



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for Bronx Community Charter School

SCHOOL YEAR 2019-2020

NEW YORK CITY DEPARTMENT OF EDUCATION
Office of School Design and Charter Partnerships
100 Gold Street
Suite 3500
New York, NY 10038
Tel: 212-374-5419

CharterOversight@schools.nyc.gov
schools.nyc.gov/charters

CONTENTS

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION	2
PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS	5
PART 3: FINDINGS	8
PART 4: SUPPORTING DATA	27
APPENDIX A : SCHOOL OVERVIEW	37
APPENDIX B : SCHOOL VISIT	39
APPENDIX C : ACADEMIC PERFORMANCE	40
APPENDIX D : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME	41
APPENDIX E : CHARTER SCHOOL GOALS	43
APPENDIX F : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS	46
APPENDIX G : ADDITIONAL ACCOUNTABILITY DATA	48
SOURCES	49

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/reports-and-policies/school-quality/charter-school-renewal-reports>.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

Bronx Community Charter School	
DBN	84X398
School Leader(s)	Sasha Wilson; Martha Andrews
Board Chair(s)	Gil Schmerler
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	10
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(XAUT) 3170 Webster Avenue, Bronx, NY 10467 Grades at Building: K-8 Facility Owner: Non-DOE Owned
2019-2020 Enrollment ⁱ	517
2019-2020 Grades Served	K-8
Current Authorized Enrollment	520
Current Authorized Grade Span	K-8
School Opened For Instruction	2008-2009
School Year of First Renewal	2012-2013
School Year of Second Renewal	2014-2015
Current Charter Term ¹	July 01, 2015 - June 30, 2020

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2018-2019 (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

Bronx Community Charter School (Bronx Community) 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 full term renewal.

Recommendation	
Proposed New Charter Term	July 1, 2020 – June 30, 2025
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	520

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school's full enrollment plan for the next charter term is included below.

Grade	Current School Year (2019-20)	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
K		52	52	55	58	57
1		52	52	55	58	58
2		52	52	55	58	58
3		52	52	55	58	58
4		52	52	55	58	58
5		52	52	55	58	58
6		78	52	56	58	58
7		78	78	56	57	58
8		52	78	78	57	57
9		0	0	0	0	0
10		0	0	0	0	0
11		0	0	0	0	0
12		0	0	0	0	0
TOTAL		520	520	520	520	520

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

Bronx Community received a full five-year term renewal in the 2014-15 academic year with no conditions.

Bronx Community was not placed on notice during the current charter term.

CHARTER SCHOOL BACKGROUND

Bronx Community is a K-8 school located in the Norwood neighborhood of the Bronx. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 10. The school is not co-located with with any other schools or programs.²

The school is in its third charter term. The school operates under a collective bargaining agreement with the teachers, supervisors, and paraprofessionals' union as voted upon by the teachers.

SCHOOL HIGHLIGHTS³

As per the school's renewal application, Bronx Community has "done an especially strong job of working with ENL students, building students' English language skills, enabling them to succeed on the NYSESLAT and NYS exams and to be decertified as ENL students. Our ENL students proficiency levels on NYS tests exceeded those in our district by an average of 6.3% in ELA and 11% in Math over the course of our charter term, and exceeded ENL students in NYC by an average of 4.5% in ELA and 4.3% in Math. 12% of our ENL students in 2017-18 were decertified at the end of the year, while 13% were decertified at the end of 2018-19. We have also been very successful retaining ENL students: 93% of BxC ENL students return to the school, 10% above the district's percentage of 83%."

CURRENT SCHOOL LEADERSHIP TEAM⁴

	School Leader Name	Position	Years at School
1.	Martha Andrews	Co-Director	12
2.	Sasha Wilson	Co-Director	12
3.	Jeannine King	Director of Student Support	11
4.	Antoinette Bradley	Middle School Co-Director	11
5.	John Kruger	Middle School Co-Director	10

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, 2019 through October 1, 2019.

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 2, 2019.

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, Bronx Community has 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 E. 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	●	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 1

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

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Not Met 2018-19: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Not Met 2016-17: Met 2017-18: Not Met 2018-19: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
Total cohort exam pass rates in Regents English Language Arts meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics meet or exceed Citywide rates	N/A	

<https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

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.

Standards	Charter Term Outcomes⁵	Details
Total cohort exam pass rates in Regents Science meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates ⁸	N/A	
Academic Growth		
NYS ELA exam proficiency rates increase	●	2015-16: Met 2016-17: Met 2017-18: N/A⁹ 2018-19: Met See Figure 1
NYS Math exam proficiency rates increase	◐	2015-16: Not Met 2016-17: Not Met 2017-18: N/A 2018-19: Met See Figure 2
Total cohort exam pass rates in Regents English Language Arts increase	N/A	
Total cohort exam pass rates in Regents Mathematics increase	N/A	
Total cohort exam pass rates in Regents Science increase	N/A	
Total cohort exam pass rates in Regents U.S. History & Government increase	N/A	
Total cohort exam pass rates in Regents Global History and Geography increase	N/A	
Graduation rates increase	N/A	
Closing the Achievement Gap		

⁸ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

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 Outcomes ⁵	Details
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 5
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Not Met See Figure 5
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 8
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 8
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	2015-16: Not Met 2016-17: Met 2017-18: Not Met 2018-19: Met See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 7

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 7
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹⁰ meet or exceed CSD rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 6
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 6
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Not Met 2018-19: Met See Figure 9
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 9
Total cohort exam pass rates in Regents English Language Arts for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for ELLs meet or exceed Citywide rates	N/A	

¹⁰ 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
Total cohort exam pass rates in Regents U.S. History & Government for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents English Language Arts for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents English Language Arts for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography 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	N/A ¹¹	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹²	N/A	

¹¹ 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.

¹² The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

Standards	Charter Term Outcomes⁵	Details
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

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

At the time of this school's renewal, Bronx Community 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 E. 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 F.

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 TRUSTEES¹³

Board Member Name	Position	Committee(s)	Years on Board
1. Gil Schmerler	Chair	Education	5
2. Daniel Osorio	Treasurer	Finance	6
3. Michael Akavan	Secretary	Finance	3
4. Melissa Serrano	Family Representative	n/a	3
5. Beverly Falk	Trustee	Education	11
6. Ariel Behr	Trustee	Finance	9
7. Yasmin Morales	Trustee	Education	1

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.

STUDENT-CENTERED DIFFERENTIATED LEARNING

Each classroom has 2 teachers and 26 students. Teachers do 1:1 assessments to understand students' strengths and needs. Instruction is designed to meet those strengths and needs. Using the workshop model, there is substantial space for teachers to confer with individual students or to pull small groups for targeted instruction. Each classroom has a period called Targeted Academic Support when students are working in small groups with one of four teachers on a specific learning goal.

STUDENT-DRIVEN INQUIRY LEARNING

Units of study are designed to respond to the questions students raise. For example, in 4th grade, students visited the African Burial Ground as a part of their Colonial Study and learned about the difference between

¹³ Board of Trustees as of October 1, 2019.

the words slave and enslaved Africans. This led them to revisit the books they read in their classroom to investigate how authors use word choice to convey power and bias.

PROJECT-BASED LEARNING

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. For example, as part of their ancient Egypt study, 6th graders designed simple machines to simulate the physics of how the pyramids were built.

AUTHENTIC/ REAL WORLD LEARNING

Through trips, interviews, and data gathering, students at BxC deepen the ways they know about the world around them. For example, a 3rd grade Lenape study launches with a trip to Waterloo Village in New Jersey, a recreated Lenape Village, repeated trips to the Bronx River Forest where they imagine meeting their needs with natural resources, and a visit from the MCNY who bring actual Lenape artifacts for them to explore.

FAMILY ENGAGEMENT

Families are important partners in our work. Families receive 3 narrative reports on their child's progress each year and EVERY family comes in for at least 2 30 minute conferences with their child's teacher. The first Friday of every month, classrooms are open for families. Our Director of Family support facilitates monthly community council meetings with a focus on building community and parent-development through topics like social media, special education, and nutrition.

STAFF-DRIVEN INITIATIVES

BxC is filled with motivated experts and we seek to create ways to learn from each other. Through the committee structures outlined in our UFT contract, staff members lead cross grade professional inquiry on topics such as dyslexia, co-teaching, and differentiation. Staff also participate in the personnel hiring process, curriculum design, and the school leadership committee.

PROFESSIONAL LEARNING THAT IMPROVES PRACTICE

Through thorough coaching cycles with our on-staff literacy and math coaches as well as outside experts in fields such as special education and science learning, teachers at BxC are constantly learning and improving their practice. Our coaching focuses heavily on how student responses, student work, and student data informs our instruction. Teachers use protocols for looking at student work and planning next steps. Similar to Japanese lesson study, teachers host lab sites for their colleagues.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFINGⁱⁱ

In the 2015-16 school year, one member of the leadership staff left the school; 6 or 14% of instructional staff left the school.

