



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report for Brooklyn Charter School

SCHOOL YEAR 2018-2019

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of 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.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

Brooklyn Charter School	
DBN	84K701
School Leader(s)	Joanne Hunt
Board Chair(s)	Henry Lambert
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	14
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(K023) 545 Willoughby Avenue, Brooklyn, NY 11206 Grades at Building: K-5 Facility Owner: DOE
2018-2019 Enrollment ¹	214
2018-2019 Grades Served	K-5
Current Authorized Enrollment	240
Current Authorized Grade Span	K-5
School Opened For Instruction	2000-2001
School Year of First Renewal	2005-2006
School Year of Second Renewal	2010-2011
School Year of Third Renewal	2015-2016
Current Charter Term ¹	July 1, 2016 – June 30, 2019

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Brooklyn Charter School (“BCS”) has satisfied the conditions placed upon it for future renewal. Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a short-term (3 year) renewal for Brooklyn Charter School.

Recommendation	
Proposed New Charter Term	3 years
Proposed Authorized Grade Span for New Charter Term	K-5
Proposed Authorized Enrollment for New Charter Term	240
Conditions for Renewal	<ol style="list-style-type: none">1. By July 31st 2019, the School must establish an escrow account with no less than \$70,000 in the account.2. By July 31st 2019, the School must consolidate all bank accounts into a maximum of three accounts (payroll, operating, escrow).

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a short-term renewal, the first three years of the school’s full application plan is included below.

In the event that the charter receives a subsequent full-term renewal in the 21-22 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 240 students in grades K-5 in that future charter term, in alignment with the plan described below.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)
K	42	42	42	42
1	42	42	42	42
2	42	42	42	42
3	40	40	40	40
4	40	40	40	40
5	34	34	34	34
TOTAL	240	240	240	240

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

BCS received a three-year, short term renewal in the 2015-16 academic year with no conditions.

BCS was placed on notice during the current charter term.

CHARTER SCHOOL BACKGROUND

BCS is an elementary school located in the Bedford-Stuyvesant neighborhood of Brooklyn. The school does not have a universal pre-K program. The school is co-located in a NYC DOE-operated building with Public School 23 Carter G. Woodson Elementary School in Community School District 14.²

The school is in its fourth charter term.

SCHOOL HIGHLIGHTS³

According to the school's renewal report, BCS has a culminating annual showcase each year entitled "BCS Fest." Last year's show was entitled "Rhythms of a Nation" which was held on Wednesday, May 16, 2018 at 4:30 p.m. for our families and the community. The showcase included dance and musical numbers from an array of countries such as Mali, Puerto Rico, Ghana, Brazil, Guinea, and the United States of America. The students worked extremely hard to put together this amazing showcase of their work. Over 250 people attended this event."

CURRENT SCHOOL LEADERSHIP TEAM⁴

	School Leader Name	Position	Years at School
1.	Joanne Hunt	Principal	2.0
2.	Mary Kate Boesch	Assistant Principal	8.0
3.	Pamptata Sanders	Director Of Curriculum and Instruction	2.0

² According to NYC DOE Location Code Generation and Management System.

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2018 through October 1, 2018.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

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

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE 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 the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team 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. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend 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. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, BCS has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	2016-17: Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	◐	2016-17: Not Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	○	2016-17: Not Met 2017-18: Not Met See Figure 1
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2016-17: Met 2017-18: Met See Figure 2

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	●	2016-17: Met 2017-18: Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	◐	2016-17: Not Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	◐	2016-17: Not Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A ⁸	
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates meet or exceed Citywide rates	N/A	

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

⁸ All Regents exam and graduation standards are applicable to charters serving grades 9-12 only.

Standards	Charter Term Outcomes ⁵	Details
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates	N/A	
Academic Growth		
NYS ELA exam proficiency rates increase	●	2016-17: Met 2017-18: N/A⁹ See Figure 1
NYS Math exam proficiency rates increase	●	2016-17: Met 2017-18: N/A See Figure 2
NYS Comprehensive English Regents exam pass rates increase	N/A	
NYS English Language Arts Common Core Regents exam pass rates increase	N/A	
NYS Integrated Algebra Regents exam pass rates increase	N/A	
Geometry Regents exam pass rates increase	N/A	
Algebra 2/Trigonometry Regents exam pass rates increase	N/A	
Algebra I (Common Core) Regents exam pass rates increase	N/A	
Geometry (Common Core) Regents exam pass rates increase	N/A	
Algebra II (Common Core) Regents exam pass rates increase	N/A	
Global History Regents exam pass rates increase	N/A	

⁹ For NYS assessments administered beginning with the 2017-18 school year, NYS ELA and Math tests were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

Standards	Charter Term Outcomes⁵	Details
Global History Transition Regents exam pass rates increase ¹⁰	N/A	
U.S. History & Government Regents exam pass rates increase	N/A	
Living Environment Regents exam pass rates increase	N/A	
Physical Setting/Earth Science Regents exam pass rates increase	N/A	
Physical Setting/Chemistry Regents exam pass rates increase	N/A	
Physical Setting/Physics Regents exam pass rates increase	N/A	
Graduation rates increase	N/A	
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	N/A	See Figure 5
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	See Figure 5
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	N/A	See Figure 8
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	See Figure 8
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	2016-17: Met 2017-18: Met See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	2016-17: Met 2017-18: Met See Figure 7
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 7

¹⁰ This test was first administered during the 2017-2018 school year.

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹¹ meet or exceed CSD rates	●	2016-17: Met 2017-18: Met See Figure 6
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 6
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	2016-17: Met 2017-18: Met See Figure 9
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 9
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	

¹¹ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Standards	Charter Term Outcomes⁵	Details
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	

Standards	Charter Term Outcomes⁵	Details
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	
Graduation rates for SWD meet or exceeds Citywide rates	N/A	
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates ¹²	N/A	

¹² The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes ⁵	Details
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹³	N/A	
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

¹³ The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

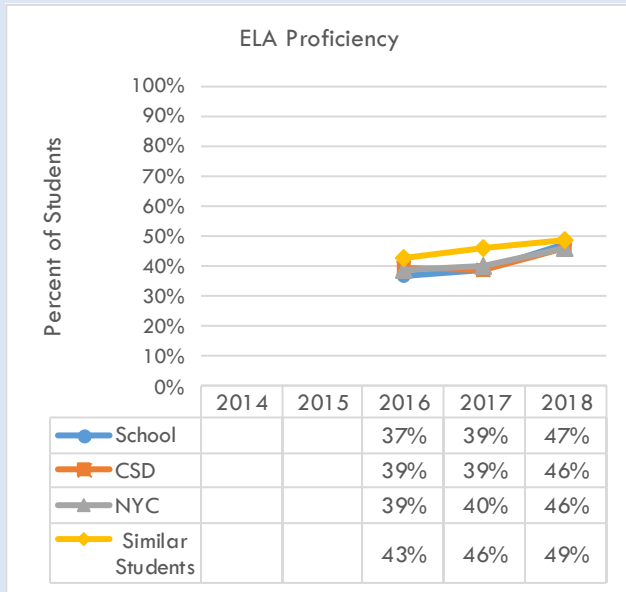


Figure 1

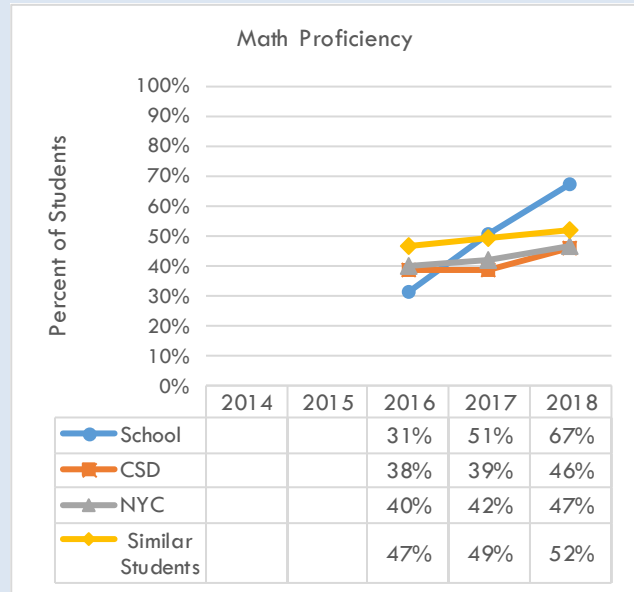


Figure 2

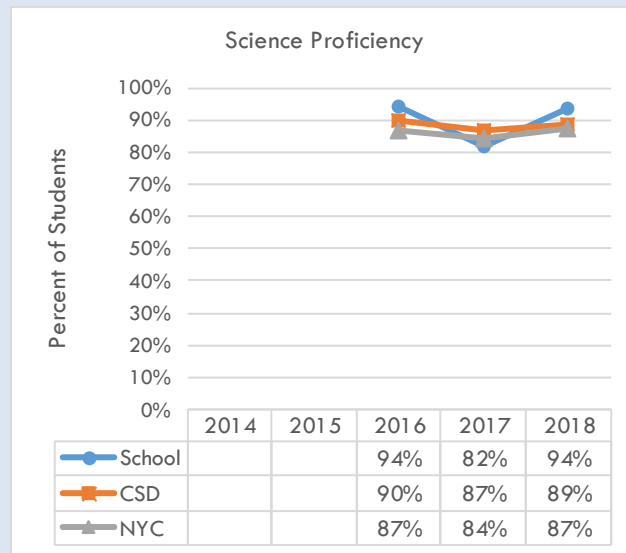


Figure 3

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADE 3-8 ENGLISH LANGUAGE ARTSⁱⁱⁱ

