



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
BRONX CHARTER SCHOOL FOR  
BETTER LEARNING*

# Charter Schools Institute

Report on the Charter Schools Institute's Review of the State University of New York's Charter Schools

Report prepared for the SUNY Board of Trustees

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**Charter Schools Institute**  
The State University of New York

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# INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,  
2013 and available at: [www.newyorkcharters.org/SUNY-Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).



## REPORT FORMAT

This renewal recommendation report compiles the evidence below using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

## RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

This report contains appendices that provide additional statistical and organizational information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: [www.newyorkcharters.org/renewal](http://www.newyorkcharters.org/renewal).

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Bronx Charter School for Better Learning and renew Bronx Charter School for Better Learning's authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 5<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 550 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.<sup>3</sup>

## REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. The application for the Bronx Charter School for Better Learning ("Bronx Better Learning") was approved by the SUNY Trustees on February 25, 2003, and the school received its most recent renewal in 2013. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs") and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

3. SUNY Renewal Policies  
(p. 14).

4. See New York Education  
Law § 2852(2).

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY and the New York State Board of Regents (the “Board of Regents”) finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

Bronx Better Learning makes good faith efforts to meet its enrollment and retention targets. Bronx Better Learning uses the following strategies to meet its targets:

- translating all promotional materials;
- directly distributing flyers to residents and to community organizations;
- utilizing mass-mailing services to reach all district residents;
- holding open-houses at the school facility and in community organizations to disseminate information; and,
- mailing application materials to all families who inquire about school enrollment.

For additional information on the school’s enrollment and retention target progress, see Appendix A.

#### CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

*As of the date of this report, the institute has received no district comments in response to the renewal application. A summary of public comments submitted to the institute appears in Appendix C.*

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## BRONX CHARTER SCHOOL FOR BETTER LEARNING

### BACKGROUND

The SUNY Trustees approved the original charter for Bronx Better Learning on February 25, 2003. The school opened its doors in the fall of 2003 initially serving 50 students in 1<sup>st</sup> grade. The school is authorized to serve 525 students in Kindergarten through 5<sup>th</sup> grade during the 2016-17 school year and, if granted a renewal, will continue to serve students in Kindergarten through 5<sup>th</sup> grade, with a projected total enrollment of 550 students at the end of the next charter term. The current charter term expires on July 31, 2018.

A subsequent charter term would enable the school to operate through July 31, 2023. The school is co-located in a New York City Department of Education (“NYCDOE”) building at 3740 Baychester Avenue- Annex, Bronx, New York in Community School District (“CSD”) 11. The building also houses P.S. 111 Seton Falls, a district elementary school serving Kindergarten through 5<sup>th</sup> grade.

The mission of Bronx Better Learning is:




*The Bronx Charter School for Better Learning provides its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in math and language arts. Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility and a sustained love of learning, all of which contribute directly to academic achievement.*

Bronx Better Learning is the flagship school of the Bronx Charter School for Better Learning education corporation (“Bronx Charter School for Better Learning” or the “network”), a New York not-for-profit charter school education corporation. The SUNY Trustees approved a replication of the original school in June 2014, and Bronx Charter School for Better Learning II opened in fall 2015. A shared director of professional development, content specialists and contracted consultants work with both schools to ensure implementation of a high quality program. The Act allows authorizers to grant charter school education corporations the

authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more existing education corporations.

State statute requires the Institute to conduct ongoing monitoring of full day universal pre-Kindergarten programs at all SUNY authorized charter schools.<sup>5</sup> In the case of Bronx Better Learning, the Institute performed its pre-Kindergarten program evaluation on the date of the renewal visit. In addition to the NYCDOE’s practice of gathering data using the Classroom Assessment Scoring System (“CLASS”) and Early Childhood Environment Rating Scale – Revised (“ECERS-R”), the Institute utilizes the New York State Prekindergarten Program Quality Assurance Protocol during renewal visits. Overall, the pre-Kindergarten review for Bronx Better Learning was very positive and highlighted many strengths throughout the program. Because pre-Kindergarten programs do not factor into the charter renewal review process, the Institutes’ evaluation will be sent to the school under separate cover.



5. Charter schools are eligible to participate in universal full-day pre-kindergarten programs with all monitoring and programmatic review to be the responsibility of the charter entity. NY Education Law §3602-ee(12).