In the 2016-17 school year, no leadership staff left the school; 7 or 14% of instructional staff left the school.

In the 2017-18 school year, no leadership staff left the school; 12 or 20% of instructional staff left the school.

In the 2018-19 school year, no leadership staff left the school; 10 or 17% of instructional staff left the school.

GOVERNANCE

In 2015-16, the Board had 7 members; this was within the minimum to maximum range of 7 to 17 members stated in the bylaws. The 2015-16 calendar listed 10 meetings, and met 11 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 11 times out of the 11 meetings that took place in 2015-16.

In 2016-17, the Board had 8 members; this was within the minimum to maximum range of 7 to 17 members stated in the bylaws. The 2016-17 calendar listed 10 meetings, and met 10 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 10 times out of the 10 meetings that took place in 2016-17.

In 2017-18, the Board had 8 members; this was within the minimum to maximum range of 7 to 17 members stated in the bylaws. The 2017-18 calendar listed 10 meetings, and 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 times out of the 9 meetings that took place in 2017-18.

In 2018-2019, the Board had 8 members; this is within the minimum to maximum range of 7 to 17 members stated in the bylaws. The 2018-2019 calendar lists 10 meetings, and met 10 times, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board regularly posts board meeting agendas and minutes on their website. The Board met quorum 10 times out of the 10 meetings that took place in 2018-2019.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on November 19, 2019. 148 individuals attended the hearing. 28 comments were made in support and zero were made in opposition to the proposed charter renewal. Seven letters were received in support of the renewal; zero were received in opposition. Comments in support focused on how the school is a true community and offers a sense of home; many spoke about their children with special needs being given what they needed and not being labeled.

PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes ¹⁴	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	○	<p>2015-16: Not Met</p> <p>The policy does not outline the authorizer as part of the complaint procedure.</p> <p>2016-17: Not Met</p> <p>The policy does not outline the authorizer as part of the complaint procedure.</p> <p>2017-18: Not Met</p> <p>The policy does not outline the authorizer as part of the complaint procedure.</p> <p>2018-19: Not Met</p> <p>The policy does not outline the authorizer as part of the complaint procedure.</p>
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁵	◐	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Not Met</p> <p>2018-19: Met</p> <p>See Figure 10</p>
Student attendance rate meets or exceeds CSD average	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p> <p>See Figure 11</p>

¹⁴ ● = 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

¹⁵ 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 Outcomes¹⁴	Details
Student attendance rate meets or exceeds Citywide average	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 11
Improved student retention rate over prior year	◐	2015-16: Not Met 2016-17: Met 2017-18: Not Met 2018-19: Not Met See Figure 12
Decreased student suspension rate over prior year	◐	2015-16: Met 2016-17: Not Met 2017-18: Met 2018-19: Not Met See Figures 19 and 20
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has documented teacher evaluation procedures	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has documented professional development opportunities	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has a formal process for evaluating progress against charter school goals	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met

Standards	Charter Term Outcomes ¹⁴	Details
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
Board has developed a succession plan for board and school leadership	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
Board has access to legal counsel	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
Board held the required number of meetings per the charter law	○	<p>2015-16: Not Met</p> <p>There are no meeting minutes to suggest that the board met in July 2015 or August 2015.</p> <p>2016-17: Not Met</p> <p>There are no meeting minutes to suggest that the board met in July 2016 or August 2016.</p> <p>2017-18: Not Met</p> <p>There are no meeting minutes to suggest that the board met in July 2017, August 2017, or September 2017.</p> <p>2018-19: Not Met</p> <p>There are no meeting minutes to suggest that the board met in July 2018, August 2018, or October 2018.</p>
Board meetings consistently meet quorum	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
Compliance		

Standards	Charter Term Outcomes ¹⁴	Details
School's ELL enrollment meets CSD rate	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 15
School's ELL retention meets CSD rate	◐	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Not Met See Figure 16
School's SWD enrollment meets CSD rate	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 13
School's SWD retention meets CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 14
School's FRPL enrollment meets CSD rate	◐	2015-16: Not Met 2016-17: Met 2017-18: Not Met 2018-19: Not Met See Figure 17
School's FRPL retention meets CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 18

Standards	Charter Term Outcomes ¹⁴	Details
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		<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
School has followed all applicable lottery and enrollment laws and regulations	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
School is in compliance with employee fingerprinting requirements	◐	<p>2015-16: Not Met</p> <p>The school had 1 staff member start prior to their fingerprint clearance date.</p> <p>2016-17: Not Met</p> <p>The school had 1 staff member start prior to their fingerprint clearance date.</p> <p>2017-18: Met</p> <p>2018-19: Not Met</p> <p>The school had 3 staff members start prior to their fingerprint clearance date.</p>
School has an appropriate safety plan	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p>

Standards	Charter Term Outcomes¹⁴	Details
School has appropriate insurance documentation	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School is in good standing with the Department of Health	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has submitted its Annual Report to NYSED and posted it online	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, Bronx Community has demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. 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 2016 (FY16) showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) noted the following material findings: "The School's financial policies and procedures manual ("FPP") requires a formal bid process consisting of three price quotes for purchases and/or contracts greater than \$5,000. The School is not in compliance with its FPP."

An independent audit performed for fiscal year 2019 (FY19) showed no material findings.

The school has \$75,281 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes¹⁶	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 21
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 22
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2015-16: N/A¹⁷ 2016-17: N/A 2017-18: Met 2018-19: Met See Figure 23
Debt management – school is meeting all current debt obligations	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Long-term Financial Sustainability¹⁸		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 24
Aggregated three-year total margin – school operates at a surplus over three-year period	●	2017-18: Met 2018-19: Met See Figure 24

¹⁶ ● = 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

¹⁷ This standard is only evaluable in years in which the charter is serving all authorized grades.

Debt to assets ratio less than 1.0	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 26
Aggregate assets to liabilities ratio greater than 1.0	●	2017-18: Met 2018-19: Met See Figure 27
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 25
Multi-year cash flow – positive cash flow over previous three fiscal years	●	2017-18: Met 2018-19: Met See Figure 25

¹⁸ Aggregate standards and multi-year standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 and 2018-2019 are applicable for these standards.

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

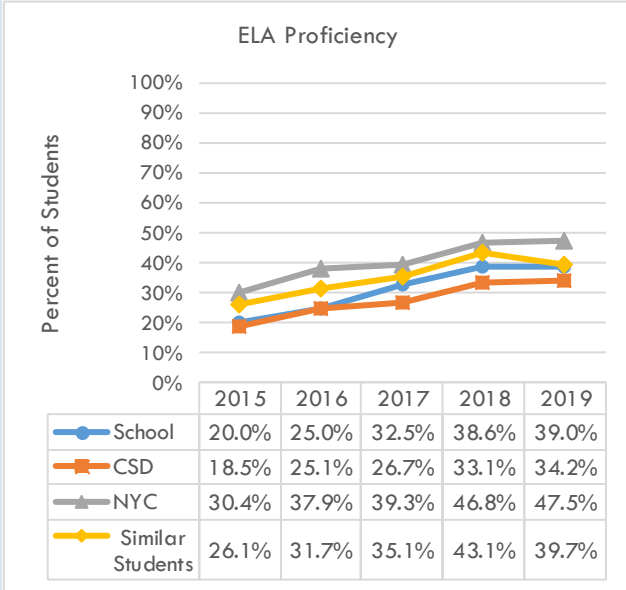


Figure 1

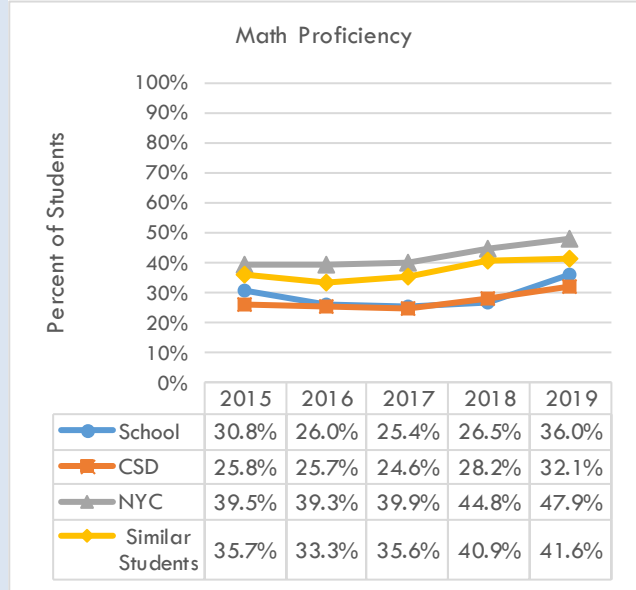


Figure 2

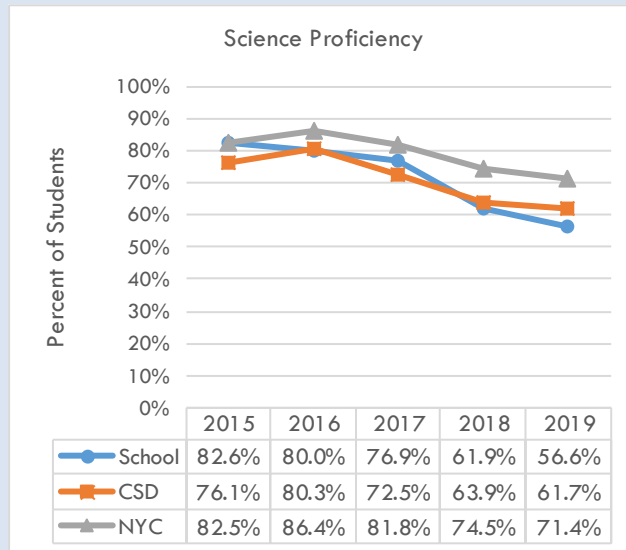


Figure 3

¹⁹ If applicable, results in cases when five or fewer students take the exam are not displayed in the following graphs.

