of the adults in the school community." The school provides a progressive education, with a model based on authentic, project-based, hands-on instruction. The instructional model includes two teachers in each classroom, allowing for a variety of methods of delivering instruction and groupings.

The school leverages various community partnerships to offer enriched learning opportunities for students. Bronx Community Charter School engaged the following community partners during the retrospective charter term to offer authentic, hands-on educational experiences for its students: the Bronx River Alliance, New Yorkers for Parks, New York Blood Services, the New York City Parks Department and the NYC Urban Parks Rangers.

Bronx Community Charter School's Board of Trustees is led by Chair Ariel Behr, who joined the Board in January 2009 and was elected Chair in 2011. The Board led the effort to secure a new, permanent facility for the school, which the school moved into during the retrospective charter term. The Board is responsible for ensuring the school is compliant with all applicable laws and regulations and with its charter. The school is led by its co-founders, Sasha Wilson and Martha Andrews.

The school typically enrolls new students in all grades, though kindergarten is considered the primary entry grade. The school has indicated that it does backfill empty seats from the waitlist during the school year for grades kindergarten through five. There were 1,556 students on the waitlist after the Spring 2014 lottery.⁹

Over the charter term, the school enrolled and served students as follows with average class size and section count noted for the most recently completed school year, 2013-2014.

⁶ ATS data as of October 31, 2014

⁷ NYC DOE internal data

⁸ NYC DOE internal data

⁹ Self-reported information collected through the Renewal Data Collection Form submitted in December 2014

Enrollment

Grade-Level Annual Enrollment *	2013-2014
Kindergarten	75
Grade 1	49
Grade 2	50
Grade 3	43
Grade 4	51
Grade 5	44
Total Enrollment	312

* Enrollment figures reflect ATS data as of October 31 for each school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

Additional Enrollment Data

School Year 2013-2014 Information	Section Count	Average Class Size
Kindergarten	3	25
Grade 1	2	25
Grade 2	2	25
Grade 3	2	22
Grade 4	2	26
Grade 5	2	22
Students Admitted Through The Lottery	81	

* Lottery information is based on self-reported data from the 2013-2014 DOE Annual Charter School Survey. Section counts are based on self-reported information collected as part of the school's Renewal Application. Average Class Sizes were determined by dividing ATS enrollment as of October 31, 2013 by the appropriate grade-level section count.

Please see additional demographic data in Section 4 of this report for information regarding the enrollment of special populations at Bronx Community Charter School. This information includes enrollment data for the percentage of students eligible for Free or Reduced Price Lunch, English Language Learners and students with disabilities as compared to the CSD and citywide averages, as well as targets recently finalized by the New York State Education Department (NYSED).¹⁰

¹⁰ Beginning with the 2014-2015 school year, Board of Regents authorized charter schools, including those authorized by NYC DOE, will be held accountable to enrollment targets established by NYSED for students with disabilities, English Language Learner students, and students qualifying for free or reduced price lunch. Please note that the recently finalized targets are currently based on enrollment in the 2010-2011 school year and may be updated in the future.

Part 3: Renewal Report Overview

Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress during the current charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, a report on student achievement data and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE.

Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results;
- New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Academic success is rated as **Demonstrated**, **Partially Demonstrated**, or **Not Yet Demonstrated**.

Is the school a fiscally and operationally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizer's Core Performance Framework.¹¹

The NYC DOE considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department;
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

A school's Governance Structure & Organizational Design and Climate & Community Engagement are rated as **Developed**, **Partially Developed**, or **Not Yet Developed**. A school's Financial Health is rated to indicate whether there are concerns about the near-term financial obligations and the financial sustainability of the school.

¹¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

Staff Representatives

The following experts participated in the review of this school, including the renewal visit to the school on February 12 and 13, 2015:

- Gabrielle Mosquera, Senior Director, NYC DOE Office of School Design and Charter Partnerships
- Kamilah O'Brien, Director of Operations, NYC DOE Office of School Design and Charter Partnerships
- David Frank, Director of Policy, NYC DOE Office of School Design and Charter Partnerships
- Caitlin Robisch, Director of Analytics, NYC DOE Office of School Design and Charter Partnerships
- Paul Yen, Data Analyst, NYC DOE Office of School Design and Charter Partnerships
- Lynnette Aqueron, Education Administrator and Senior School Improvement Specialist, NYC DOE Office of Special Education

Part 4: Findings

Essential Question 1: Is the School an Academic Success?

At the time of this school's renewal Bronx Community Charter School has partially demonstrated academic achievement and progress.

High Academic Attainment and Improvement

- The school has one year of academic performance data and one year of NYS assessment data at the time of this report for the retrospective charter term. For detailed information on grade-level data on NYS assessments as well as school performance data for the 2012-2013 school year, please see Appendix A. The 2012-2013 school performance data is provided for reference only; it was not used to inform the school's renewal recommendation as reflected in Part 1, Section II.

NOTE: The 2012-2013 and 2013-2014 ELA and math proficiency percentages should not be compared directly with prior-year results. Unlike prior years, proficiency on the NYS assessments for ELA and math in 2012-2013 and 2013-2014 were based on the Common Core Learning Standards – a more demanding set of knowledge and skills necessary for 21st century college and career readiness.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC, and State averages

% Proficient in English Language Arts	
	2013-2014
Bronx Community Charter School	30.9%
CSD 10	18.1%
Difference from CSD 10 *	12.8
NYC	29.8%
Difference from NYC *	1.1
New York State **	30.6%
Difference from New York State	0.3

% Proficient in Mathematics	
	2013-2014
Bronx Community Charter School	38.5%
CSD 10	26.4%
Difference from CSD 10 *	12.1
NYC	39.1%
Difference from NYC *	-0.6
New York State **	36.2%
Difference from New York State	2.3