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

Bronx Better Learning is an academic success. Benefiting from a strong teaching staff and multiple teachers in each classroom, the school offers differentiated instruction in small groups to ensure all students learn. Teachers use curricular resources to plan lessons that effectively address the needs of all students. School leaders and teachers use assessments to identify areas for student growth and adjust instruction accordingly.

Bronx Better Learning has established strong instructional leadership that supports the development of its instructional staff. School leaders provide teachers with individualized coaching as well as frequent opportunities to collaborate across content areas and grade teams.

The school meets the needs of its at-risk students. The school has established clear systems to identify and support ELLs, academically struggling students, and students with Individualized Education Programs (“IEPs”).

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance and financial documentation; and, a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant Bronx Better Learning a Subsequent Full-Term Renewal.



#### NOTEWORTHY

Bronx Better Learning is committed to students' socio-emotional development and engages parents in the process. The school's guidance counselor and a contracted therapist host a series of parent and student workshops throughout the year that include topics such as helping young students manage their emotions, increasing motivation, healthy eating without a power struggle and effective co-parenting strategies. Additionally, in 2016-17, the school began a mentoring program that pairs staff members with one or two students to foster closer relationships.



# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

Bronx Better Learning proved itself to be an academic success throughout the charter term. The school consistently outperformed demographically similar schools statewide in both ELA and mathematics. To reach high levels of student achievement Bronx Better Learning implements a rich educational program consistent with its mission.

At the beginning of the Accountability Period,<sup>6</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts (“ELA”) and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”<sup>7</sup> and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”<sup>8</sup> for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

**ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?**

**COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?**

**GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?**

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of a subsequent renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Bronx Better Learning did not propose or include any additional measures of success in the Accountability Plan it adopted.

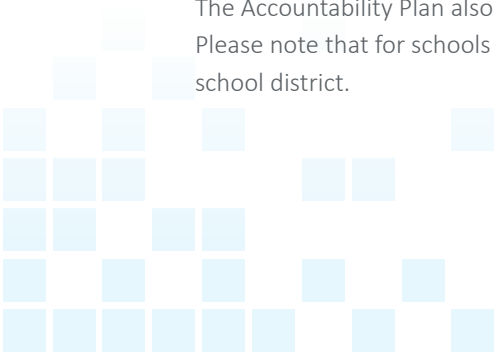
The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success including the extent to which the school has established and

maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Bronx Better Learning relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Bronx Better Learning's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Bronx Better Learning's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and No Child Left Behind Act ("NCLB") goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.



# ACADEMIC PERFORMANCE

## SUNY RENEWAL BENCHMARK 1A

### HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Over the course of its third charter term, Bronx Better Learning met its Accountability Plan goals. The school posted commendable achievement in ELA, mathematics and science, exceeding the performance of the district in all three subjects during every year of its charter term. The school also met its NCLB goal.

Bronx Better Learning met its ELA Accountability Plan goal throughout the charter term. Each year, the percentage of the school's 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students enrolled in at least their second year scoring at or above proficiency exceeded the local district. During 2013-14, the school posted a proficiency rate that exceeded CSD 11 by 24 percentage points. Bronx Better Learning also met the benchmark for its comparative effect size measure during every year of its charter term. Notably, during 2012-13, 2013-14, and 2014-15, the school performed higher than expected to a large degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. During the first two years of the charter term, the school exceeded the target of the state median of 50 under its growth measure. The school posted a mean growth percentile that dipped below the target in 2014-15 and came very close to meeting the target during 2015-16.

Bronx Better Learning also met its mathematics goal during each year of its charter term. The school consistently posted strong comparative performance. During the entire Accountability Period, the school performed higher than expected to a large degree in comparison to schools in New York State enrolling similar percentages of economically disadvantaged students. Bronx Better Learning also outperformed CSD 11 each year, surpassing the percentage of students in the district who scored at or above proficiency on the state's mathematics exam by 35 percentage points in 2015-16. The school exceeded the target under its growth measure throughout the term, notably exceeding the state median of 50 by 20 percentile points in 2013-14.

Bronx Better Learning met its science goal throughout the charter term. Each year, the school posted proficiency rates well above its absolute benchmark of 75 percent. The school also met its comparative measure with its 4<sup>th</sup> graders enrolled in at least their second year outperforming the district by at least nine percentage points each year.