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 ENGLISH LANGUAGE ARTS^{iv}

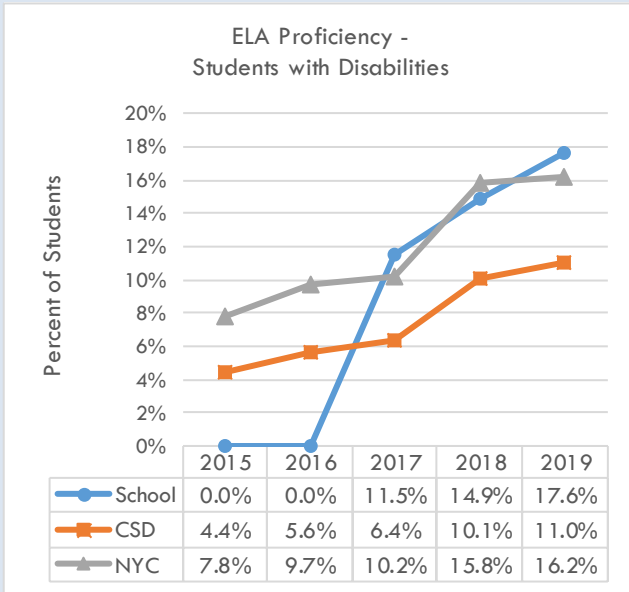


Figure 4

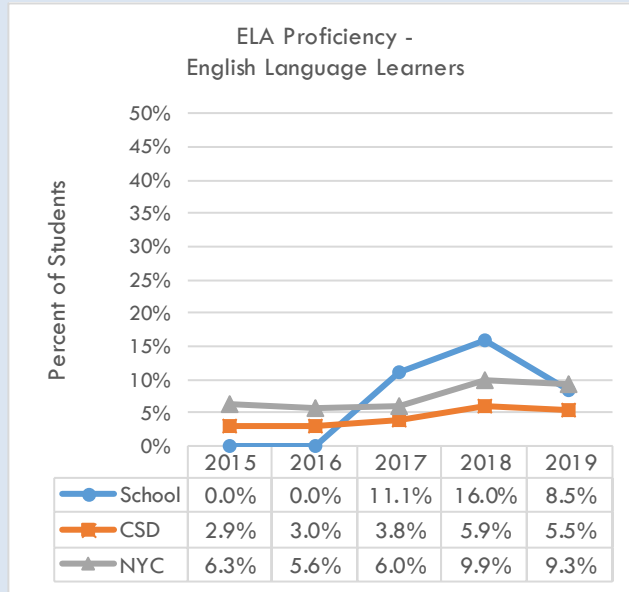


Figure 5

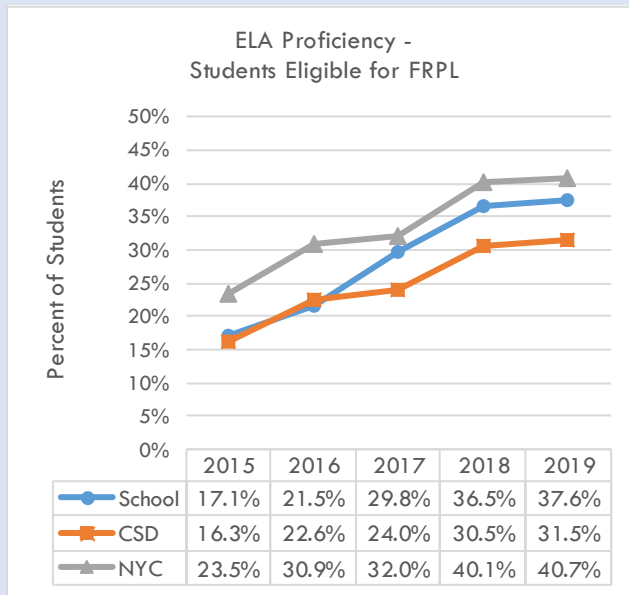


Figure 6

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 MATH^v

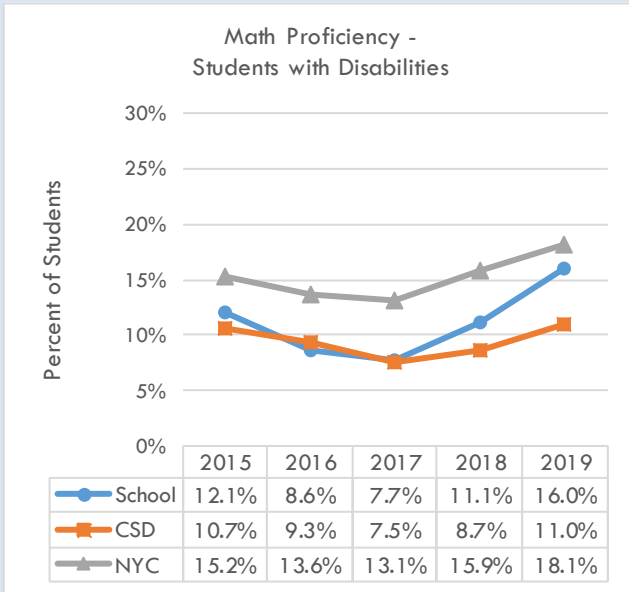


Figure 7

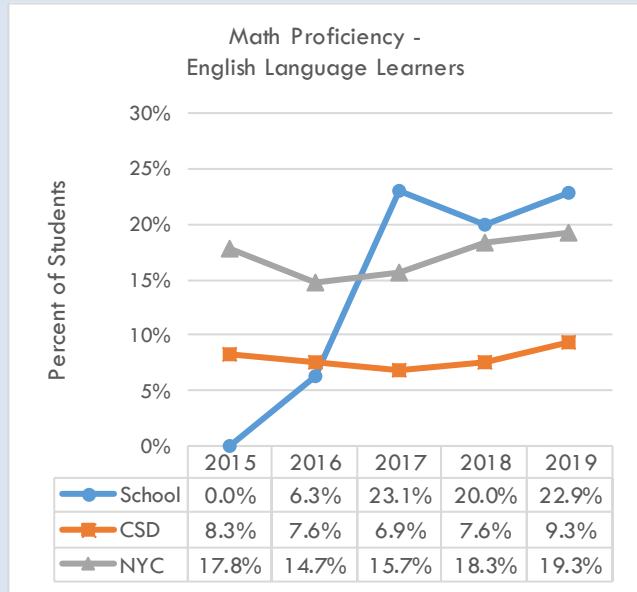


Figure 8