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Mission and Academic Goals

According to the Renewal Application submitted to the NYC DOE by Bronx Community Charter School, as well as the 2013-2014 annual report submitted to the New York State Education Department, over the one year of the retrospective charter term for which data is available, the school achieved/met academic goals as follows:

- 6 of 14 applicable academic charter goals in the 2013-2014 school year.¹²

Progress Towards Academic Charter Goals *

Academic Goals	2013-2014
1. Each year, 75% of kindergarten through eighth grade students will perform at or above Benchmark Grade Level on the Fountas and Pinnell assessment.	Not Met
2. Each year, 75% of third through fifth grade students who are enrolled on the test date of the current year and were enrolled on BEDS day of the prior year will perform at or above Level 3 on the NYS ELA exam.	Not Met
3. Each year, the school will make Annual Yearly Progress in ELA.	N/A
4. Each year, the percentage of students at the school performing at or above Level 3 on the NYS ELA exam in each tested grade will be greater than that of Community School District 10.	Met
5. Each year, the percentage of students performing at or above Level 3 on the NYS ELA exam in each tested grade will place the school in the top quartile of all similar schools as determined by the NYC DOE and based on the similar school categories generated by the NYS Education Department and the NYC DOE.	Met
6. Returning third grade students will reduce by one-half the gap between their average score in the previous year's administration of the Terra Nova or other nationally normed reading test, and their average score in the current year. If a grade-level cohort exceeds the national average in the previous year, the cohort will show at least an increase in the current year.	Met
7. Each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.	Not Met
8. Each year, 75% of third through fifth grade students who are enrolled on the test date of the current year and were enrolled on BEDS day of the prior year will perform at or above Level 3 on the NYS Math exam.	Not Met
9. Each year, the school will make Annual Yearly Progress in Math.	N/A

¹² Beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

Academic Goals		2013-2014
10.	Each year, the percentage of students at the school performing at or above Level 3 on the NYS Math exam in each tested grade will be greater than that of Community School District 10.	Met
11.	Each year, the percentage of students performing at or above Level 3 on the NYS Math exam in each tested grade will place the school in the top quartile of all similar schools as determined by the NYC DOE and based on the similar school categories generated by the NYS Education Department and the NYC DOE.	Not Met
12.	Returning third grade students will reduce by one-half the gap between their average score in the previous year's administration of the Terra Nova or other nationally normed math test, and their average score in the current year. If a grade-level cohort exceeds the national average in the previous year, the cohort will show at least an increase in the current year.	Met
13.	Each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.	Not Met
14.	Each year, 75% of fourth grade students who are enrolled on the test date of the current year and were enrolled on BEDS day of the prior year will perform at or above Level 3 on the NYS Science exam.	Not Met
15.	Each year, the percent of students at the school performing at or above Level 3 on the NYS Science exam in each tested grade will be greater than that of Community School District 10.	Not Met
16.	The school will have a daily attendance rate of at least 95%.	Met

* Goals were self-reported by the school in the school's Renewal Application submitted to NYC DOE and 2013-2014 Annual Report documentation submitted to NYSED.

Responsive Education Program

In 2011-2012, Bronx Community Charter School (Bronx Community) started partnering with the Achievement Network to administer interim assessments three times per year in ELA and Math. The school has implemented systems and protocols that allow for frequent, action-oriented analysis of the data from these assessments.

During the retrospective charter term the school has invested a significant amount of time and resources into shifting the school culture towards one that is driven by data.

- The school enlisted the support of a leadership coach and data subject matter expert who worked with the co-directors to develop school leadership team capacity around data-driven instruction. This redesign involved structuring routines and protocols around assessment administration, data collection and data analysis, and led to the creation of a thorough assessment plan and analysis cycles to follow each assessment. In the analysis cycles, plans are made for next steps for individuals and group formation.
- The school hired a full-time Data Manager whose role is to manage data coordination, collection and analysis, as well as identify and highlight trends and concerns in the data. This individual supports instructors in developing their data-driven instructional practices and by focusing assessment work at the school.

As part of the renewal review process, representatives for the NYC DOE visited the school on February 12 and 13, 2015. Based on discussion, document review, and observation, the following was noted:

- **Alignment with Common Core:**

- The school's leadership team and teachers worked during summer breaks over the current charter term to create CCLS-aligned literacy units of study. The school also used Expeditionary Learning and Core Knowledge as resources in this effort.
- In math, the school revamped the internal math assessment and revised the scope and sequence to align to CCLS and address priority standards for each grade. The school drew upon resources from EngageNY to support this work. The scope and sequences and lesson plans are now centered on TERC Investigations, supplemented by units from Context for Learning.
- In 2014-2015, the school implemented Cognitively Guided Instruction (CGI) in math. This protocol helps scaffold language and comprehension to support students with different proficiency levels.
- Each year, the school systematically engages in a process of evaluating curricular choices to ensure alignment to CCLS and to ensure that the instructional approach is meeting the needs of all students while staying true to the school's mission.

- **Addressing the Needs of All Learners:**

- Bronx Community provides Integrated Co-Teaching (ICT) classrooms and Special Education Teacher Support Services (SETSS) to students who have Individualized Education Programs (IEPs), as well as having two teachers in each classroom.
- The school has increased the number of classroom teachers that are certified in special education. In the 2014-2015 school year, 13 of 14 classrooms have a certified special educator along with a general education teacher.
- In 2013-2014, the school drastically increased the size of its student intervention team, adding five new members across all grades: one interventionist each in K-2 literacy, K-2 math, 3-5 literacy, 3-5 math, and K-5 ELLs.
 - In 2014-2015, the school continued to expand the intervention team, adding an additional literacy intervention teacher that provides direct instruction through Reading Recovery to Tier 3 Response to Intervention (Rtl) students.
- In 2013-2014, the school added multiple instructional periods each week to deliver targeted academic support.
- Reading intervention teachers use Level Literacy Instruction, as well as Orton-Gillingham phonics program.
- The school has a robust Rtl program incorporated into data analysis cycles. Targeted Academic Support (TAS) meetings review data weekly for students that are approaching grade level (Tier 1), significantly below grade level (Tier 2), and those still needing additional supports.
 - Tier 1 students receive additional, targeted supports in the classroom.
 - Tier 2 students meet with the math specialist three times a week. Tier 2 students struggling with ELA receive three guided reading sessions, three periods of pull-out support from the reading teacher, two periods of direct phonics instruction, an individualized fluency or comprehension routine, and plans to involve the student's family in a way that holds the student more accountable for his/her academic work.
 - Tier 3 students receive direct individual instruction with a literacy and/or math intervention teacher.