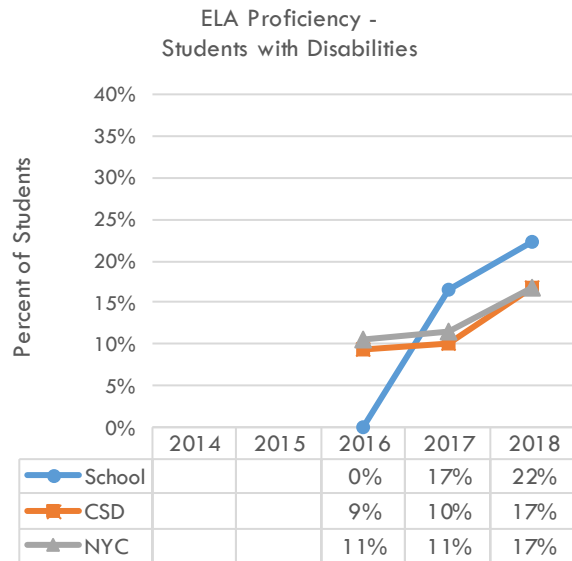


Figure 4

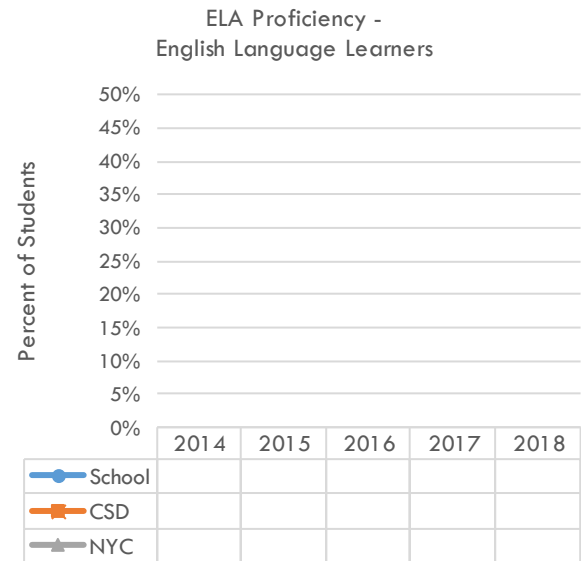


Figure 5

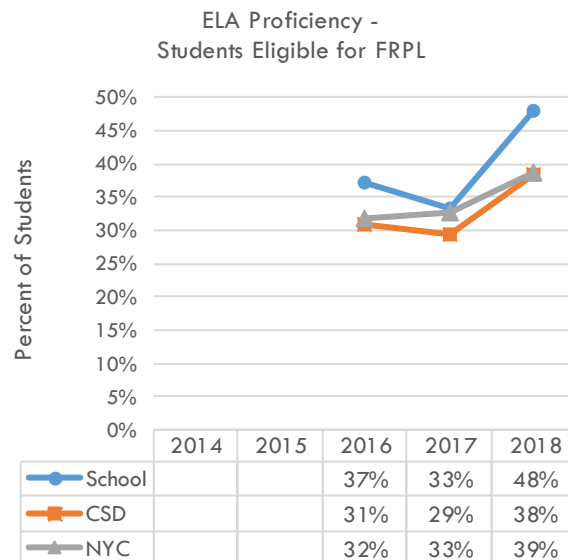


Figure 6

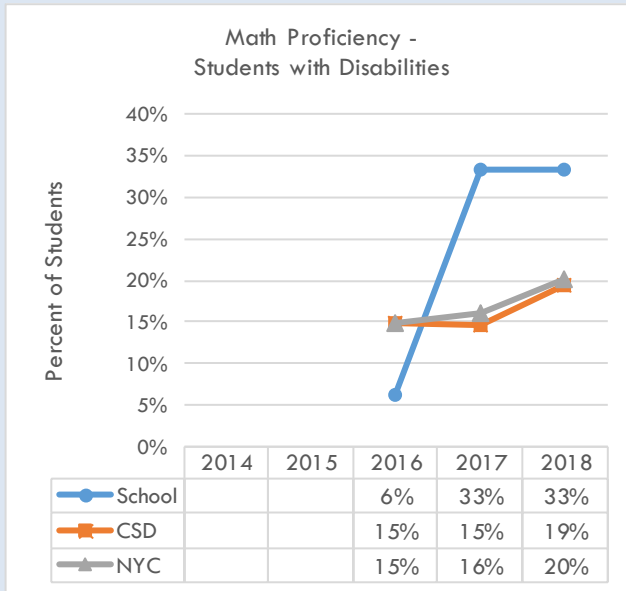


Figure 7

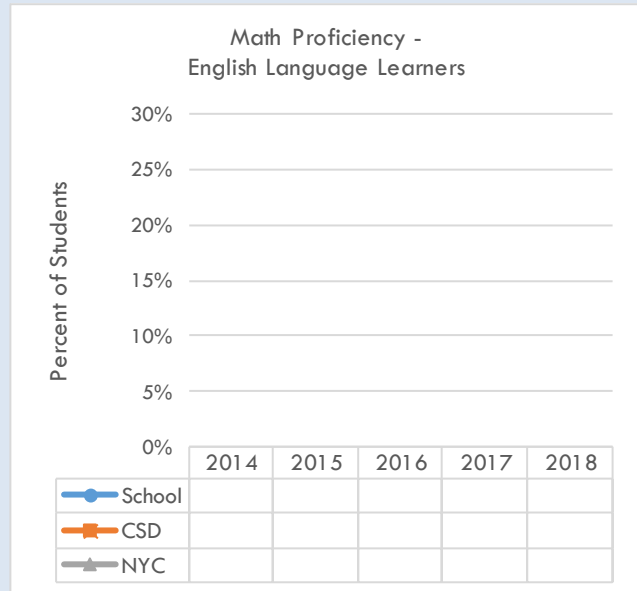


Figure 8

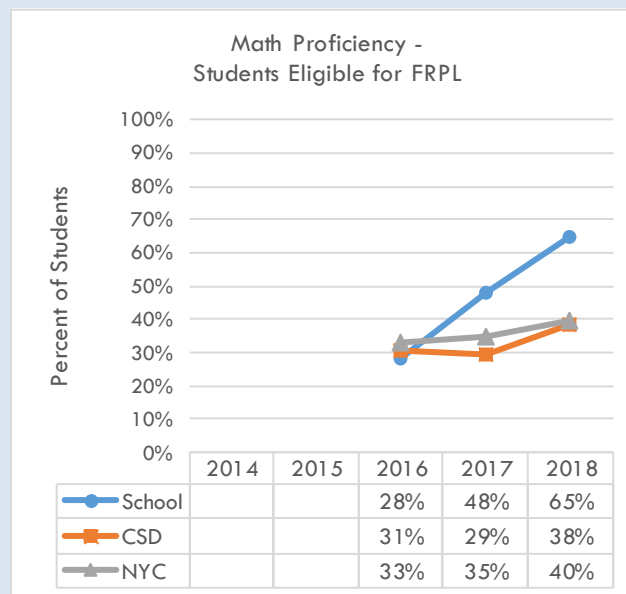


Figure 9

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, BCS has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹⁴

Board Member Name	Position	Committee(s)	Years on Board
1. Henry Lambert	Board Chair	All	14.0
2. Michael Catlyn	Trustee	Finance, Legal, Executive	16.0
3. Diana Lee	Trustee	Legal	10.0
4. Anthony Betaudier	Parent Representative	Education	10.0
5. Mark David	Trustee	Finance, Education	3.0

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

TWO TEACHERS PER CLASSROOM

Every classroom in grades K-5 either has an Assistant Teacher or an Integrated Co-Teacher (ICT) depending on the needs of the students.

SMALLER CLASS SIZES

The ratio of student to teacher in each classroom is 10:1. This ensures that the needs of students are addressed through small groups and individualized learning strategies.

¹⁴ Board of Trustees as of October 1, 2018.

CULTURAL ARTS PROGRAM

Students participate in dance and cultural music on a weekly rotating schedule. These classes are an opportunity for students to develop their identity based on individual talents, and encompass projects that connect to Literacy and Mathematics.

TECHNOLOGY PROGRAM

The Brooklyn Charter School is engaged in using technology as an integral instructional tool through the use of specific software and hardware, and the worldwide web. BCS Technology Specialist utilizes Mac laptop labs across the school, ensuring that all students in grades K-5 have an opportunity to learn basic and some advanced computer skills. BCS introduced Kodable which is a complete K-5 curriculum that takes students from learning to think like a programmer in Kindergarten to writing real JavaScript by 5th grade. Kodable's curriculum is aligned to K-5 learning standards, which are a roadmap for developing the whole student through computer science.

INTERIM ASSESSMENT PROGRAM

The school administers interim assessments three times per school year in English Language Arts and Math and has formal procedures to collect and analyze the results. The data collected is utilized by teachers to address, adjust and improve classroom instruction and to identify students in need of remediation.

AFTER SCHOOL TEST PREP PROGRAM

BCS hosts an after-school tutorial program for third, fourth and fifth grade students. All upper elementary students are invited to participate. During this tutorial/test preparation program which is held twice per week, BCS teachers provide explicit instruction based on the Common Core Learning Standards and test taking strategies.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^v

In the 2016-17 school year, 1 or 33% of leadership staff left the school and 5 or 19% of instructional staff left the school.

In the 2017-18 school year, no leadership staff left the school and 4 or 15% of instructional staff left the school.

GOVERNANCE

In 2016-17, the Board had 5 members; this was within the minimum to maximum range of 5 to 15 members stated in the bylaws. In 2016-17, the board met 7 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 7 out of the 7 meetings that took place in 2016-17.

In 2017-18, the Board had 5 members; this was within the minimum to maximum range of 5 to 15 members stated in the bylaws. In 2017-18, the board met 9 times, but this did not meet the requirement of the Charter

Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 9 out of the 9 meetings that took place in 2017-18.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on January 29, 2019. One hundred individuals attended the hearing. Fifteen comments were made in support and zero were made in opposition to the proposed charter renewal. Comments in support focused on the daily supports students receive, the small size of the school as a positive and the welcoming atmosphere.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.