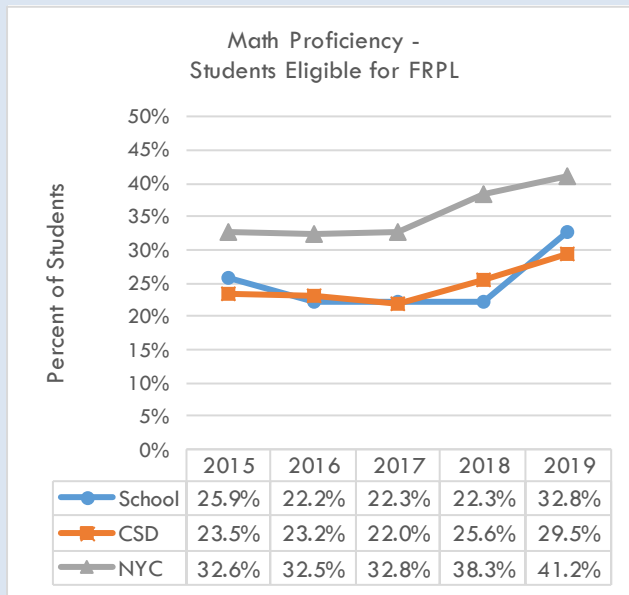


Figure 9

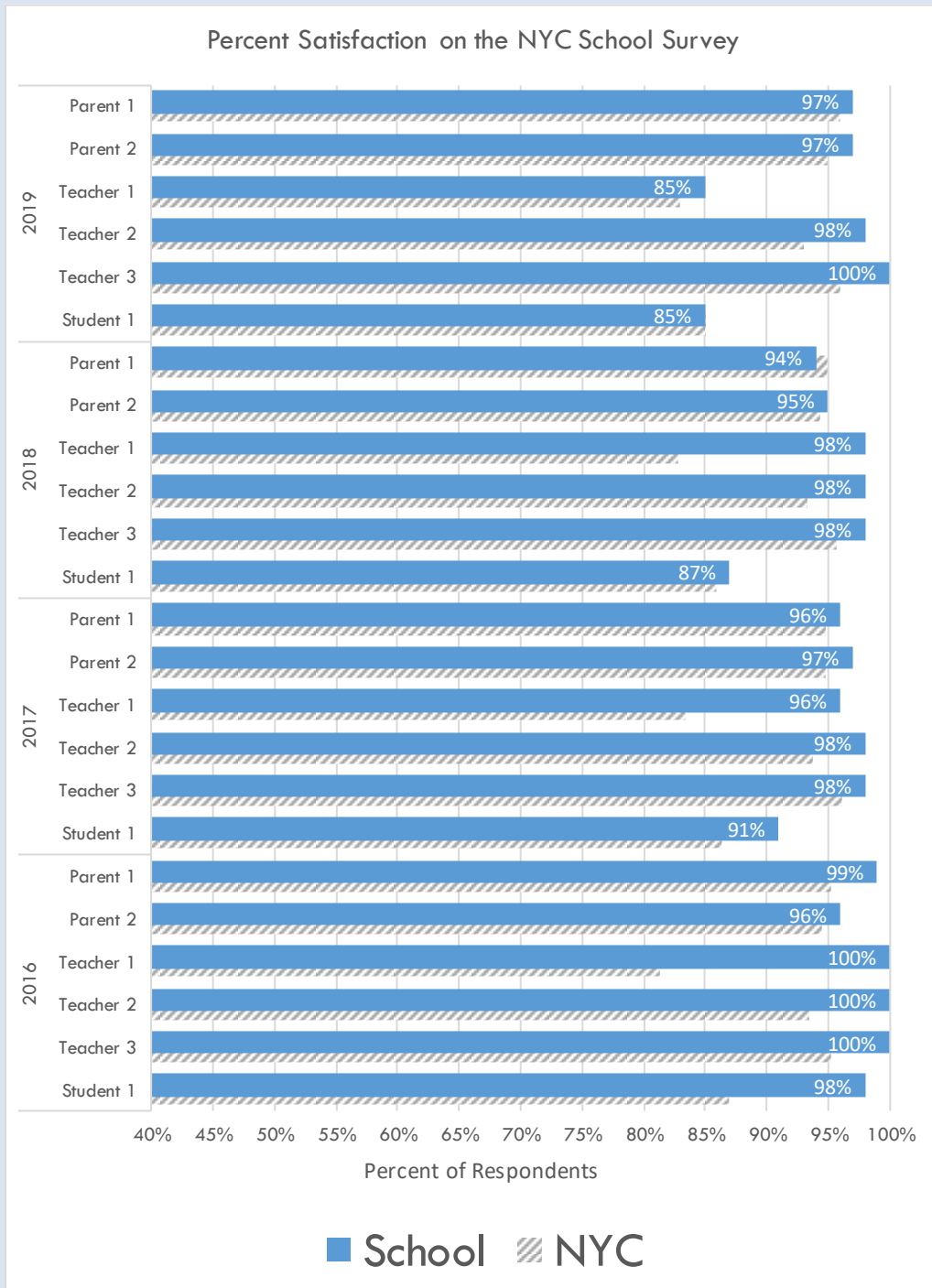


Figure 10

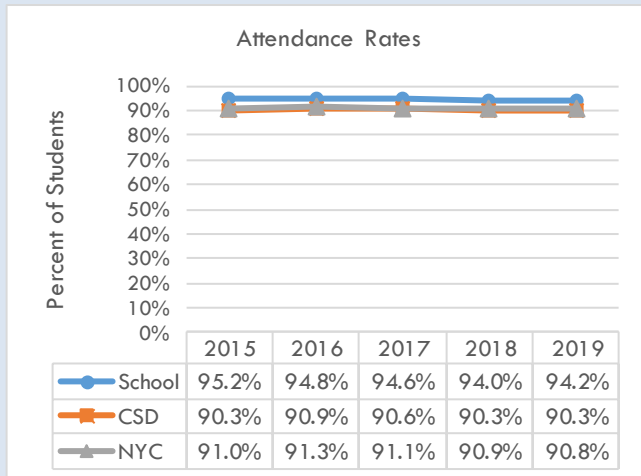


Figure 11

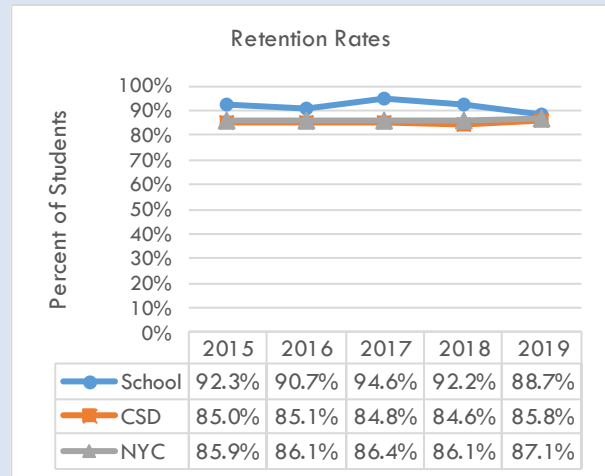


Figure 12

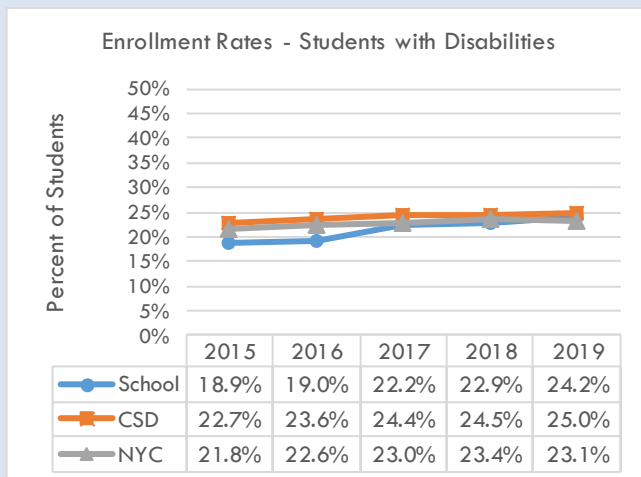


Figure 13

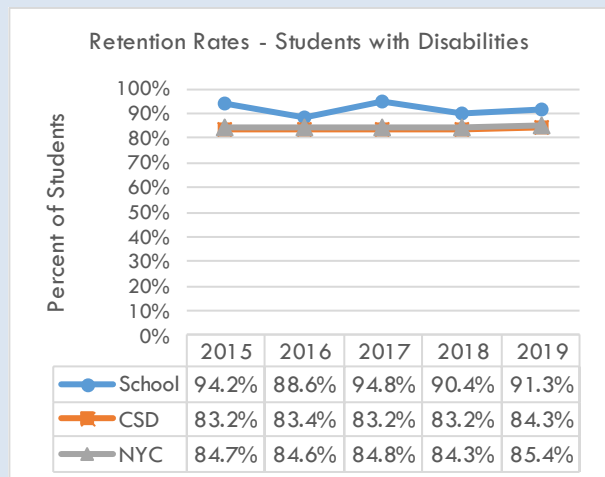


Figure 14

²⁰ A student is counted towards ELL or SWD enrollment and retention figures for three years post-declassification.