- **Instructional Model and Classroom Instruction:**

- An area of professional development focus in the current academic year is on serving exceptional students, (i.e. autistic children). In December 2014 a professional development session was held to delve into what "exceptional" means, as well as to allow grade-level teams to share and discuss tools that have been developed to work with students with special needs. Follow-up sessions were conducted in Spring 2015.

- The teacher evaluation system at the school has evolved in partnership with the UFT Leadership Committee. The current evaluation rubric is based on the Danielson framework, but is adjusted for the school's needs. The school's teachers are divided into two groups: probationary and non-probationary. Probationary teachers (those in their first two years at the school) are given feedback based on the entire Danielson framework. They also have a goal-setting meeting with the co-directors in the early fall; the goals form the basis of feedback and observation for the rest of the year.

During the renewal visit to the school on February 12 and 13, 2015, 25 classrooms were observed with the co-leaders of the school.

- In all observed classes, teachers were following ICT, team teaching, parallel teaching, teach and assist, or teach and monitor models.
- Class-sizes observed ranged from 19 to 23 students, with two teachers in all classrooms except for special classes or when large portions of a classroom's students were engaged in a station or in another room with another teacher.
- The primary form of questioning identified during the classroom observations was asking students to demonstrate understanding; however, many classes challenged students to analyze, apply, synthesize, and evaluate.
 - For example, in a first grade writers workshop, students were asked to fill in a graphic organizer describing five things they wanted to teach the readers of their work. In a second grade math class, students were asked to make "jumps" representing multiples of 10 and 100, and then to represent the "jumps" as equations.
- In all classrooms, checks for understanding that were observed included questioning, observation, classwork, and performance-based activities.
 - For example, in a third grade technology class, students displayed their work on a smartboard, as well as answered questions on the rug. In a fifth grade content class, students acted out the problem of practice.
- In most classrooms, differentiation of materials, tasks, modalities, products, and assessments were observed through small group instruction. These methods of differentiation were consistent with the school model. For example, students read different books, while others worked on white boards and others recorded answers in a notebook. During a math lesson, some students worked on fractions with a number line, while others used physical manipulatives or drew models. In many classes observed, small groups of students received additional support from an adult.
- In all observed classes, students were responsive to teacher directions and instruction and demonstrated awareness of classroom rules and procedures.
- In all observed classes, students were either fully on task or mostly on task. Off-task students were off task for a short duration.
- Based on debriefs with the school's leadership team members after classroom visits, all classrooms had instruction that aligned with the instructional model and current academic goals of the school.

Learning Environment

During the renewal visit to the school on February 12 and 13, 2015, NYC DOE representatives conducted one-on-one interviews with seven classroom teachers, and one instructional coach. The following was noted:

- All interviewed teachers spoke about receiving high quality professional development in many forms, but especially through formal and informal observations and feedback, as well as through the school's summer institute programming.
- Most interviewed teachers reported the use of observations, evaluation, and goal setting, and further commented that they find it helpful for their professional growth.
- All teachers reported the frequent use of data to inform instruction, including Achievement Network assessments, as well as informal methods.

- Many teachers spoke about the high level of collaboration between teachers at the school, and many teachers noted that they valued this high level of collaboration.

During the renewal visit to the school on February 12 and 13, 2015, NYC DOE representatives conducted group interviews with 15 students in grades four and five. The following was noted:

- Interviewed students reported having challenging work and, along with that, supportive teachers that they could reach out to for additional help.
- Interviewed students reported a high level of understanding of their own reading levels, as well as knowledge of strengths and areas for growth in other subjects. Students also reported a school environment that was accepting of all students and supportive of learning.

According to the 2013-2014 NYC School Survey, 98% of parents agree or strongly agree “that the school has teachers who are interested and attentive when they discuss [their] child” and 97% of parents who responded to the survey agree or strongly agree “that the school has high expectations for [their] child.”¹³

According to the 2013-2014 NYC School Survey 100% of teachers agree or strongly agree that “order and discipline are maintained at the school” and 89% disagree or strongly disagree with the statement that “at my school students are often harassed or bullied in school.”¹⁴

¹³ According to the 2013-2014 NYC School Survey, 74% of parent respondents strongly agree that Bronx Community Charter School has teachers who are interested and attentive when they discuss their child; another 24% agree with the statement. Similarly, 68% of parent respondents strongly agree that Bronx Community Charter School has high expectations for their child; another 29% agree with the statement.

¹⁴ According to the 2013-2014 NYC School Survey, 56% of teacher respondents strongly agree that order and discipline are maintained at Bronx Community Charter School; another 44% agree with the statement. Of teacher respondents, 49% strongly disagree that students are often harassed or bullied in the school; 40% of teacher respondents disagree with the statement; 9% agree with the statement; and 3% strongly agree with the statement.

Essential Question 2: Is the School a Fiscally and Operationally Sound, Viable Organization?

Governance Structure & Organizational Design

Over the course of the school's charter term, the Board of Trustees has partially developed its governance structure and organizational design.