Standards	Charter Term Outcomes ¹⁵	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2016-17: Met 2017-18: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	○	2016-17: Not Met The policy does not outline the authorizer as part of the complaint procedure. 2017-18: Not Met The policy does not outline the authorizer as part of the complaint procedure.
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁶	○	2016-17: Not Met 2017-18: Not Met See Figure 10
Student attendance rate meets or exceeds CSD average	●	2016-17: Met 2017-18: Met See Figure 11

¹⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁶ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

Standards	Charter Term Outcomes¹⁵	Details
Student attendance rate meets or exceeds Citywide average	●	2016-17: Met 2017-18: Met See Figure 11
Improved student retention rate over prior year	◐	2016-17: Not Met 2017-18: Met See Figure 12
Decreased student suspension rate over prior year	N/A	Standard is applicable when a charter has 0% suspension during the course of the charter term. See Figure 26 and Figure 27
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	○	2016-17: Not Met The school has missed reporting deadlines. 2017-18: Not Met The school missed 3 out of 26 submission deadlines.
School has documented teacher evaluation procedures	●	2016-17: Met 2017-18: Met
School has documented professional development opportunities	●	2016-17: Met 2017-18: Met
School has a formal process for evaluating progress against charter school goals	●	2016-17: Met 2017-18: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2016-17: Met 2017-18: Met

Standards	Charter Term Outcomes ¹⁵	Details
Board has developed a succession plan for board and school leadership	○	<p>2016-17: Not Met</p> <p>The Board has not outlined their succession plan for board and school leadership, nor have they outlined how they are holding school leadership accountable.</p> <p>2017-18: Not Met</p> <p>The Board has not outlined their succession plan for board and school leadership, nor have they outlined how they are holding school leadership accountable.</p>
Board has access to legal counsel	●	<p>2016-17: Met</p> <p>2017-18: Met</p>
Board held the required number of meetings per the charter law	○	<p>2016-17: Not Met</p> <p>The board did not hold the required July 2016, August 2016, September 2016, November 2016 and December 2016 meetings.</p> <p>2017-18: Not Met</p> <p>The board did not hold the required July 2017, August 2017 or September 2017 meetings.</p>
Board meetings consistently meet quorum	●	<p>2016-17: Met</p> <p>2017-18: Met</p>
Compliance		
School's ELL enrollment meets or exceeds CSD rate	○	<p>2016-17: Not Met</p> <p>2017-18: Not Met</p> <p>See Figure 15</p>
School's ELL retention meets or exceeds CSD rate	◐	<p>2016-17: Not Met</p> <p>2017-18: Met</p> <p>See Figure 16</p>
School's SWD enrollment meets or exceeds CSD rate	○	<p>2016-17: Not Met</p> <p>2017-18: Not Met</p> <p>See Figure 13</p>

Standards	Charter Term Outcomes¹⁵	Details
School's SWD retention meets or exceeds CSD rate		2016-17: Not Met 2017-18: Met See Figure 14
School's FRPL enrollment meets or exceeds CSD rate		2016-17: Met 2017-18: Met See Figure 17
School's FRPL retention meets or exceeds CSD rate		2016-17: Not Met 2017-18: Met See Figure 18
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs		2016-17: Met 2017-18: Met
School has followed all applicable lottery and enrollment laws and regulations		2016-17: Met 2017-18: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable		2016-17: N/A 2017-18: N/A
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) ¹⁷		2016-17: Met 2017-18: Met
School is in compliance with employee fingerprinting requirements		2016-17: Met 2017-18: Met
School has an appropriate safety plan		2016-17: Met 2017-18: Met
School has appropriate insurance documentation		2016-17: Met 2017-18: Met

¹⁷ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

Standards	Charter Term Outcomes¹⁵	Details
School is in good standing with the Department of Health	●	2015-16: Met 2016-17: Met 2017-18: Met
School has submitted its Annual Report to NYSED and posted it online	●	2016-17: Met 2017-18: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	◐	2016-17: Not Met During the 2016-17 school year, board meeting minutes were not posted on the school's website. 2017-18: Met