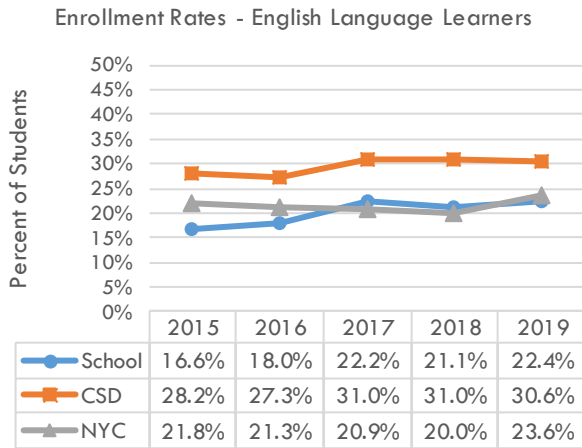


Figure 15

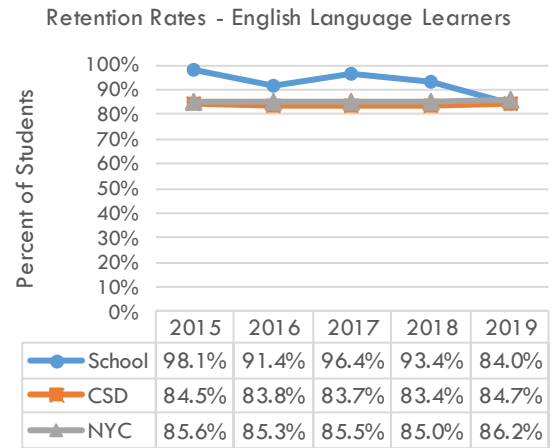


Figure 16

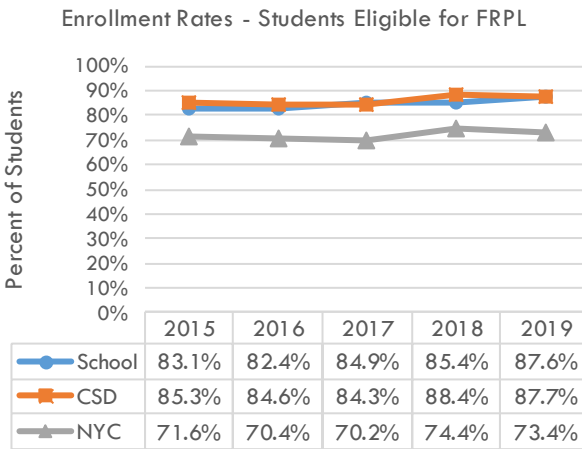


Figure 17

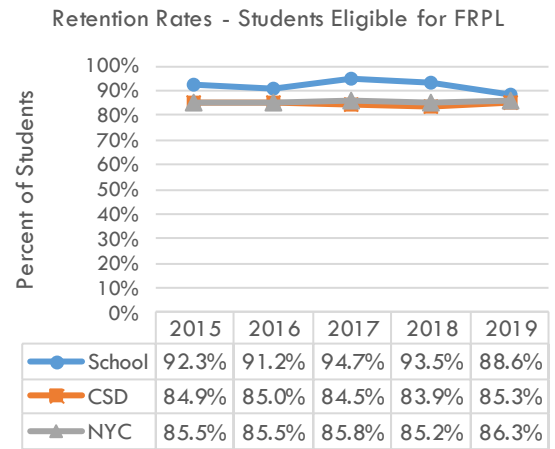


Figure 18

SUSPENSION RATES^{viii}

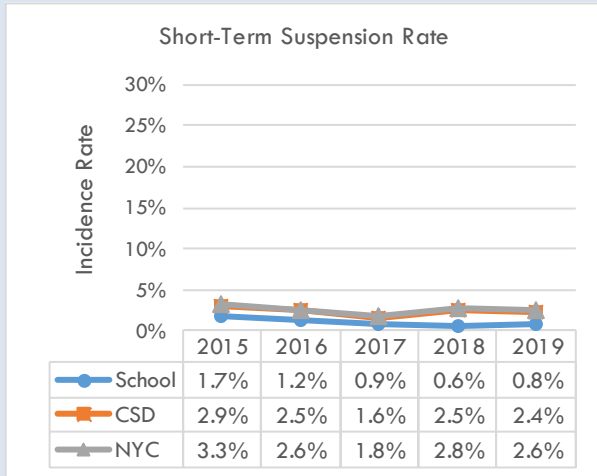


Figure 19

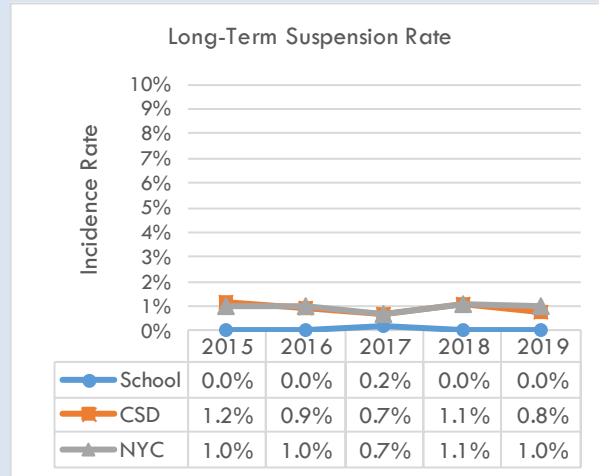
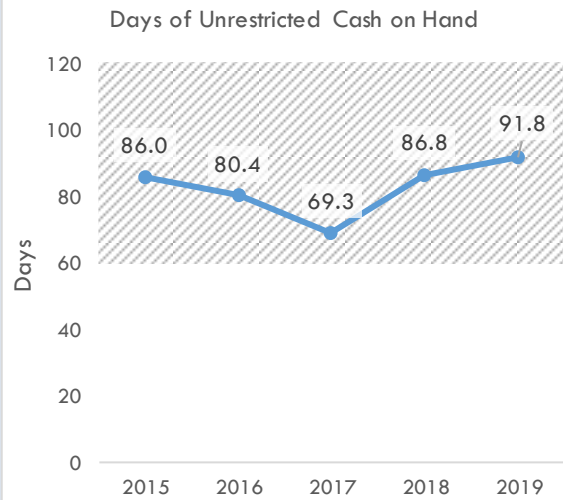


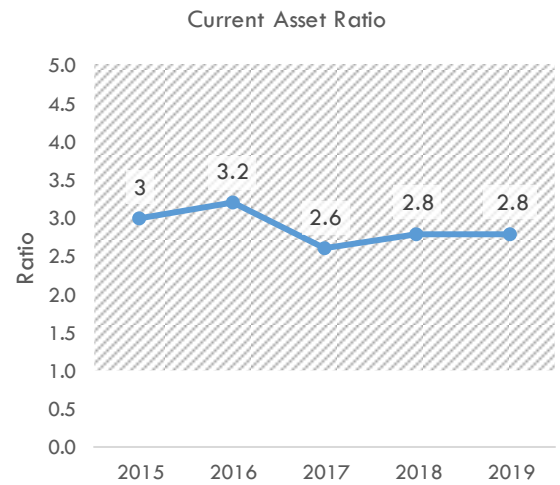
Figure 20

SHORT-TERM FINANCIAL VIABILITY^{ix}



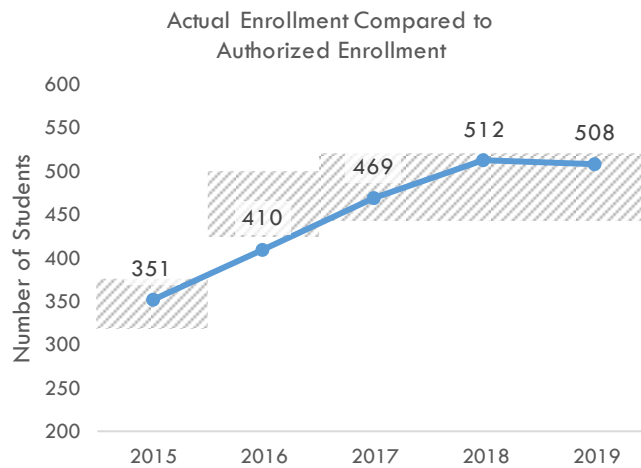
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 21