On February 10, 2015, as part of the renewal review process, representatives for the NYC DOE attended a meeting of the school's Board of Trustees. Based on document review and observation, the following was noted:

- The Board currently has eight active members, two of whom joined the Board during the current charter term. This level of membership is consistent within the minimum of seven members and maximum of 17 members established in the Board's bylaws.
- The Board's Chair, Treasurer and Secretary positions, as specified in the bylaws, are currently filled. The Board's bylaws also specify a Vice Chair position which is currently vacant.
- The Board's bylaws require the following committees: Executive, Finance, and Educational Accountability. Per the Board's roster, Board members only serve on the Finance Committee. However, based on reviewed Board meeting minutes, there is no evidence that the Finance Committee or any other committee is active.
- The Board has consistently achieved quorum, as recorded in meeting minutes that were reviewed for the 2013-2014 school year and 2014-2015 school year to date; during 2014 the Board scheduled and held 10 regular meetings, nine of which had quorum.
- During the observed Board meeting in February 2015, academic, financial and operational performance updates were provided by the school leadership to the Board. This indicates that there are some lines of accountability between the Board and school leadership. However, Board meeting minutes reviewed by the NYC DOE provide little evidence of accountability between the Board and the school leadership team. The NYC DOE reviewed 10 sets of minutes for calendar year 2014; these were brief and only three sets of minutes included indications of performance reporting by the school leadership team to the Board. Board meeting minutes from January 2014 did indicate that a data dashboard was being developed to provide routine school performance updates to the Board, though it is unclear what additional accountability exists beyond this presentation of data to the Board.
- Half of the current Board members have served on the Board since the school's first year of operation. The Board Chair, Ariel Behr, has served on the Board since January 2009 and the Board Secretary, Cynthia Rogers, has served on the Board since January 2008. The co-directors and leaders of the school, Martha Andrews and Sasha Wilson, have been at the school for seven years, since the school's inception.

School Climate & Community Engagement

Over the course of the school's charter term, the school has developed a stable school culture.

- The school met its charter goal of having an annual average student attendance rate of at least 95% in 2013-2014. Average daily attendance for students over the one year for which data is available in the retrospective charter term was 95.1% according to the data in the table below.¹⁵

¹⁵ The table reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school year 2013-2014. Please note that the school self-reported a different attendance rate than that recorded in ATS for the 2013-2014 school year, though it was not significantly different. The school self-reported an attendance rate of 95.0%.

Average Attendance

Elementary and Middle School Attendance	
	2013-2014
Bronx Community Charter School*	95.1%
NYC**	93.2%
Difference from NYC	1.9

* Attendance figures reflect average attendance as reflected in ATS.

** NYC attendance figures reflect average attendance across all general education district schools as reflected in ATS.

- Staff turnover was 18% for the one complete academic year of the retrospective charter term. For the most recent period, seven of 38 instructional staff did not return, either by choice or request, at the start of the 2014-2015 school year.¹⁶ There is no evidence that this has affected student performance.
- Student mobility is presented below for the charter term without comparison to other schools, the CSD, or NYC as final student retention goals were not yet finalized by the New York State Education Department for the retrospective charter term at the time of the creation of this report. Based on the NYC DOE's evaluation and not in comparison to any other school, the CSD, or NYC averages, the school has not had challenges with retaining students in the one year of data from the retrospective charter term. The student mobility rate for 2013-2014 is a marked improvement over years in the prior charter term during which student mobility ranged from a low of 10.2% to a high of 20.8%.

Mobility

Student Mobility out of Bronx Community Charter School *	
	2013-2014
Number of Students who Left the School	15
Percent of Students who Left the School	5.6%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

- The NYC DOE has made changes to the NYC School Survey during the entirety of the retrospective charter term. Questions asked have been altered, added or deleted from year to year. Also, beginning with the 2013-2014 NYC School Survey, survey categories will not be measured in total points out of 10 possible points. To allow for consistency during the evaluated charter term, selected questions, consistent with the NYC DOE OSDCP Accountability Framework were identified as relevant for charter schools. These are presented below for the duration of the retrospective charter term. In the most recent year of survey results, 2013-2014, the percentage of teachers agreeing or strongly agreeing was above citywide averages for all of four selected questions. The percentage of parents agreeing or strongly agreeing was above citywide averages for all of the three selected questions.
- NYC School Survey Response Rates should be comparable over time, however, as the measurement of these has remained consistent. Response rates for each parents, teachers, and students (if participating) are presented below for the retrospective charter term. The response rates for Bronx Community Charter School parents and teachers were above NYC averages.

¹⁶ Self-reported information collected through the Renewal Application Data Collection Form

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree			
Survey Question		Bronx Community Charter School	Citywide Average
		2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.	-	-
	Most students at my school treat each other with respect.	-	-
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	-
Parents	I feel satisfied with the education my child has received this year.	96%	95%
	My child's school makes it easy for parents to attend meetings.	97%	94%
	I feel satisfied with the response I get when I contact my child's school.	98%	95%
Teachers	Order and discipline are maintained at my school.	100%	80%
	The principal at my school communicates a clear vision for our school.	91%	88%
	School leaders place a high priority on the quality of teaching.	97%	92%
	I would recommend my school to parents.	92%	81%

* Students in kindergarten through grade five do not participate in the NYC School Survey.

NYC School Survey Results

Response Rates		
		2013-2014
Students*	Bronx Community Charter School	-
	NYC	-
Parents	Bronx Community Charter School	84%
	NYC	53%
Teachers	Bronx Community Charter School	100%
	NYC	81%

* Students in kindergarten through grade five do not participate in the NYC School Survey.