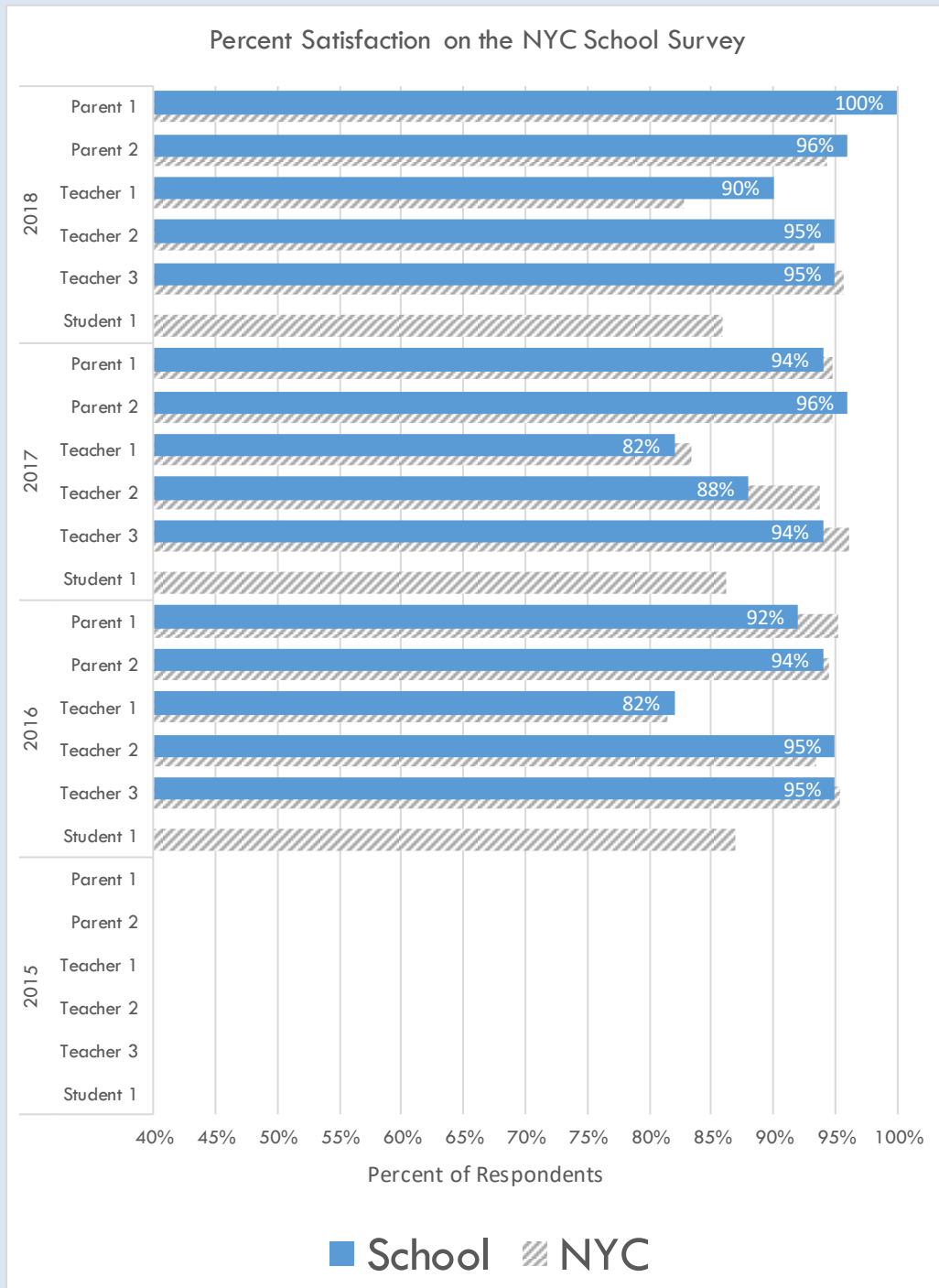


Figure 10

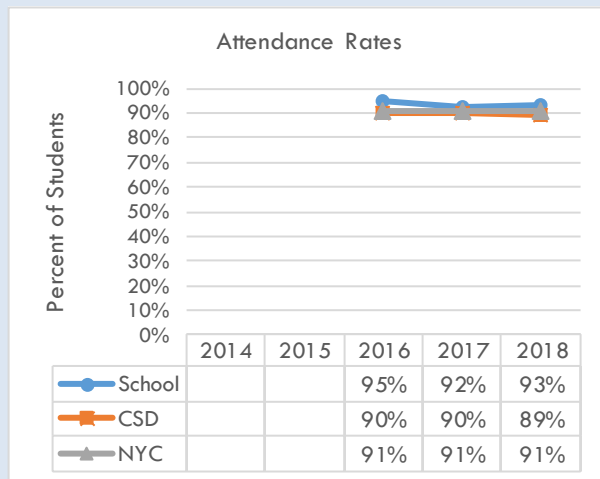


Figure 11

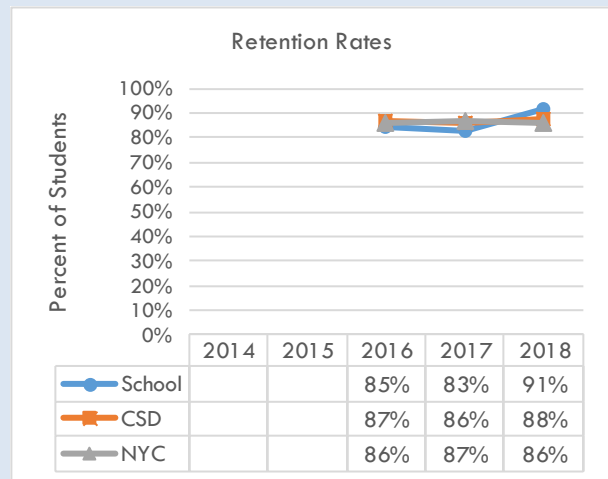


Figure 12

¹⁸ A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

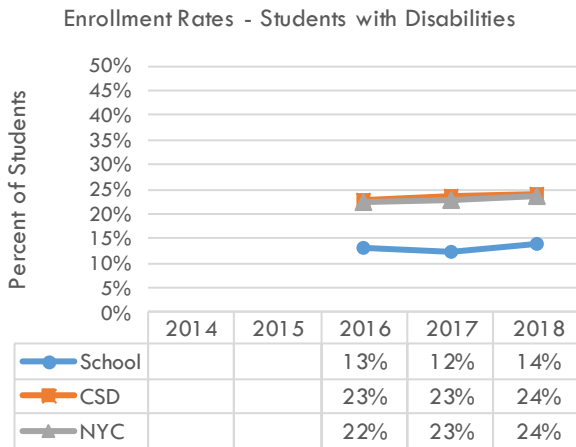


Figure 13

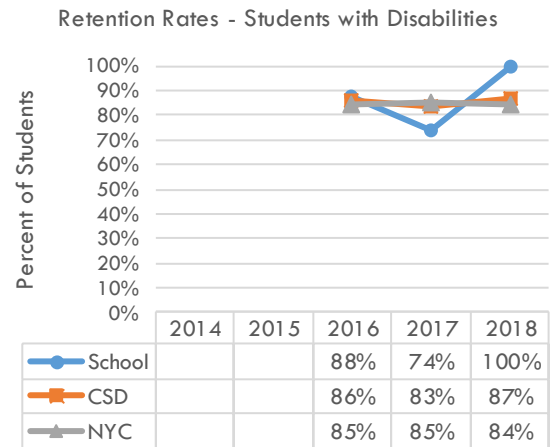


Figure 14

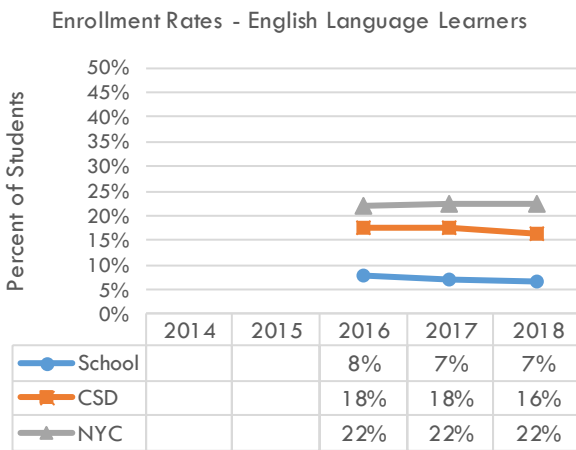


Figure 15

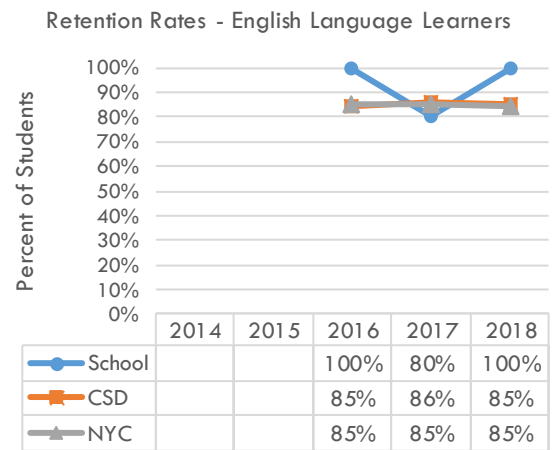


Figure 16

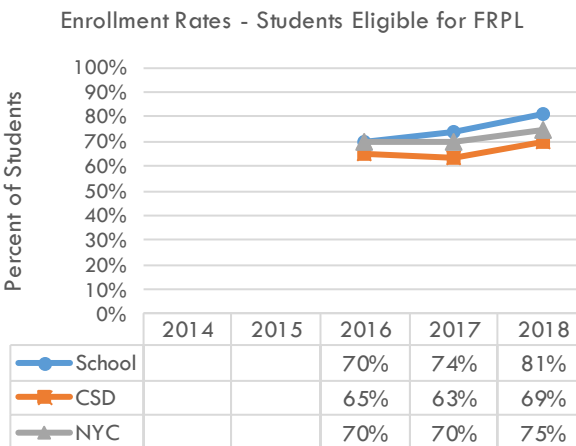


Figure 17

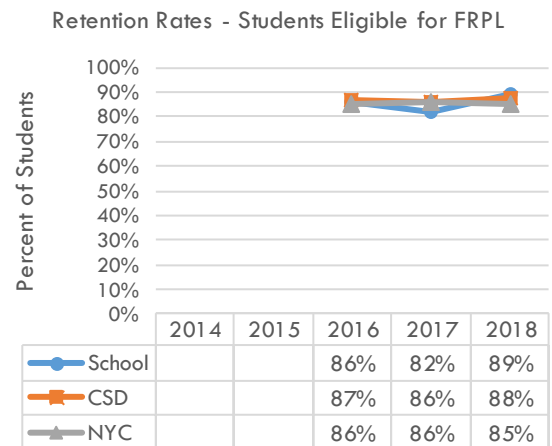


Figure 18

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, Brooklyn Charter School has not demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2017 (FY17) noted the following:

1. **"Credit Card Charges** – During 2017, there were approximately \$22,000 of credit card charges made by one board member for which receipts were not submitted. The payments were made by that board member initiating a wire transfer directly from the checking account."
2. **Follow-up for fiscal year 2018:** This item has been resolved. While there were similar charges early in the year, the credit card was cancelled.

Additionally, the auditors noted the following unresolved issues from the previous year's audit

1. **"Monitoring of Executive Expenses** – There were instances in which credit card expense from the Head of School lacked supporting documentation to substantiate the business purpose of the expense. We also saw instances where checks were written by the Head of School made payable to himself and he was the sole signature.

We recommend that no credit card payments get made unless they are by receipts that indicate the business purpose of the expense. In addition, no employee or officer should approve their own expense. A system should be implemented in which a member the treasurer or board chair reviews all expense incurred by the Head of School.

Follow up for fiscal year 2017: There were no issues noted related to the Head of School expenses, however a credit card used by a board member was lacking invoice support for all charges.

2. **Conflicts of Interest Policies** – Last year we recommended that a review of conflicts of interest policy be made to comply with the New York Nonprofit Revitalization Act and appropriate medicates be made to be fully compliant with its provisions.

Follow up for fiscal year 2017: This matter still exists and we repeat our recommendation.

Follow up for fiscal year 2018: We have been informed that the policies have been developed that will be approved at the October 2018 meeting of the board of directors.

3. **Endowment Regulations** – Endowment laws in New York State require that all charitable organizations create investment policies that address the factors below when making decisions about the appropriation of endowment assets:
- i. The duration of preservation of the endowment fund
 - ii. The purpose of the organization and the endowment fund
 - iii. The general economic conditions
 - iv. The possible effects of inflation and deflation
 - v. The expected total return from income and appreciation of investment
 - vi. Other resource of the institution
 - vii. Alternatives to expenditure of endowment fund giving due consideration to the effect that such alternative may have on the institution
 - viii. The investment policy of institution

We recommend that investment policies be developed that outline the parameters of risk strategies for any investments made, that the factors for appropriation for program or operation spending conform to the new endowment laws and include the requirement that the process for determining the independence of the investment manager be documented each year.

Follow up for fiscal year 2017: This matter still exists and we repeat our recommendation for the creation of an investment policies that address the factors outlined above.

Follow up for fiscal year 2018: We have been informed that the policies have been developed that will be approved at the October 2018 meeting of the board of directors.

4. **Board Governance Matters** – We recommend that a comparability study be made for the Head of School and that the compensation be reviewed and approved by independent persons of the board of directors. We also recommend that the decision on compensation be documented contemporaneously, such as in minutes of the board meeting.

Follow up for fiscal year 2017: This matter still exists. There was no documentation in minutes of such discussions.

Follow up for fiscal year 2018: This matter still exists. This was discussed in the 2018 minutes but had not been implemented.

5. **Operation Reserve Policy** – We note that the School has not adopted a policy for operating reserves. The NYSDOE has indicated that schools should have a board approved policy that states the purpose and use of operating reserves. The purpose of the policy is to define and set goals for reserve funds, clearly describe authorization for use of reserves and outline requirements for reporting and monitoring. We recommend that the School adopt such a policy.

Follow up for fiscal year 2017: This matter still exists. No policy has been created.

Follow up for fiscal year 2018: We have been informed that the policies have been developed that will be approved at the October 2018 meeting of the board of directors.

6. **Compliance with OMB Uniform Guidance** – The NYSDOE audit guide requires that by July, 2015, schools put policies and procedures in place to comply with the new Uniform Guidance issued by the U.S. Office of Management and Budget (OMB), regardless of whether the revenue threshold for an audit has been met. We recommended that the School adopt new policies.

Follow up for fiscal year 2017: This matter still exists. No new policies have been created.”

Follow up for fiscal year 2018: We have been informed that the policies have been developed that will be approved at the October 2018 meeting of the board of directors.

An independent audit performed for fiscal year 2018 (FY18) noted the following significant deficiency:

1. **“Significant Adjustment** – A prior period adjustment was required to reduce the net asset balance and increase the salary accrual to correct a prior period error.”

Additionally, the auditors noted the following unresolved issues from the previous year’s audit:

1. **Board Governance Matters** – We had recommended that a comparability study be made for the Head of School and that the compensation be reviewed and approved by independent persons of the board of directors. We also recommend that the decision on compensation be documented contemporaneously, such as in minutes of the board meeting.

Follow up for fiscal year 2018: This matter still exists. This was discussed in the 2018 minutes but had not been implemented.”

The school has \$75,000 in a checking account, however this is not a separate escrow account as required.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁹	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	○	2016-17: Not Met 2017-18: Not Met See Figure 19
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	◐	2016-17: Met 2017-18: Not Met See Figure 20
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	◐	2016-17: Met 2017-18: Not Met See Figure 21
Debt management – school is meeting all current debt obligations	●	2016-17: Met 2017-18: Met
Long-term Financial Sustainability		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	○	2016-17: Not Met 2017-18: Not Met See Figure 22
Aggregated three-year total margin – school operates at a surplus over three-year period	N/A	Standard is applicable to charters with at least three evaluable years during its current charter term. BCS has two evaluable years.
Debt to assets ratio less than 1.0	●	2016-17: Met 2017-18: Met See Figure 24
Aggregate assets to liabilities ratio greater than 1.0	N/A	Standard is applicable to charters with at least three evaluable years during its current charter term. BCS has two evaluable years.

¹⁹ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

Standards	Charter Term Outcomes¹⁹	Details
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	●	2016-17: Met 2017-18: Met See Figure 23
Multi-year cash flow – positive cash flow over previous three fiscal years	N/A	Standard is applicable to charters with at least three evaluable years during its current charter term. BCS has two evaluable years.