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 22



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 23

LONG-TERM FINANCIAL SUSTAINABILITY*

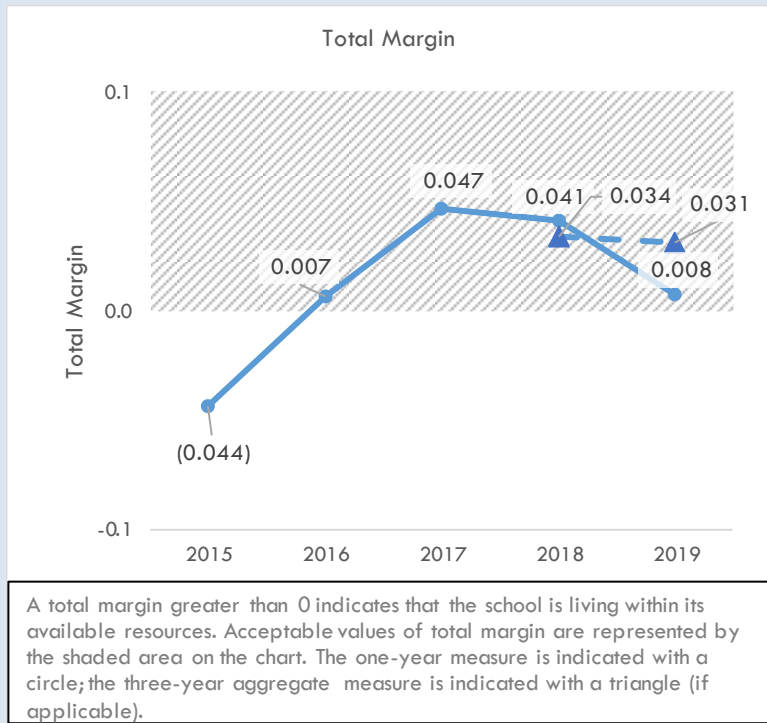


Figure 24

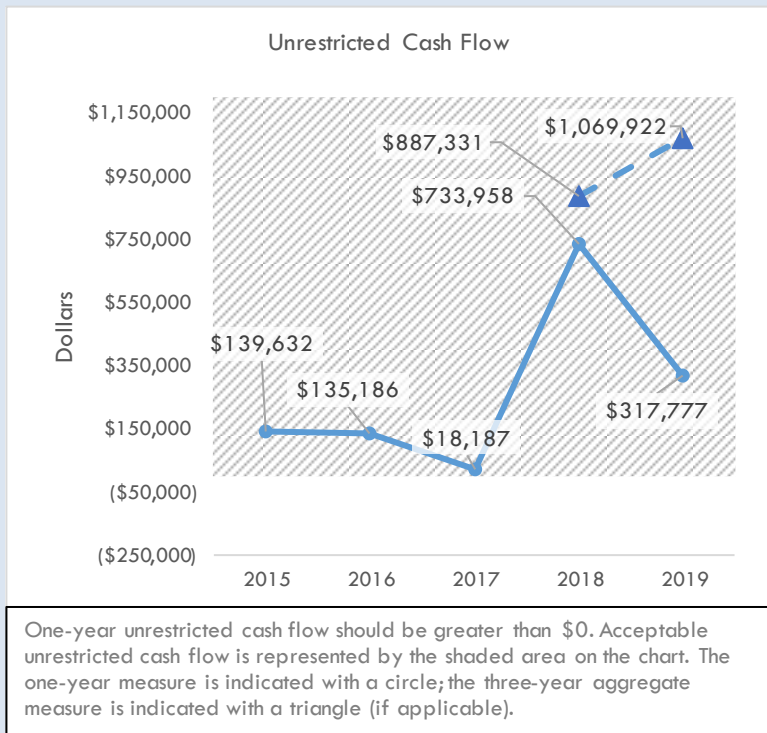
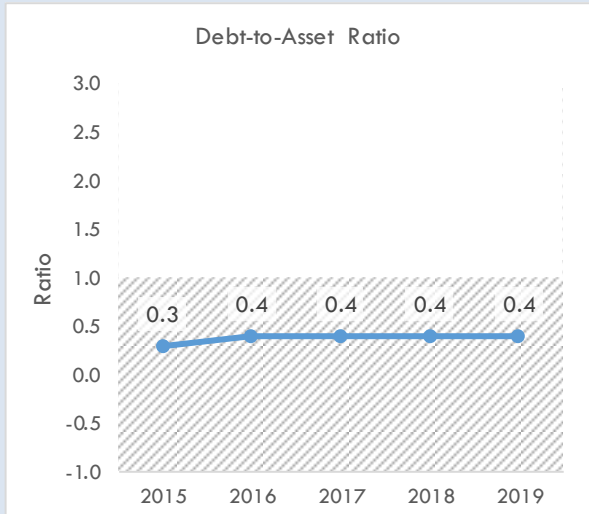
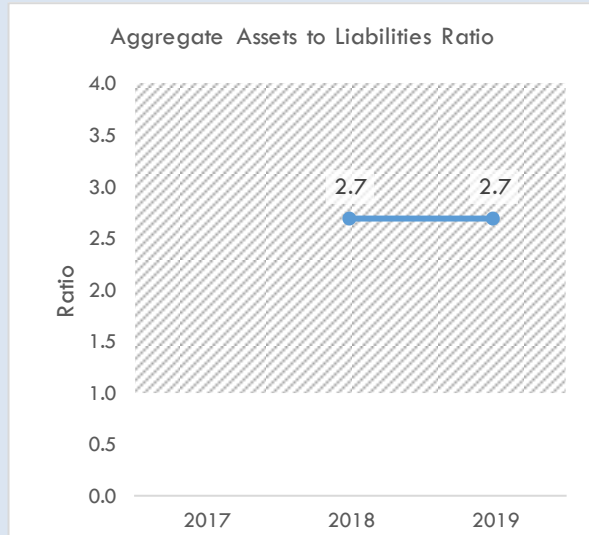


Figure 25



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.

Figure 26



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.

Figure 27

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported 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	Grades K-4, 7-8: 2 Grades 5-6: 3
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2019-2020)	580
Number of Students Accepted via the Lottery (School Year 2019-2020)	92
<i>Lottery Preferences</i>	
Attends a Failing School	No
Officially Classified as ELL (for grades 1-8)	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
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	Yes