As part of the renewal process, representatives for the NYC DOE have collected evidence relevant to the school's climate and community engagement over the school's current charter term. Based on discussion, document collection and review, and observation, the following was noted:

- The school values family engagement and has many structures in place to foster this. For example, parents participate in the Community Council as well as the Hiring Committee. The Community Council, an advisory body to the co-directors, is comprised of family members and staff which meet regularly to discuss and plan for school-wide events, improvements in school-wide structures, and communication between the school and families.
- The Board of Trustees maintains a dedicated position for a parent/family representative on the Board. Based on the 2014-2015 Board roster, this position is currently filled.
- The school hosts annual summer picnics, open houses the week before school starts, an annual opening parade, and new family orientation meetings. The school also hosts Family First Fridays on the first Friday of each month, where family members join their children in the classroom to engage in curricular activities.
- Three times per year, classroom teachers write an extensive narrative report about every Bronx Community Charter School student, which provides families with detailed information about their child's life in school, interventions that teachers have used, and suggestions on achievable next steps.
- The school hosts many events to showcase student learning over the course of each year. The school reports that each year 100% of families attend at least one school event (not counting family conferences), and that over 90% of families attend both fall and spring parent-teacher conferences.
- A family lounge near the reception area of the school provides a space for families to spend time and connect with each other, as well as computers that are available for parent use.
- The school has created numerous community partnerships, including with the Bronx River Alliance, and collaborates with P.S. 069 and Storefront Academy (a tuition-free private school) for staff inter-visits to share best practices and offer supportive critiques.
- The NYC DOE conducted a public renewal hearing on February 12, 2015 at the school at 3170 Webster Avenue in the Bronx for the school in an effort to elicit public comments. Approximately 190 participants attended the hearing with 24 speaking in support of the school's renewal and none speaking in opposition. In addition, the NYC DOE received over 50 comments submitted via fax and email, all in favor of the school's renewal and expansion to serve middle school grades.
- The NYC DOE made randomized phone calls to parents from a roster provided by the school for students of all grades. Calls to school parents/guardians were made during March 2015 until 20 phone calls were completed. Of these calls, 100% provided positive feedback regarding the school.

Financial Health

Overall, the school is in a strong position to meet near-term financial obligations.

- Based on the FY14 financial audit, the school's current ratio of 3.26 indicated a strong ability to meet its current liabilities.
- Based on the FY14 financial audit, the school had sufficient unrestricted cash on hand of \$1,300,732 representing 84 days of operating expenses to cover its operating expenses for at least two months without an infusion of cash.
- A comparison of the enrollment projections for the 2014-2015 budget to the actual enrollment as of October 31, 2014 revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY14 financial audit, the school had met its debt obligations of \$870,855.

Financial Sustainability

Overall, the school is financially sustainable based on its current practices.

- Based on the financial audits from FY13 to FY14, the school operated at a 10% deficit in FY14 due to expenses related to its new private facility. However, the facility expense was funded using a \$1.7 million carry over surplus and the school still maintains a cash surplus of \$1 million.
- Based on the FY14 financial audit, the school's debt-to-asset ratio of 0.23 indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY13 through FY14, the school had negative cash flow from FY13 to FY14.

There was no material weakness noted in the independent financial audit for FY14.

Essential Question 3: Is the School Compliant with its Charter and All Applicable Law and Regulations?

Over the charter term, Bronx Community Charter School has been compliant with most applicable laws and regulations, but not others.

As of the review in April 2015, the Board of Trustees for Bronx Community Charter School is in compliance with:

- **Membership size.** Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of seven and maximum of 17 members. The Board currently has eight voting members.
- **Posting of minutes and agendas.** The Board has consistently made all Board minutes and agendas available upon request to the public prior to or at Board meetings by posting minutes on the school website. Meeting agendas are also available online and handouts are made available upon request.
- **Notification of Board Member Resignations/Submission of New Board Members for Approval.** The Board has consistently submitted Board resignation notices or new Board member credentials within the required five days of change to OSDCP for review and, if necessary, approval.
- **Timely submission of documents.** The Board did consistently submit the Annual Report to the New York State Education Department by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. The school has posted to its website its annual audit for each year of the charter term, as required in charter law, either separately or as part of its Annual Report.
- **Submission of all required documents.** All current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted do not demonstrate conflicts of interest.¹⁷

As of the review in April 2015, the Board is out of compliance with:

- **Required number of monthly meetings.** The Board's bylaws indicate that the Board will hold a minimum of 10 meetings per year as well as one Annual Meeting in June. For the 2013-2014 academic year, the Board held 10 meetings, including the Annual Meeting, as evidenced by the Board Yearly Meeting Schedule and posted meeting minutes. Meetings held are those which met quorum. For the 2014-2015 academic year, 10 regular Board meetings are scheduled. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year. As the date of review, the Board has not submitted a bylaw revision to be compliant with this requirement of the Charter Schools Act.

As of the review in February 2015, the charter school is in compliance with:

- **Fingerprint clearance.** All staff members have appropriate fingerprint clearance.
- **Teacher certification.** The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.
- **Safety Documents.** The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.
- **Insurance.** The school has submitted appropriate insurance documents to the NYC DOE.
- **Application and Lottery.** For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 8, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school consistently adhered to this requirement.
- **Fire Emergency.** One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

¹⁷ Source: New York State Education Department Annual Report and follow-up

- **Student Discipline Plan.** The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be compliant with federal law.
- **Timely Submission of Invoicing and Reconciliation Documents.** Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

As of the review on February 2015, the charter school is out of compliance with:

- **Immunization.** The school has submitted its required immunization documentation and is not in compliance with Department of Health standards of 99% for immunization with 96.8% of students fully immunized.