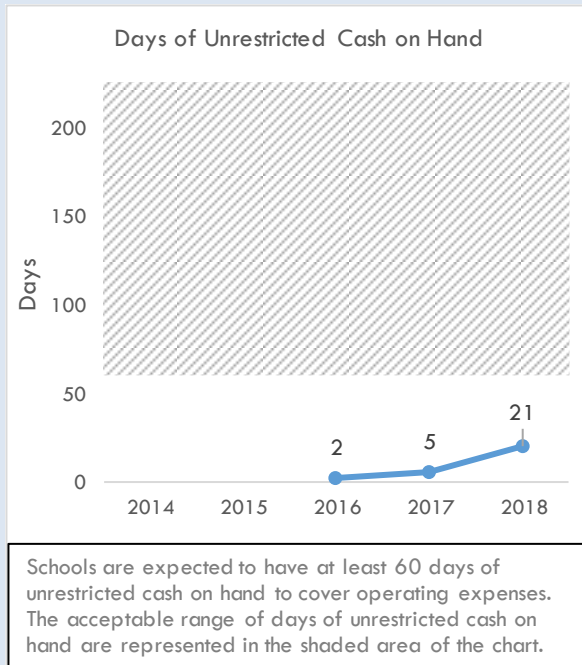


Figure 19

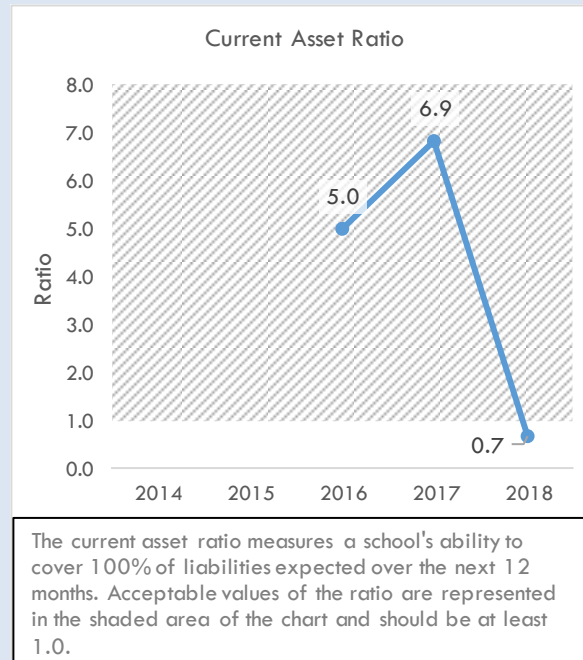


Figure 20

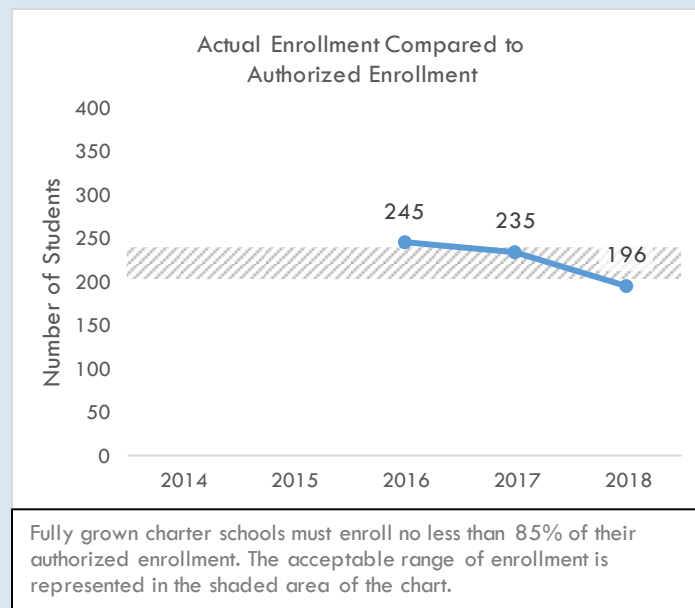


Figure 21

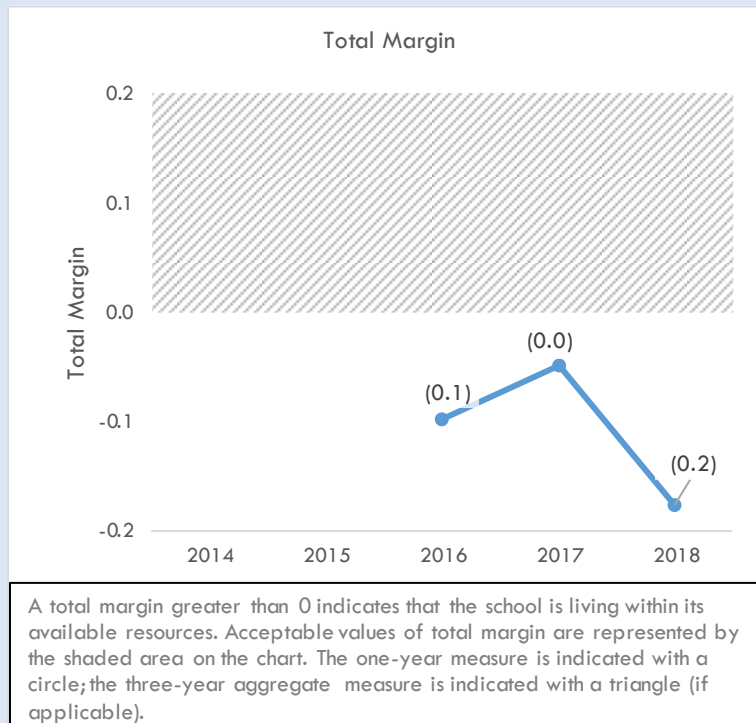


Figure 22

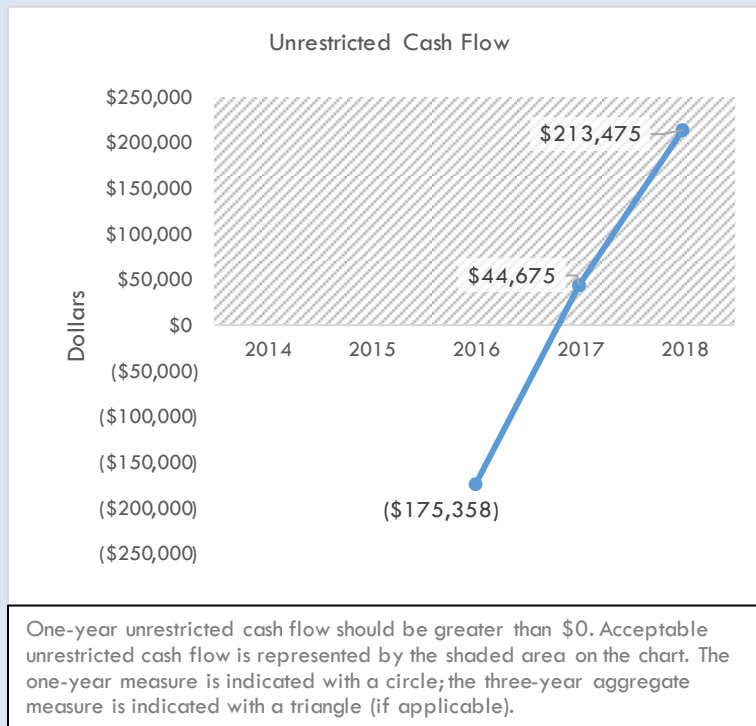


Figure 23

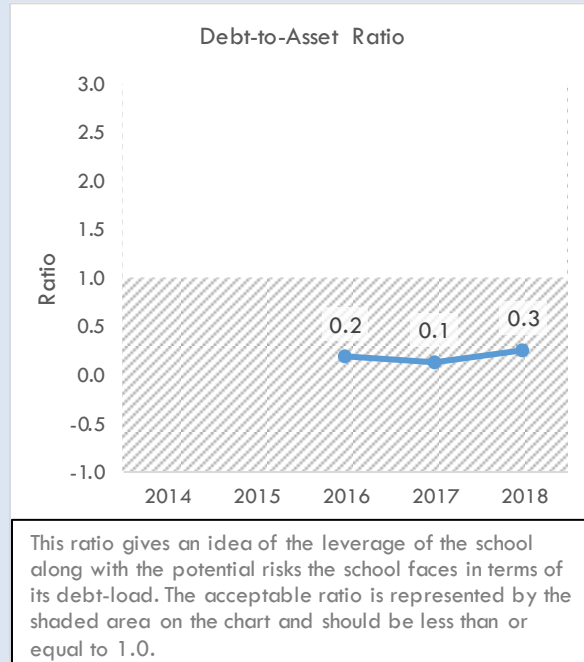


Figure 24

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data and has not been reviewed for accuracy or completeness

Programming, Admissions, and Lottery	
Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Sections per Grade	K-5: 2
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1, 2, 3, 4, 5
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	450
Number of Students Accepted via the Lottery (School Year 2018-2019)	64
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	No