CURRENT STUDENT DEMOGRAPHICS^{xi}

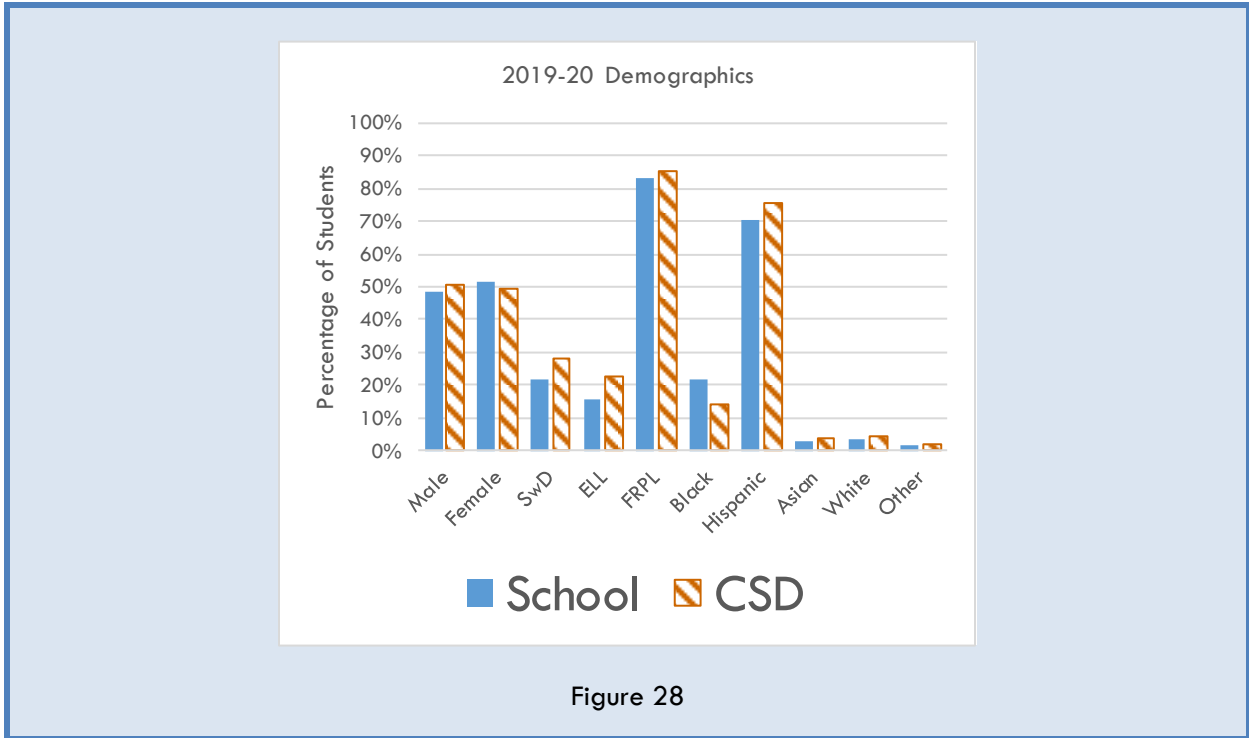


Figure 28

EXPULSION RATES^{xii}

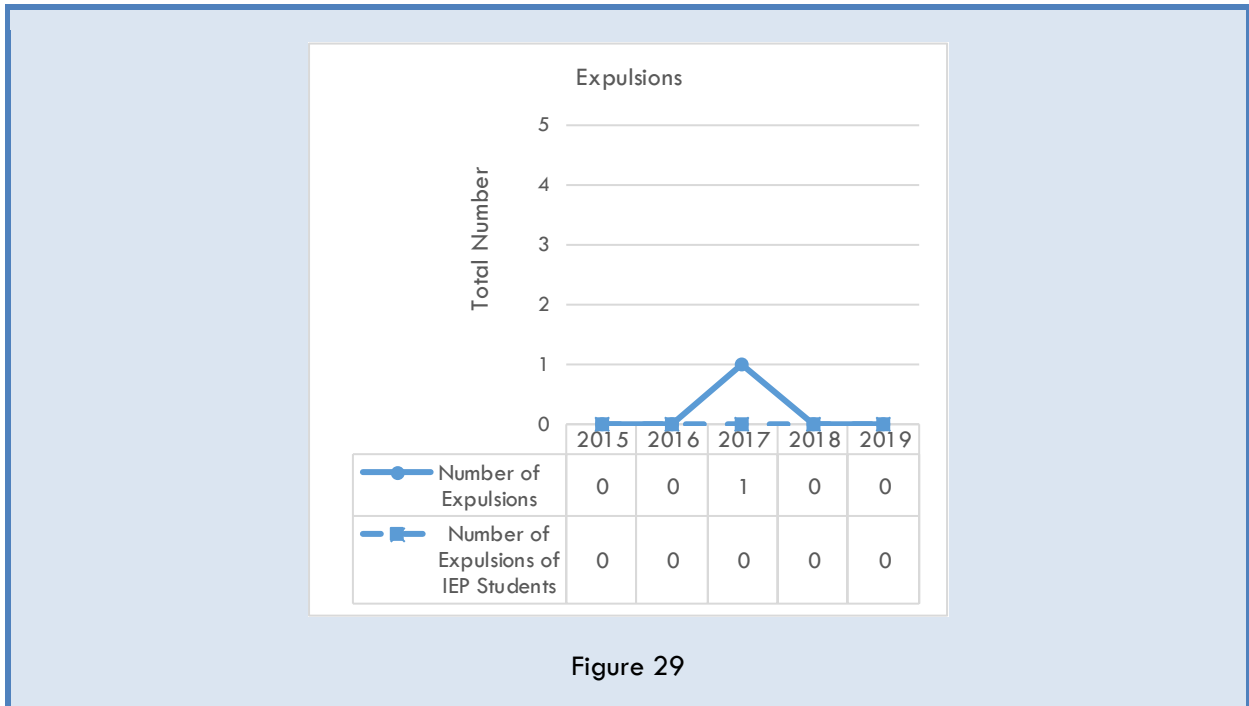


Figure 29

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Bronx Community on November 19 and 20, 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. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of voice, choice, independence; CAAT saw evidence of this.
- Evidence of student ownership; CAAT saw evidence of this.
- Evidence of students articulating and being able to reflect on their learning; CAAT saw mixed evidence of this.
- Evidence of the workshop model; CAAT saw evidence of this.
- Evidence of intensive individualized and small group instruction; CAAT saw evidence of this.
- Evidence of students engaged and invested in learning; CAAT saw evidence of this.
- Evidence of students working collaboratively; CAAT saw mixed evidence of this.

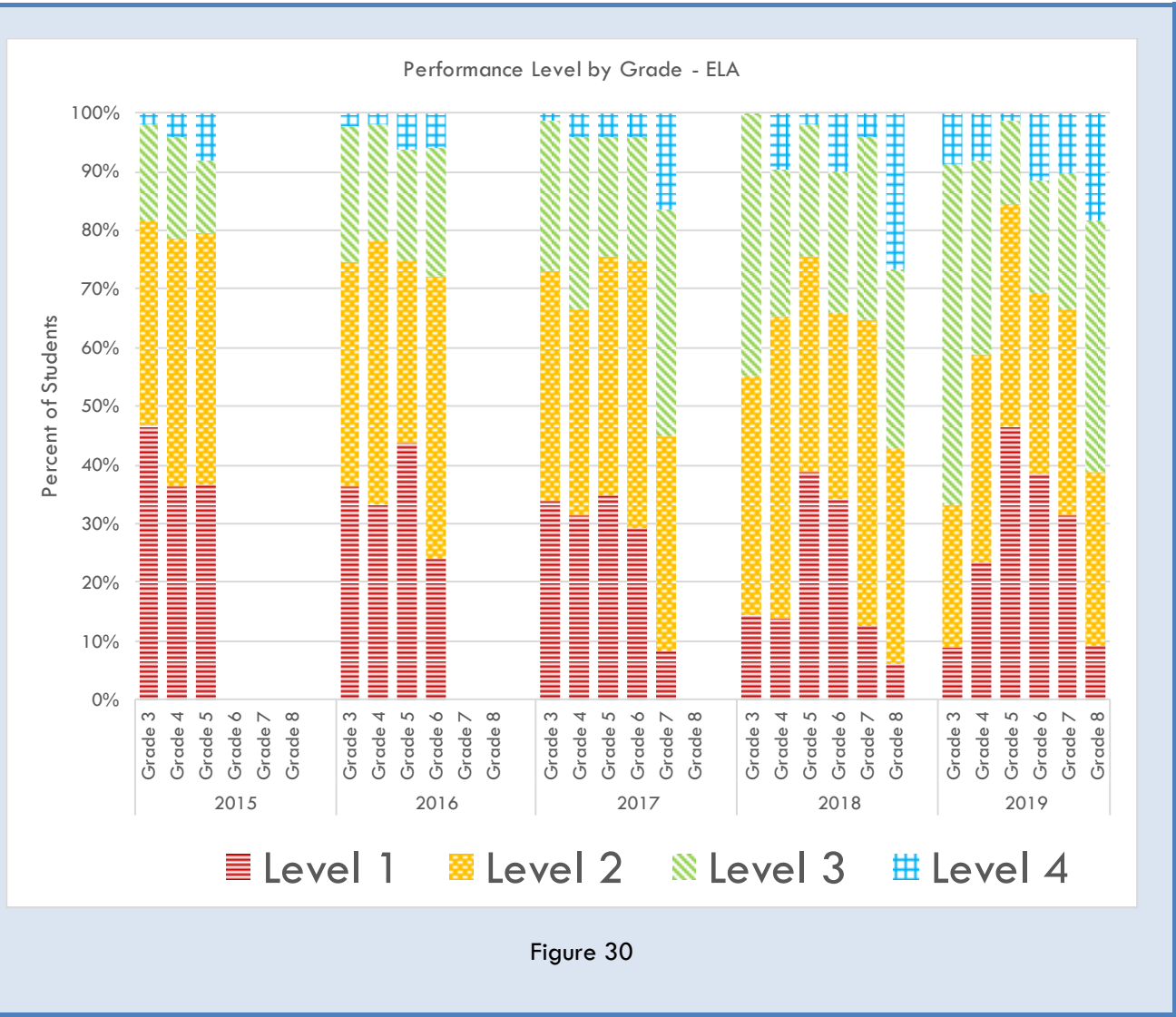
GRADE-LEVEL PROFICIENCY IN ELA

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Bronx Community Charter School					
Grade 3	18.4%	25.5%	27.0%	44.9%	66.7%
Grade 4	21.3%	21.6%	33.3%	34.7%	41.1%
Grade 5	20.4%	25.0%	24.5%	24.5%	15.5%
Grade 6		28.0%	25.0%	34.0%	30.8%
Grade 7			55.1%	35.4%	33.3%
Grade 8				57.1%	61.4%
DIFFERENCE FROM CSD					
Grade 3	-1.3%	-3.8%	-1.2%	8.8%	28.4%
Grade 4	2.5%	-7.4%	2.9%	1.5%	3.7%
Grade 5	3.6%	4.5%	0.7%	-0.1%	-12.2%
Grade 6		7.3%	4.5%	-2.6%	-3.1%
Grade 7			25.0%	6.9%	4.7%
Grade 8				17.3%	21.7%

GRADE-LEVEL PROFICIENCY IN MATH

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Bronx Community Charter School					
Grade 3	19.1%	31.9%	36.5%	46.4%	61.7%
Grade 4	44.7%	25.5%	27.7%	22%	43.8%
Grade 5	28.6%	25.0%	22.4%	29.2%	26.4%
Grade 6		22.0%	14.6%	12.0%	26.5%
Grade 7			20.0%	10.6%	20.8%
Grade 8				24.6%	37.7%
DIFFERENCE FROM CSD					
Grade 3	-5.9%	4.1%	7.5%	12.6%	26.4%
Grade 4	17.1%	-2.5%	2.2%	-0.1%	9.6%
Grade 5	3.9%	1.7%	-2.8%	3.3%	-3.0%
Grade 6		-1.5%	-7.6%	-12.3%	-2.4%
Grade 7			-0.3%	-12.9%	-4.4%
Grade 8				-8.6%	-1.2%