Enrollment and Retention Targets

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, “to meet or exceed enrollment and retention targets” for students with disabilities, English Language Learners, and students who are eligible for the Free and Reduced Price Lunch program. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate “that it has made extensive efforts to recruit and retain such students” in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school’s performance against these targets and the efforts it makes to meet this state requirement.
 - As of the creation of this report, charter school enrollment and retention targets as required by the NYS Charter Schools Act were still in a proposed status; these targets have since been finalized. The information presented below for enrollment is compared to NYC CSD and NYC averages, as well as the recently finalized current enrollment targets developed by NYSED. It should be noted that these targets were developed using a different methodology than that used to develop the school-specific enrollment rates for each special population as presented below.¹⁸
- In school year 2013-2014, Bronx Community Charter School:
 - served a lower percentage of students qualifying for Free or Reduced Price Lunch compared to the CSD 10 rate but a higher percentage compared to the citywide rate;
 - served a lower percentage of students with disabilities compared to both the CSD 10 and citywide percentages; and
 - served a lower percentage of English Language Learner students compared to both the CSD 10 and citywide percentages.

¹⁸ Please see the following website for more information: <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

Enrollment of Special Populations¹⁹

Special Population		2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL)	Bronx Community Charter School	86.2%	88.3%
	CSD 10	93.2%	
	NYC	82.5%	
Students with Disabilities (SWD)	Bronx Community Charter School	17.0%	16.9%
	CSD 10	21.2%	
	NYC	19.7%	
English Language Learners (ELL)	Bronx Community Charter School	9.3%	28.1%
	CSD 10	23.3%	
	NYC	16.0%	

Additional Enrollment Information	
	2013-2014
Grades Served	K-5
CSD(s)	10

¹⁹ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves kindergarten through grade five, comparisons of that school's special populations will only be made relative to kindergarten through grade five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Essential Question 4: What are the School's Plans for the Next Charter Term?

As reported by school leadership and the school's Board, the following was noted:

- As part of its renewal application, the school submitted a material revision to expand to serve students in middle school, grades six through eight. The school proposes to begin offering sixth grade in the fall of 2015.
 - The school is requesting this revision to accommodate demand from the community, align with the original vision of the school (which was to serve students in grades kindergarten through eight), and to supplement the number of high quality middle school seats in CSD 10.
 - The school and board have conducted thorough research into the structure and approach for the middle school years. The school submitted thoughtful plans for: staffing, curriculum, socio-emotional and developmental support, scheduling, reporting structures, academic programming, assessment, professional development, student support services, and high school and college preparation.
- In the next charter term, the school has identified the RtI system, among others, as one system on which the school will focus additional time and resources. The school will work to refine the RtI program by working with an RtI specialist to increase the flexibility and responsiveness of grouping and increase progress monitoring of Tier 2 students.
- The school has made extensive efforts to increase its recruitment and enrollment of students in special populations, specifically English Language Learners. For the 2014-2015 incoming kindergarten class, 30.7% of the students enrolled at Bronx Community Charter School are English Language Learners. For first graders in the same year, 17.1% of the students enrolled are English Language Learners. The school plans to continue these efforts to increase enrollment of students in special populations, specifically English Language Learners, in the next charter term.

Part 5: Background on the Charter Renewal Process

Renewal Process

In the final year of its charter, a NYC DOE Chancellor-authorized charter school seeking renewal must demonstrate its success during the current charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its prior term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to carry out an ambitious plan for the future.

The NYC DOE does not automatically grant charter renewal, and no charter operator is entitled to renewal. Rather, a school must prove that it has earned renewal and is worthy of continuing the privilege of educating New York City public school students. To make such determinations, the NYC DOE Office of School Design and Charter Partnerships renewal team performs a comprehensive review of the school's academic, operational and fiscal performance over the course of the charter which includes an analysis of the school's renewal application. This application is built around the four essential questions of the NYC DOE OSDCP Accountability Framework and includes a retrospective analysis of the school's prior track record as well as a prospective plan for the school. In reviewing this information, a school must be able to demonstrate that it can satisfy the four essential questions of the NYC DOE OSDCP Accountability Framework:

1. Is the school an academic success?
2. Is the school a fiscally and operationally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school's plans for its next charter term?

The school presents evidence to support its application for renewal by providing a compelling response to these overarching questions that demonstrates its students have made significant academic progress, is serving students equitably, has sustainable operations to be successful in the next charter term, and that the school has met the goals and objectives pledged in its current charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges and the lessons learned.

While the academic performance of students is the foremost determining factor of a school's success, a school's ability to demonstrate an effective educational program, a financially and operationally viable organization, and a strong learning community with support from stakeholders are also important factors that inform a renewal decision. For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Framework overview in Part 6 of this report.

Statutory Basis for Renewal

The New York State Charter Schools Act ("the Act") authorizes the creation of a system of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

§2850:

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and

- (f) Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.²⁰

The Act states the following regarding the renewal of a school's charter:

§2851.4:

Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty-two of this article; provided, however, that a renewal application shall [also] include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer.

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.²¹ As one such charter entity, the New York City Department of Education ("NYC DOE") institutes a renewal application process that adheres to the Act's renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;

²⁰ See §§ 2851(4) and 2852 of the Act.

²¹ See generally §§ 2851(3) and 2851(4).

- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction; and
- The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents of students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal.²²

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.²³

²² § 2851(4)(e) added with the 2010 amendments to the Act.

²³ See § 2852(5).

Part 6: NYC DOE OSDCP Accountability Framework

The Office of School Design and Charter Partnerships team may recommend to the Chancellor three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal.

After the OSDCP renewal site visit, the OSDCP team incorporates its findings from the visit into this renewal report. The evidence and findings align to the four essential questions of the NYC DOE accountability framework and may include classroom observations, leadership interviews, assessment results, School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in this report. If the OSDCP renewal team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal. If OSDCP approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, OSDCP will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval.

Full-Term Renewal, With or Without Conditions

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has clearly and consistently demonstrated high academic attainment and/or consistent and significant student academic progress, has met the majority of its charter goals, has demonstrated financial stability, has demonstrated operational viability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

Short Term Renewal, With or Without Conditions

In cases where a school is up for renewal of its initial charter and has two years or fewer of state-assessment results, or where any school has demonstrated mixed academic results or has uncertain organizational or financial viability, a short-term renewal with conditions may be considered.