CURRENT STUDENT DEMOGRAPHICS*

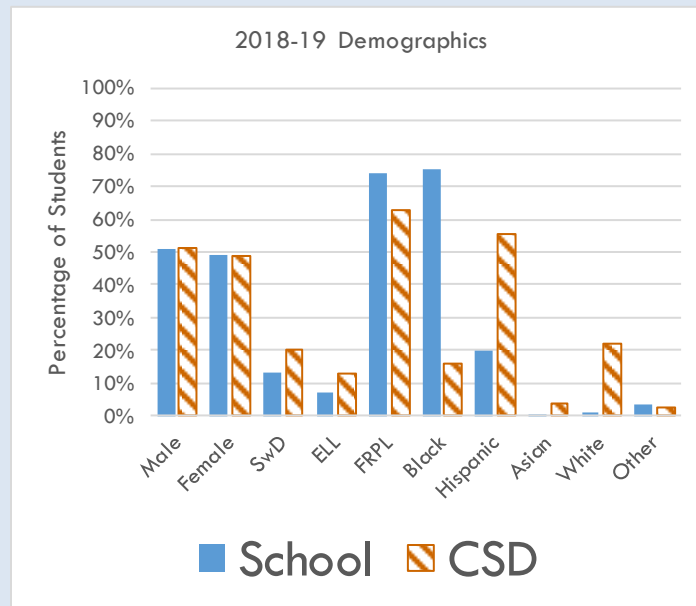


Figure 25

SUSPENSION AND EXPULSION RATES^{xi}

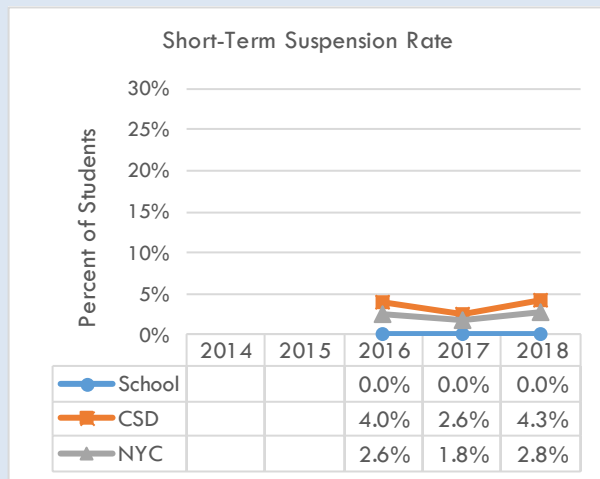


Figure 26

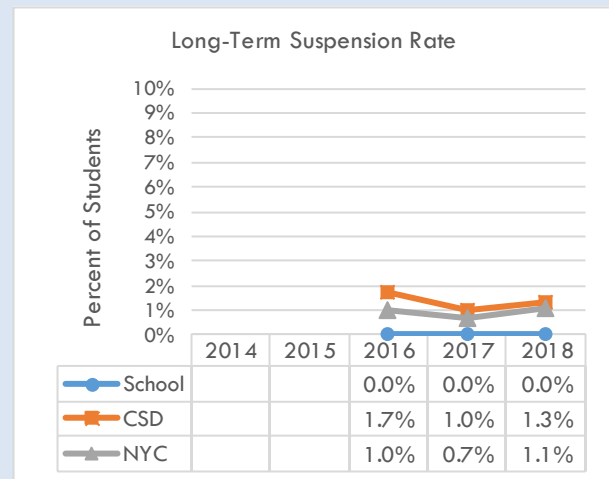


Figure 27

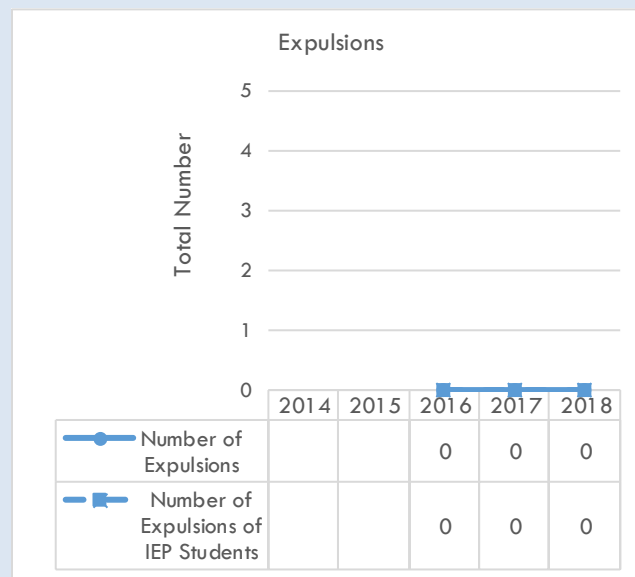


Figure 28

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Brooklyn Charter School on January 29, 2019. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. The CAAT team provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that the team did not have an opportunity to observe that item during the visit.

- Evidence of clear objectives for all learning tasks; CAAT did not see evidence of this.
- Evidence of one Integrated Collaborative Teaching classroom on each grade; CAAT saw evidence of this.
- Evidence of small group instruction; CAAT saw evidence of this, however CAAT did not observe specialized instruction within the small group instruction.
- Evidence of classroom assignments that have been differentiated for students based on their abilities; CAAT did not see evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xii}

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Brooklyn Charter School					
Grade 3			37%	33%	59%
Grade 4			45%	38%	55%
Grade 5			26%	47%	28%
Grade 6					
Grade 7					
Grade 8					
DIFFERENCE FROM CSD					
Grade 3			-5%	-9%	6%
Grade 4			3%	-2%	8%
Grade 5			-6%	11%	-9%
Grade 6					
Grade 7					
Grade 8					

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Brooklyn Charter School					
Grade 3			21%	38%	72%
Grade 4			52%	46%	65%
Grade 5			21%	73%	66%
Grade 6					
Grade 7					
Grade 8					
DIFFERENCE FROM CSD					
Grade 3			-19%	-4%	17%
Grade 4			12%	10%	21%
Grade 5			-14%	36%	26%
Grade 6					
Grade 7					
Grade 8					