ENGLISH/LANGUAGE ARTS



MATH

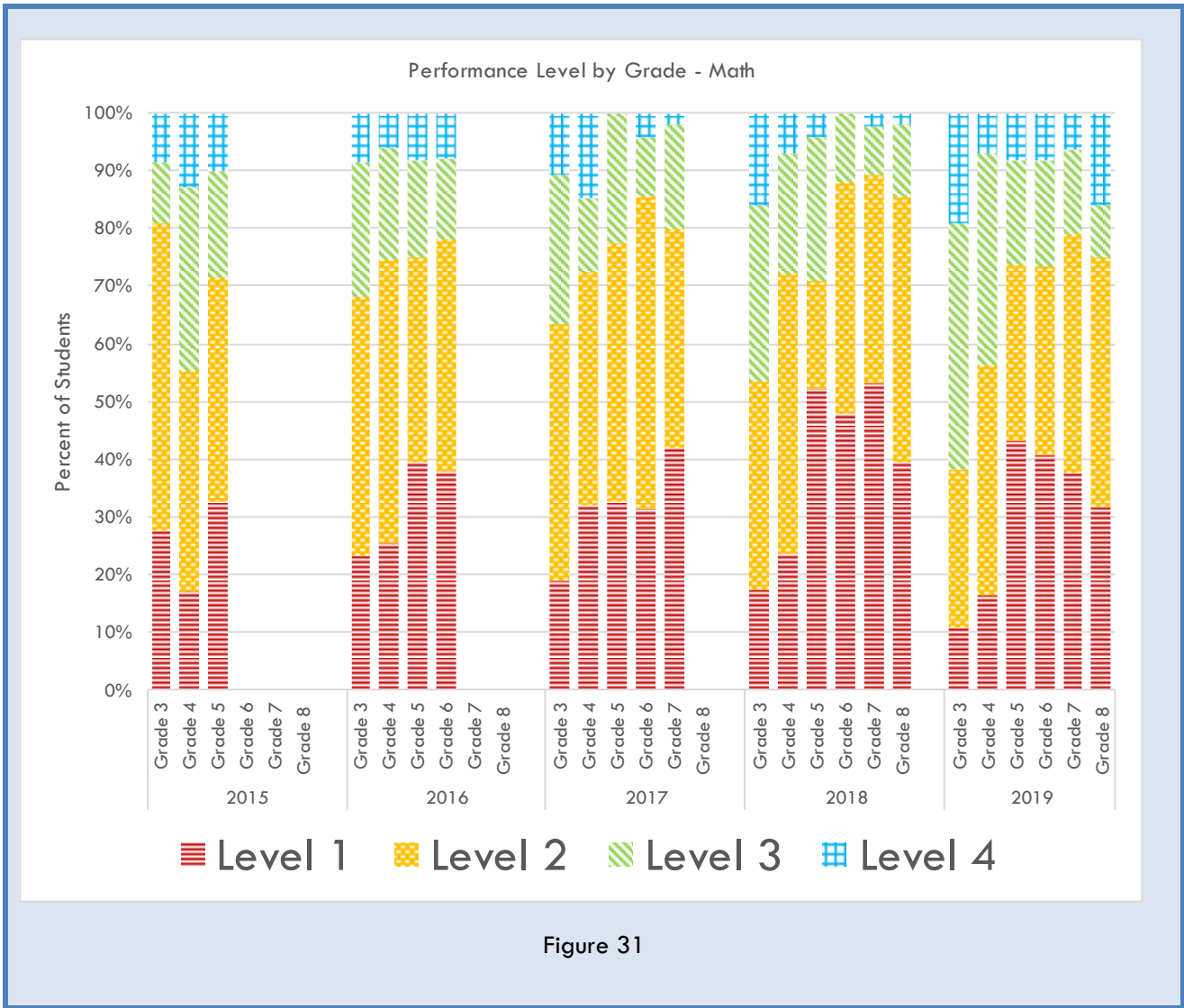


Figure 31

APPENDIX E: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2018-2019 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 2018-2019 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.	State assessment data	Not Met	Overall, BxC exceeded the percent proficient on the NYS ELA of CSD 10. In 3rd and 8th grade, BxC also exceeded the percent proficient on the NYS ELA of NYC. We will continue to hone how we use interim assessments to guide our instruction. In 2019-20, we are placing particular emphasis on improving the ways our students articulate their thinking about their reading in writing. We will also study what we can learn from the effectiveness of 3 rd and 8th grades and how we can spread those practices to other grades.
Academic Goal 2	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of	State assessment data	Not Met	Overall, BxC exceeded the percent proficient on the NYS math of CSD 10. In 3rd grade, BxC also exceeded the percent proficient on the NYS math of NYC. We overhauled the structure of math teaching at BxC mid-year in 2018-19. Math is now taught in a predictable 90 minute block that includes warm up, problem solving,

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	location and also meets or exceeds the citywide percent proficient on the New York State math examination.			direct instruction, and targeted small group work. In middle school, students have an additional 100 minutes of targeted fluency practice across the week. We also made a change to our curriculum resources. In K-5, we are using Eureka math and in 6-8 we are using Illustrative math. As in ELA, we will also continue to hone how we use interim assessments to inform our instruction and we will examine lessons to be learned from 3rd grade.
Academic Goal 3	For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous	State assessment data	Not Met	While students are making growth as cohorts, it is not at the rate described in this goal. In order to increase the rate of growth, we are paying extra attention to how our students' interim and baseline assessments align with their data from the previous year's summative assessments and NYS scores.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year.			
Academic Goal 4	For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year.	State assessment data	Not Met	While students are making growth as cohorts, it is not at the rate described in this goal. In order to increase the rate of growth, we are paying extra attention to how our students' interim and baseline assessments align with their data from the previous year's summative assessments and NYS scores.

APPENDIX F: 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

BxC holds an open lottery and does not give preference for economic status, however, because of our geographic location in the Bronx, 85% of our students qualify for free or reduced price lunch. BxC will continue to hold open houses at various times throughout the year, attend kindergarten recruitment events at local preschools and day cares and distribute information about our school broadly through District 10.

ENGLISH LANGUAGE LEARNERS

In 2013-14, BxC implemented a lottery preference for ELLs. This preference means that students who are classified as ELL will have a preference in the lottery over those who are not. In this way, we continue to increase our number of ELLs and move towards a percentage that is comparable to that of CSD 10 as a whole. All of our recruitment materials are available in Spanish and English, our open houses are always done in both languages, and we also offer Bengali and Arabic translation when needed. We will continue to do outreach to our multiple languages and will work to deepen our connections with the local Bengali and South Asian community.

STUDENTS WITH DISABILITIES

BxC has made connections with local special needs schools, including the Herbert Birch Centers and has also encouraged CPSE to publicize the BxC lottery to families with entering kindergarteners. The work the Director of Student Support and additional special education certified teachers is to deepen and expand these connections and we are confident that our percentage of students with disabilities will continue to increase and match the overall district percentage. Our Director of Student Support will continue to be available to consult with families about the services and mandates their child requires and we will meet those needs.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

In addition to the service and opportunities we offer our students, our Director of Family Support works to get to know each family individually, build an understanding of each family's strengths and needs, and plan for how to meet that family's needs. In 2018-19, we added the position of Family Advocate to the Family Support department. This person's role is to work with the families with the highest needs and match them with the appropriate community services. In 2019-20, we will continue to hone the ways our Department of Family Support staff collaborate with our counseling team to meet the needs of our highest need families.

ENGLISH LANGUAGE LEARNERS

In addition to a full time ELL teacher who works with students on a push in and pull out basis, we have made an effort to recruit teachers who have ELL training. In 2017-18, we formed a partnership with the TESOL certification program at Lehman College and 6 of our teachers are participating in that work. In 2018-19, we hired an additional full time ELL teacher. We continued to deepen our partnership with the TESOL certification program at Lehman College. We are facilitated PD sessions focused on supporting ELLs.

STUDENTS WITH DISABILITIES

Each year, the percentage of special education certified teachers at BxC has increased. In the 2017-18 school year, every one of our classrooms had one full time certified special education teacher in addition to a general education teacher. There are an additional 3 special education certified teachers on staff. We have 3 full time counselors. We contracted speech, occupational therapy and physical therapy services. BxC works closely with the Special Education Collaborative at the NYC Charter Center, independent consultants, and Branching Minds to provide professional development for teachers and advocacy and other tools for families. The Director of Student Support works in conjunction with the Intervention Coordinator to coordinate these services. In 2017-18, our Director of Family Support worked with the Director of Student Support to coordinate a series of IEP workshops for families aimed at helping them better understand their child's needs and how they are being met. In 2018-19, we created a new position, the Student Support teacher. Her work is twofold: 1. to provide targeted instruction for kids with print based disabilities and to support families through the legal and compliance side of the SpEd world.

APPENDIX G: 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, 2019 as recorded in ATS.

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

ⁱⁱⁱ State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. 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 are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. 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 State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. 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>.

^{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 an October 31st ATS pull for the evaluated year and includes students formerly identified as part of the subgroup when applicable.

^{viii} 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.

^{ix} Annual school audit

^x Annual school audit

^{xi} Number of students actively enrolled on October 31, 2019 as recorded in ATS.

^{xii} 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.

^{xiii} State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students.

^{xiv} State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students.