Non-Renewal

Renewal is not automatic. Schools that have not demonstrated significant progress or high levels of student achievement and/or are in violation of their charter will not be renewed.

Grade Expansions or Enrollment Changes

A school may seek material charter revisions as part of the renewal process. In the case of a grade expansion or change in authorized enrollment, these material charter revisions are considered separately from the charter renewal. Charter renewal, with or without conditions, is not a guarantee of approval for a proposed material charter revision.

The NYC DOE OSDCP Accountability Framework

To help Chancellor-authorized charter schools better understand what we mean by success for charter schools, the OSDCP team has developed an Accountability Framework built around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally and operationally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school's plans for its next charter term?

Although academic performance is primary, the NYC DOE takes into account a wide variety of factors (as indicated by the framework strands and available evidence detail) when evaluating a school. These factors include academic, fiscal, operational and environmental indicators of a charter school's performance. Additionally, some of the indicators we evaluate relate to expected performance as defined in the New York State Charter Schools Act including evidence of improved student learning and achievement, special emphasis on expanded learning experiences for students who are at-risk of academic failure, use of different and innovative teaching methods, parent and student satisfaction, and enrollment and retention of special student populations. Further detail about the application of the framework to school reflection and evaluation is provided beginning on page 17 of the NYC DOE Chancellor-Authorized Schools Accountability Handbook for 2014-2015.

What follows is a framework that outlines strands, indicators, and potential evidence for each of the four essential questions. The framework identifies what OSDCP looks at in determining whether a school is successful enough to earn a new charter term, with or without conditions, and the duration of the charter term recommended by NYC DOE. As schools use the NYC DOE OSDCP Accountability Framework, they should remember that charter schools exist to deliver improved student achievement for the students they serve, particularly at-risk students, so the schools are high-quality choices for families. This reminder should help a school apply this framework to its own performance analysis, underscoring the state and city's commitment to superior academic performance as the most important factor in a school's performance, while also recognizing the importance of closing the achievement gap and offering high-quality learning opportunities for all students.

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Meet other rigorous academic goals as stated on school charter
- Demonstrate increasing student achievement/growth
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing academic performance measures of DOE identified peer-schools
- Are surpassing academic performance measures compared with district/city proficiency averages

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 3-8 NYS Math Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 4 and 8 NYS Science Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- HS 4- and 6-Year Graduation Rates
- Grades 8-12 NYS Regent Exam Results
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- When applicable, NYSAA or other approved alternate assessments results
- Results on state accountability measures
- Charter School Academic Goals
- School-reported internal assessments
- NYC DOE Progress Reports or School Quality Reports²⁴

1b. Instructionally Sound and Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state and Common Core Learning Standards
- Use instructional models and resources that are consistent with school mission and flexible in addressing the needs of all learners
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Offer defined opportunities for remediation and acceleration
- Utilizes a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Use a defined process for evaluating and supporting curricular tasks, programs and resources for effectiveness and fit with school mission and goals

²⁴ Beginning with the 2013-2014 school year, the NYC DOE replaced the DOE Progress Report with the DOE School Quality Report. The 2012-2013 school year is the last year NYC public schools will have a Progress Report score. The Progress Report and School Quality Report contain similar indicators of performance.

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Classroom observations
- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc.)
- Instructional leader and staff interviews
- Special Education/ELL progress monitoring documentation
- Professional development plans and resources
- Student/teacher schedules
- Student Intervention / Response to Intervention program description and resources
- Interim assessment results
- Data findings; adjusted lesson plans
- Self-assessment documentation

1c. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Provide a safe, respectful, and stable academic environment conducive to student learning (one with efficient transitions and safe hallways, cafeteria, yard, etc.)
- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best effort academically and to actively engage in their own learning and the life of the school
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Have formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- Classroom observations
- NYC DOE School Survey results (students, parents and teachers)
- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- Parent complaint/concern information
- Self-administered satisfaction survey results
- Interviews with school leadership, staff, and, if appropriate, students
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)
- School calendar and class schedules

2. Is the School a Fiscally and Operationally Sound, Viable Organization?

2a. Mission and Goals

Schools with a successful mission and goals have many of the characteristics below:

- Have an animated mission statement and clearly articulated goals (both academic and non-academic) that staff, students and community embrace
- Demonstrate an active self-evaluation process that involves regular monitoring, an examination of practices based on outcomes against goals, and reporting on progress towards school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for a successful mission and goals might include, but not be limited to, the following:

- Mission Statement
- School charter and external documents (student/family handbooks, school website, etc.)
- Annual Reports, school improvement plans, leadership/Board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder interviews (board, parents, staff, students, etc.)

2b. Leadership and Governance Structure

Schools with successful leadership and governance structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly, but not limited to, Open-Meeting Law and conflict of interest laws, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- Have timely and appropriate access to legal counsel
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provides regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook and core operational policies
- School calendar
- Professional development plans
- Stakeholder interviews (board, school leadership and staff)

2c. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- A healthy professional school climate that is collaborative, student-centered, and open to parents and community support
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the NYC DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships that support and advocate for the school
- Engage families actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer
- Share instructional and operational practices with the larger NYC school community and actively seek opportunities for partnering and collaboration
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives

Evidence for school climate and community engagement may include, but not be limited to, the following:

- NYC DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Participation in NYC DOE initiatives and efforts to collaborate/partner with other NYC schools
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Student/Family and Staff Handbooks

2d. Operational Health

Schools that are effective, sustainable organizations have many of the characteristics below:

- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Demonstrate efficient and orderly daily operations
- Have appropriate insurance coverage and insurance and facility documents
- An effective process for recruiting, hiring, compensating, monitoring, supporting, and evaluating school leadership and staff
- A flexible, data-driven approach to professional development for all staff
- Consistently meet student enrollment and retention targets as established by SED (applicable to schools renewed after 2010)
- Communications with NYC DOE are timely, comprehensive, and appropriate
- If applicable, school relationship with a charter management organization identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees

Evidence of an operationally viable organization may include, but not be limited to, the following:

- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Appropriate insurance documents
- Operational policies and procedures
- Operational organizational chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan
- Immunization completion rate information
- Appropriate AED/CPR certifications

2e. Financial Sustainability

Schools that are responsible stewards of public funds and are effective, sustainable organizations have many of the characteristics below:

- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, at school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Consistently clean financial audits and compliant escrow accounts
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school's design and academic program
- School leadership and Board maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- School leadership and Board oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Demonstrate financial planning for future school years, including per-pupil and space-related cost projections

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial audits, escrow accounts and other fiscal reporting documents
- Financial leader(s) resume and accountability documents
- Financial and operational organizational chart
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships

3. Is the School in Compliance with its Charter and All Applicable Laws and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with the school's charter and charter agreement have the characteristics below:

- Implement the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implement comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Comprehensive Review reports
- Board meetings, agendas and minutes
- Leadership/Board and staff interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have the characteristics below:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for Free and Reduced Price Lunch, ELL and Special Education students to those of their community school district of location²⁵ or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage enrollment process and annual waiting lists with integrity
- Employ instructional staff with appropriate security clearances and meet all certification requirements

²⁵ School-specific targets for enrollment and retention were developed by the NY State Education Department. This requirement of the New York State Charter Schools Act applies to schools renewed after 2010.

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's NYSED Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student/Family Handbook
- Student discipline policy and records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have the characteristics below:

- Safe and secure facilities with no significant compliance concerns
- Consistently clean annual audits, up-to-date escrow accounts, and complete all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as comply with NYC DOE OSDCP's requirements for reporting changes in board membership and securing approval for new board members
- Inform NYC DOE OSDCP, and where required, receive OSDCP approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests
- Revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Stakeholder interviews

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term, a school may consider various growth options: replication, expansion to new grades or increased enrollment, or alteration of its model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to determine community needs and to communicate regarding the school's proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter revision or merger applications
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (for example, human resource policies for growing your own talent, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)
- School develops contingency plans especially for facilities or financial scenarios

Evidence for organizational sustainability may include, but not be limited to, the following:

- Charter renewal application
- Board roster and resumes
- Board committees and minutes
- School organizational chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even without major changes through expansion or replication, are careful to adjust elements to ensure continued and improved success
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter including mission, program description, governance, organization, budget, etc. for new term
- Leadership and Board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

Appendix A: School Performance Data

The school performance data provided in the tables below for the 2012-2013 school year is for reference only; it was not used to inform the school's renewal recommendation. Only the performance data during the school's retrospective charter period, i.e. the 2013-2014 school year, was evaluated.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
Bronx Community Charter School	21.1%	30.9%
CSD 10	17.6%	18.1%
Difference from CSD 10 *	3.5	12.8
NYC	28.0%	29.8%
Difference from NYC *	-6.9	1.1
New York State **	31.1%	30.6%
Difference from New York State	-10.0	0.3

% Proficient in Mathematics		
	2012-2013	2013-2014
Bronx Community Charter School	21.8%	38.5%
CSD 10	21.4%	26.4%
Difference from CSD 10 *	0.4	12.1
NYC	32.7%	39.1%
Difference from NYC *	-10.9	-0.6
New York State **	31.1%	36.2%
Difference from New York State	-9.3	2.3

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Bronx Community Charter School - All Students	69.0%	62.0%
Peer Percent of Range - All Students	72.7%	50.3%
City Percent of Range- All Students	64.6%	44.7%
Bronx Community Charter School - School's Lowest Third	76.5%	61.0%
Peer Percent of Range - School's Lowest Third	59.1%	12.9%
City Percent of Range - School's Lowest Third	53.1%	11.7%

Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Bronx Community Charter School - All Students	65.0%	59.0%
Peer Percent of Range - All Students	56.2%	45.1%
City Percent of Range- All Students	55.1%	44.0%
Bronx Community Charter School - School's Lowest Third	70.0%	69.0%
Peer Percent of Range - School's Lowest Third	35.8%	45.4%
City Percent of Range - School's Lowest Third	39.3%	43.4%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	50.0%	45.5%
English Language Learner Students	27.3%	33.3%
Students in the Lowest Third Citywide	60.0%	24.0%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	66.7%	18.2%
English Language Learner Students	27.3%	22.2%
Students in the Lowest Third Citywide	42.4%	38.1%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Students scoring at or above Level 3

Grade-Level Proficiency in English Language Arts		
	2012-2013	2013-2014
Bronx Community Charter School		
Grade 3	22.4%	40.5%
Grade 4	22.4%	30.8%
Grade 5	18.4%	21.4%
DIFFERENCE FROM CSD 10 *		
Grade 3	4.0	22.6
Grade 4	5.0	11.8
Grade 5	1.4	4.0
DIFFERENCE FROM NYC		
Grade 3	-5.7	10.6
Grade 4	-4.8	-0.4
Grade 5	-10.3	-7.0

Grade-Level Proficiency in Mathematics		
	2012-2013	2013-2014
Bronx Community Charter School		
Grade 3	26.5%	42.9%
Grade 4	18.4%	28.8%
Grade 5	20.4%	46.3%
DIFFERENCE FROM CSD 10 *		
Grade 3	5.4	15.7
Grade 4	-6.7	1.1
Grade 5	2.6	22.1
DIFFERENCE FROM NYC		
Grade 3	-6.6	4.2
Grade 4	-16.9	-11.1
Grade 5	-9.2	7.6

* CSD comparisons are particular to the CSD in which the school was sited each year.

Appendix B: Additional Accountability Data

NYC DOE Accountability Reports

[Annual Comprehensive Review 2013-2014](#)