ENGLISH/LANGUAGE ARTS

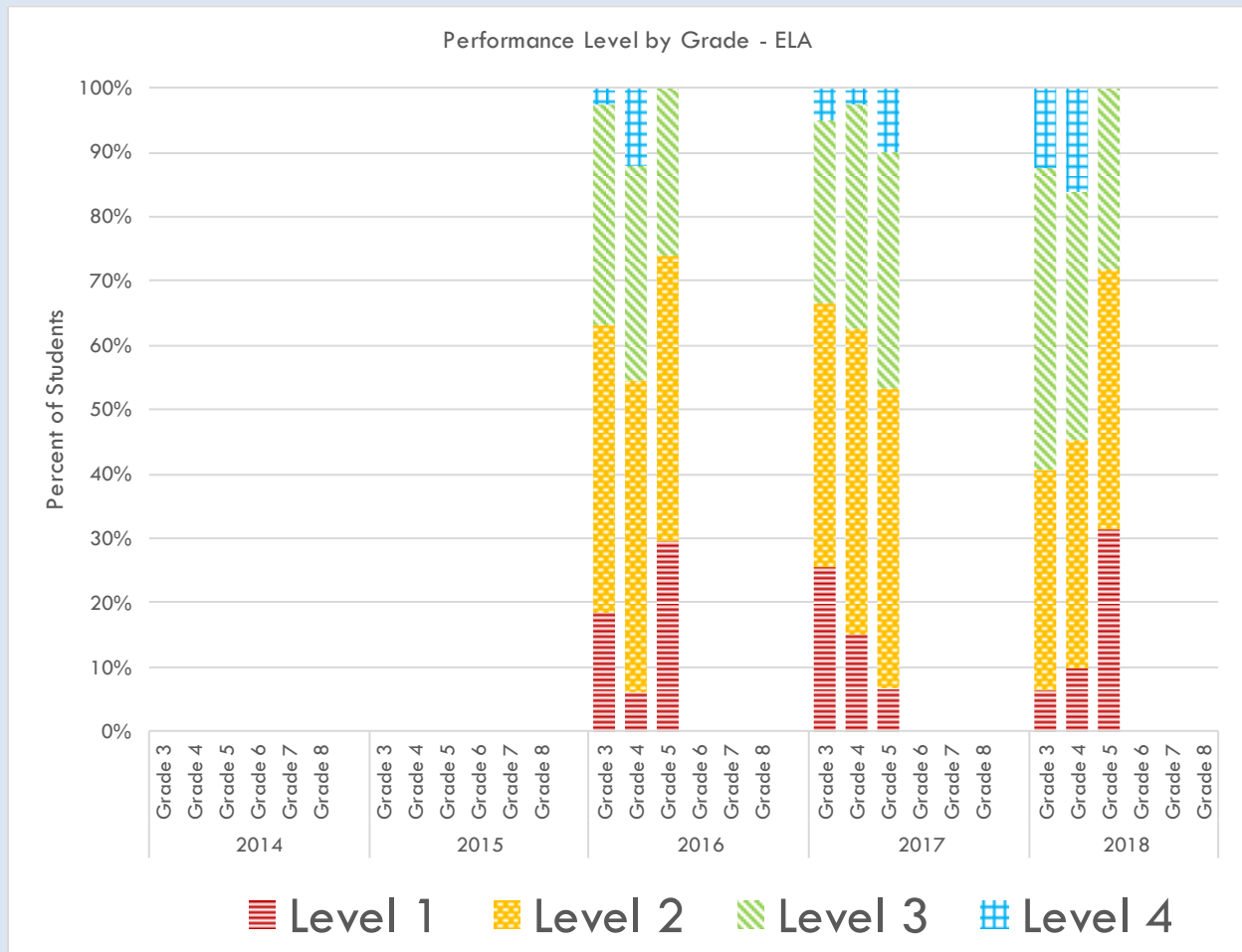


Figure 29

MATH

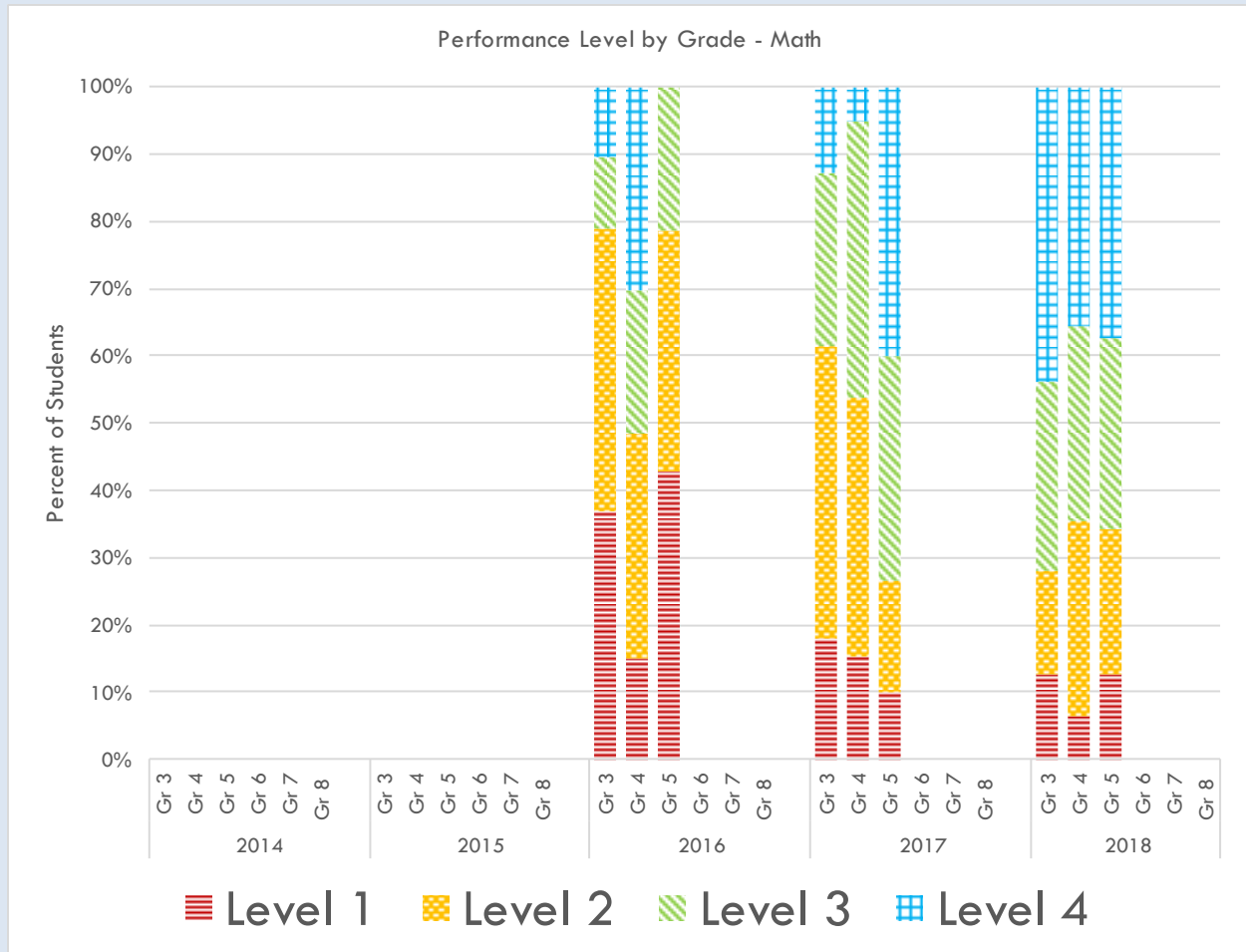


Figure 30

APPENDIX E: REGENTS PERFORMANCE FOR SPECIAL POPULATIONS

Appendix applicable for charters serving grades 9-12 only.

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-2018 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2017-2018 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	BCS NYS ELA exam proficiency rates meet or exceed comparable Community School District 14 rates.	2017-18 New York State ELA Exam results. In 2017-18, 47.3% of students at BCS were proficient on the NYS ELA test while 46% of students in CSD 14 were proficient.	Met	
Academic Goal 2	BCS NYS ELA exam proficiency rates meet or exceed comparable Citywide rates.	2017-18 New York State ELA Exam results. In 2017-18, 47.3% of students at BCS were proficient on the NYS ELA test while 46% of students in NYC schools were proficient.	Met	
Academic Goal 3	BCS NYS Math exam proficiency rates meet or exceed comparable Community School District 14 rates.	2017-18 New York State Math Exam results. In 2017-18, 67% of students at BCS were proficient on the NYS ELA test while 46% of students in CSD 14 were proficient.	Met	
Academic Goal 4	BCS NYS Math exam proficiency rates meet or exceed comparable Citywide rates.	2017-18 New York State Math Exam results. In 2017-18, 67% of students at BCS were proficient on the NYS Math test while	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		47% of students in NYC schools were proficient.		
Academic Goal 5	BCS NYS Science exam proficiency rates meet or exceed comparable Community School District 14 rates.	2017-18 New York State Science Exam results. While there is no publicly released comparative data available for Science at this time, 94% of BCS 4th graders were proficient in 2017-18.		Comparable data is not available at this time.
Academic Goal 6	BCS NYS Science exam proficiency rates meet or exceed comparable Citywide rates.	2017-18 New York State Science Exam results. While there is no publicly released comparative data available for Science at this time, 94% of BCS 4th graders were proficient in 2017-18.		Comparable data is not available at this time.
Academic Goal 7	NYS ELA exam proficiency rates increase.	2017-18 New York State ELA Exam results. In 2016-17, 39% of students at BCS were proficient. In 2017-18, NYS ELA test growth increased to 47.3%, an increase of 8.3%.	Met	
Academic Goal 8	NYS Math exam proficiency increase.	2017-18 New York State Math Exam results. In 2016-17, 51% of students were proficient. In 2017-18, NYS Math test growth increased to 67.2% proficient, an increase of 16.2%.	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	2017-18 New York State ELA Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17 was not available due to the low number of ELL students attending BCS. 2017-18 data is currently unavailable.	Not Met	BCS has addressed this issue by putting in place recruitment efforts to strengthen our ability to admit students who qualify as English Language Learners. In the 2017-18 school year, the BCS Board of Trustees put forth a resolution to attract, enroll and retain specific lottery preferences in order to meet enrollment targets set forth by the State University of York. BCS elected to give preference to English Language Learners applying to BCS in kindergarten and grades (1-5) with available seats. This lottery preference began with the 2018-19 school year applications.
Academic Goal 10	NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates.	2017-18 New York State ELA Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17 was not available due to the low number of ELL students attending BCS. 2017-18 data is currently unavailable.		BCS has addressed this issue by putting in place recruitment efforts to strengthen our ability to admit students who qualify as English Language Learners. In the 2017-18 school year, the BCS Board of

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				Trustees put forth a resolution to attract, enroll and retain specific lottery preferences in order to meet enrollment targets set forth by the State University of York. BCS elected to give preference to English Language Learners applying to BCS in kindergarten and grades (1-5) with available seats. This lottery preference began with the 2018-19 school year applications.
Academic Goal 11	NYS Math exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates.	2017-18 New York State Math Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17 was not available due to the low number of ELL students attending BCS. 2017-18 data is currently unavailable.	Not Met	BCS has addressed this issue by putting in place recruitment efforts to strengthen our ability to admit students who qualify as English Language Learners. In the 2017-18 school year, the BCS Board of Trustees put forth a resolution to attract, enroll and retain specific lottery preferences in order to meet enrollment targets set forth by the State University of York. BCS elected to give preference to

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				English Language Learners applying to BCS in kindergarten and grades (1-5) with available seats. This lottery preference began with the 2018-19 school year applications.
Academic Goal 12	NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates.	2017-18 New York State Math Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17 was not available due to the low number of ELL students attending BCS. 2017-18 data is currently unavailable.	Not Met	Students who qualify as English Language Learners. In the 2017-18 school year, the BCS Board of Trustees put forth a resolution to attract, enroll and retain specific lottery preferences in order to meet enrollment targets set forth by the State University of York. BCS elected to give preference to English Language Learners applying to BCS in kindergarten and grades (1-5) with available seats. This lottery preference began with the 2018-19 school year applications.
Academic Goal 13	NYS ELA exam proficiency rates for Students with Disabilities (SWDs) meet or exceed	2017-18 New York State ELA Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for	Met	BCS has addressed this issue by putting in place recruitment efforts to strengthen our ability to admit

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	CSD rates.	2016-17 BCS met this performance standard as 17% of SWDs met NYS ELA proficiency rates in comparison to CSD 14 proficiency rates of 10%. 2017-18 data is currently unavailable.		2017-18 data is currently unavailable.
Academic Goal 14	NYS ELA exam proficiency rates for SWDs meet or exceed Citywide rates.	2017-18 New York State ELA Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17 BCS met this performance standard as 17% of SWDs met NYS ELA proficiency rates in comparison to NYC public school proficiency rates of 11%. 2017-18 data is currently unavailable.	Met	2017-18 data is currently unavailable.
Academic Goal 15	NYS Math exam proficiency rates for SWDs meet or exceed CSD rates.	2017-18 New York State Math Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17 BCS met this performance standard as 33% of SWD's met NYS Math proficiency rates in comparison to CSD 14 proficiency rates of 15%. 2017-18 data is currently unavailable.	Met	2017-18 data is currently unavailable.
Academic	NYS Math exam	2017-18 New York	Met	2017-18 data is

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Goal 16	proficiency rates for SWDs meet or exceed Citywide rates.	State Math Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17 BCS met this performance standard as 33% of SWD's met NYS Math proficiency rates in comparison NYC public school proficiency rates of 16%. 2017-18 data is currently unavailable.		currently unavailable.
Academic Goal 17	NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRLP) meet or exceed CSD rates.	2017-18 New York State ELA Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17, BCS met this performance standard as 33% of FRLP's met NYS ELA proficiency rates in comparison to CSD 14's proficiency rate of 29%. 2017-18 data is currently unavailable. .	Met	2017-18 data is currently unavailable.
Academic Goal 18	NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRLP) meet or exceed Citywide rates.	2017-18 New York State ELA Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17, BCS met this performance standard as 33% of FRLP's met NYS ELA proficiency rates in	Met	2017-18 data is currently unavailable.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		comparison to NYC public school's proficiency rate of 33%. 2017-18 data is currently unavailable.		
Academic Goal 19	NYS Math exam proficiency rates for students eligible for free and reduced price lunch (FRLP) meet or exceed CSD rates.	2017-18 New York State Math Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17, BCS met this performance standard as 48% of FRLPs met NYS Math proficiency rates in comparison to CSD 14 proficiency rates of 29%. 2017-18 data is currently unavailable.	Met	2017-18 data is currently unavailable.
Academic Goal 20	NYS Math exam proficiency rates for students eligible for free and reduced price lunch (FRLP) meet or exceed Citywide rates.	2017-18 New York State Math Exam results. Based on the 2017-18 Annual Comprehensive Review (ACR) data for 2016-17, BCS met this performance standard as 48% of FRLPs met NYS Math proficiency rates in comparison to NYC public school proficiency rates of 35%. 2017-18 data is currently unavailable.	Met	2017-18 data is currently unavailable.
Org Goal 1	Parents and staff responses on the	In 2017-18 BCS exceeded city	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	NYC DOE School Survey meet or exceed Citywide averages.	averages for 4 out of the 5 School Survey responses and BCS did increase its overall score in in all survey areas from the previous Parent and Teacher satisfaction survey administered in 2016-17. All indicators now point to a growing supportive parent base as we enter year 3 of the restructured BCS.		
Org Goal 2	Student attendance rate exceed CSD average.	In 2016-17, BCS' attendance rate was 92% in comparison to CSD 14's 91%.	Not Met	2017-18 comparative data is not available at this time.
Org Goal 3	Improved student retention rate over the prior year.	BCS did not meet its student retention target in 2017-18 as 83% of students returned the following school year; 3% short of the previous year's retention data.	Not Met	<p>Many students moved out of the area and found new schools closer to home.</p> <p>BCS also lost a few students due to retention conversations with several families. Many of these families opted to move their</p> <p>children to new schools due to their children possibly having to repeat their</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				current grade. BCS has done outreach to increase its numbers to ensure a higher retention percentage in the 2018-19 school year.
Org Goal 4	Decreased students suspension rate over the course of the charter.	Student suspension rates decreased significantly from the previous school year with a percentage of 0%.	Met	
Org Goal 5	BCS will comply with all applicable laws, rules, regulations and contract terms including but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act and the federal Family Educational Rights and Privacy Act.	BCS was in compliance with all applicable laws, rules and regulations for the 2017-18 based on the NYC DOE ACR report for 2017-18.	Met	
Org Goal 6	The Brooklyn Charter School Board of Trustees must demonstrate a plan for sound oversight and	A thorough evaluation procedure and performance expectation for the Principal was developed and the	Met	

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	evaluation of the school leader.	introduction of a performance- based management tool for use in the school leader's evaluation occurred in the 2016-17 school year. The Board successfully completed the leadership transition in 2016 with the hiring of a new Principal with over 13 years of charter school leadership experience specifically in a turn-around charter school. The board utilized this evaluation of the school leader in 2017-18 as well.		
Financial Goal 1	Cash position- school has at least 60 days of cash on hand to cover operating	The 2017-18 NYC- DOE Annual Comprehensive Report, states the school did not have at least 60 days of cash on hand to cover	Not Met	The need to maintain the school's stated enrollment of 240 students is essential in order to stabilize revenue at BCS and enhance sustainability for the future. The school has put together a plan: -BCS will have a target number of 230 for the 2019-2020 school year. BCS will re- establish existing relationships with community partners BCS will establish new relationships with community partners

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>within a 1-mile radius of school, i.e. churches, youth groups, and PAL/YMCA, etc.-BCS will create forums to invite all community partners i.e. Spring festival, open houses, community celebrations -BCS will focus on areas where there are limited options for families (Not many charter schools and poor-performing public schools).</p>

APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

- BCS will disseminate application materials and, whenever possible, host information sessions at locations and organizations serving District 14's most needy families: various Head Start locations, local Community Centers (e.g. Child Development Support Corporation), the Police Athletic League (PAL) located in Bedford-Stuyvesant (Gates Avenue) and the Bedford Stuyvesant YMCA.
- The BCS Recruitment Coordinator will meet one-on-one with leaders at the above organizations to ensure that they are fully aware of our school programs and can share information with their clients and/or members in an informed manner.
- In all recruitment materials, we will explicitly state that BCS is open to all students, regardless of prior academic performance. Additionally, we will be explicit about how our programmatic elements (e.g. two teachers in all grades (K-4), small group instruction, afterschool tutoring) are beneficial to students who have struggled academically and/or may need more intensive support.

ENGLISH LANGUAGE LEARNERS

- All promotional materials and applications will be printed in Spanish.
- BCS will send our Recruitment Coordinator, Spanish-speaking faculty and parent volunteers who are fluent in Spanish to the surrounding low-income housing projects (Marcy Housing Projects, Sumner Housing Projects) to distribute materials, hang door-knockers and communicate with residents in order to recruit new families.
- Spanish speaking members of the school staff and the parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand the BCS program and application process.
- BCS will place advertisements in Spanish-language newspapers such as El Diario La Prensa, given the rising population of Spanish speaking families in Brooklyn.

- BCS will attend and distribute materials at organizations throughout Bedford-Stuyvesant that provide adult ESL classes in order to recruit new students.

STUDENTS WITH DISABILITIES

- In all recruitment materials, we will explicitly state that we serve all students, including those with existing IEP's, as well as those who have struggled academically in other school environments.
- BCS will recruit at pre-school programs, such as Head Start, which serve students with special needs. BCS will meet with staff at these programs to make them aware of our capacity and programs serving students with disabilities.
- BCS will meet with community organizations in Brooklyn that serve children with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g. Early Intervention Centers)

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

In an effort to increase equity and access to various special student populations, Brooklyn Charter School requested a non-material change to its current charter in 2017-18 in order to add lottery preferences to attract, retain, and met/exceed enrollment and retention targets as prescribed by the Board of Regents and the board of trustees of the State University of New York. The Brooklyn Charter School Board of Trustees elected to give annual lottery preferences to students eligible for the Free/Reduced Lunch Program (FRLP's). The lottery preferences will apply to all Brooklyn Charter School kindergarten applications and other grades (1-5) with available seats. BCS also continued its annual outreach to Day Care Centers, Nursery & Pre-K Schools and Community Centers throughout Bedford-Stuyvesant, Bushwick, East New York, Crown Heights and Clinton-Hill/Fort Greene. BCS utilized a knowledgeable bilingual staff member who was responsible for reaching out within the community on a bi-monthly basis beginning in December 2017 to distribute promotional packages that contained information about the school and its programs, open houses and tours, as well as, hard copies of the application. These applications were also made accessible on the school's website for easy access. BCS also did a website overhaul with professional photography in order to make information more easily accessible and user-friendly. BCS did a social media launch on Instagram in order to get more information about the school, out to the public. There were two charter schools closing in the immediate area so BCS attended their open house for parents and gave priority to students who applied to BCS.

For the 2018-19 public lottery, students deemed economically disadvantaged received preference in the school's lottery, For the 2019-20 school year, BCS will continue its outreach utilizing a bilingual staff member who will be devoted to outreach bi-monthly to Day Care Centers, Nursery & Pre-K Schools and Community Centers throughout Bedford-Stuyvesant, Bushwick and East New York beginning in November. This staff member will distribute promotional packages that contain information about the school and our programs, open houses and tours, as well as, hard copies of the application. BCS will continue to foster relationships with these organizations in order to have a platform to give presentations. BCS will continue to attend recruitment fairs throughout the school year (NYC Charter Center, etc.). BCS will be upgrading its promotional materials in several languages in order to reach a more diverse population.

ENGLISH LANGUAGE LEARNERS

In an effort to increase equity and access to various special student populations, Brooklyn Charter School requested a non-material change to its current charter in order to add lottery preferences to attract, retain meet/exceed enrollment and retention targets as prescribed by the Board of Regents and the board of trustees elected to give annual lottery preferences to English Language Learners (ELLs). The lottery preferences will apply to all Brooklyn Charter School kindergarten applications and other grade (1-5) with available seats. BCS also made an effort to attract English Language Leaders by utilizing a bilingual faculty member to advertise within the community by visiting day care programs to speak with parents about BCS and our ELL program as well as distribute applications. Applications for the school were created in English with a translation in Spanish, to attract families within the community whose primary language was not English. These applications were also made accessible on the school's website. BCS placed advertisements in local newspapers such as El Diario to ensure further outreach to the Spanish speaking populations in our district. BCS offered school tours for Spanish-speaking families every other Tuesday each month from January 2018-March 2018. BCS Also did a website overhaul with professional photography in order to make information more easily accessible and user-friendly. BCS did a social media launch on Instagram in order to get more information about the school, out in the public.

For the 2018-19 public lottery, students deemed English Language Learners received preference in the school's lottery. BCS will continue its outreach utilizing a bilingual staff member who will be devoted to connecting bi-monthly with Day Care Centers, Nursery & Pre-K Schools and Community Centers throughout Bedford-Stuyvesant, Bushwick and East New York beginning in November. This staff member will distribute promotional packages that contain information about the school and our programs, open houses and tours, as well as, hard copies of the application. BCS will continue to foster relationships with these organizations in order to have a platform to give presentations. BCS will continue to attend recruitment fairs throughout the school year (NYC Charter Center, etc.) BCS will be upgrading its promotional materials in several languages in order to reach a more diverse population of students. BCS will continue to offer tours bi-monthly to Spanish-speaking families beginning in January 2019.

STUDENTS WITH DISABILITIES

In an effort to increase equity and access to various special student populations, Brooklyn Charter School requested a non-material change to its current charter in order to add lottery preferences to attract, retain, and meet/exceed enrollment and retention targets as prescribed by the Board of Regents and the board of trustees of the State University of New York. The Brooklyn Charter School Board of Trustees elected to give annual lottery references to Students with Disabilities (SWD's). The lottery preferences will apply to all Brooklyn Charter School kindergarten applications and other grades (1-5) with available seats. BCS utilized a knowledgeable staff member who was responsible for reaching out within the community on a bi-monthly basis beginning in December 2017 to advertise within the community by visiting day care programs to speak with parents about BCS and our Special Education program as well as distribute applications. BCS placed advertisements in local newspapers such as the Daily News which highlighted our special education program to ensure further outreach to this student population. These applications were also made accessible on the school's website for easy access. BCS did a social media launch on Instagram in order to get more information about the school, out to the public. There were two charter schools closing in the immediate area so BCS attended their open house for parents and gave priority to students who applied to BCS.

For the 2018-19 public lottery students applying with a current Individualized Education Plan (IEP) will receive preference in the school's lottery. BCS will continue its outreach utilizing a bilingual staff member who will be devoted to connecting bi-monthly with Day Care Centers, Nursery and Pre-K Schools and Community Centers throughout Bedford-Stuyvesant, Bushwick and East New York beginning in November who is able to speak specifically about our special education program. This staff member will distribute promotional packages, attend open houses and tours, as well distribute hard copies of the application. BCS will continue to foster relationships with these organizations in order to have a platform to give presentations. BCS will continue to attend recruitment fairs throughout the school year (NYC Charter Center, etc.)

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

ⁱⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{iv} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^v Calculations based on data reported by the school in its renewal data collection form.

^{vi} Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{vii} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{viii} Annual school audit

^{ix} Annual school audit

^x Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xi} School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

^{xiii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>

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