Bronx Better Learning met its NCLB goal throughout the charter term, having never been identified as a focus or priority school.

Academic outcome data about the performance of students receiving special education services and ELLs appears below, although they are not tied to separate goals in the school's formal Accountability Plan.

	2013-14	2014-15	2015-16
<b>Enrollment (N) Receiving Mandated Academic Services</b>	(41)	(53)	(47)
<b>RESULTS</b>			
Tested on State Exams (N)	(32)	(30)	(23)
Percent Proficient on ELA Exam	15.6	20.0	34.8
Percent Proficient Statewide	5.0	5.8	7.9

	2013-14	2014-15	2015-16
<b>ELL Enrollment (N)</b>	(6)	(12)	(12)
<b>RESULTS</b>			
Tested on NYSESLAT* Exam (N)	(3)	(12)	(12)
Percent 'Commanding' or Making Progress† on NYSESLAT	5 <sup>‡</sup>	25.0	50.0

\* New York State English as a Second Language Achievement Test, a standardized state exam.

† Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

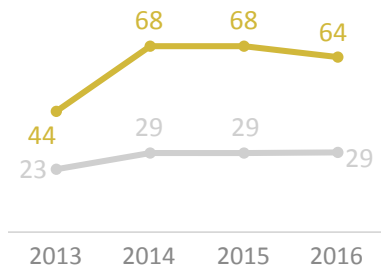
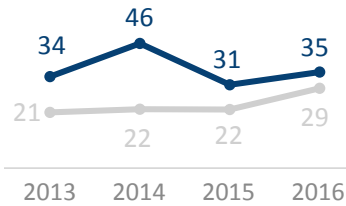
‡ In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

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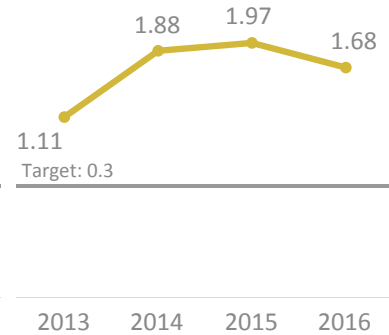
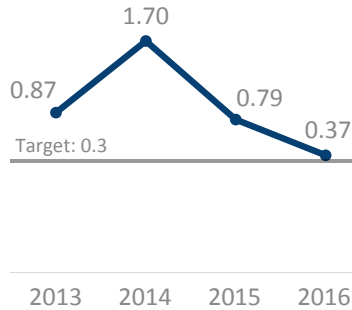
## BRONX CHARTER SCHOOL FOR BETTER LEARNING

REQUIRED MEASURE  
DESCRIPTIONENGLISH LANGUAGE ARTS  
ACCOUNTABILITY PLAN GOALMATHEMATICS  
ACCOUNTABILITY PLAN GOAL

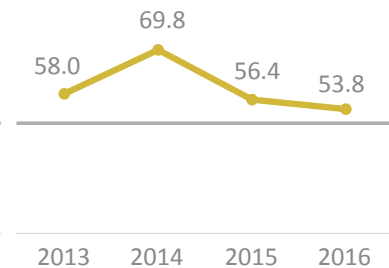
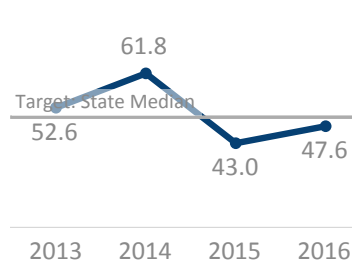
**Comparative Measure: District Comparison.** Each year, the percentage of students at Bronx Better Learning in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in **CSD 11**.



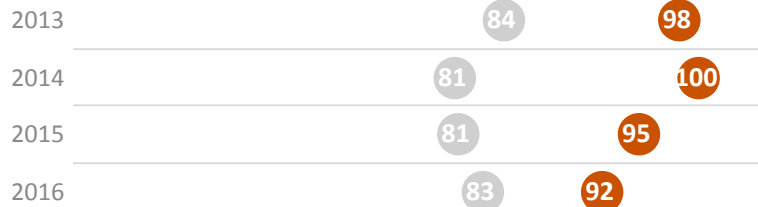
**Comparative Measure: Effect Size.** Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.

SCIENCE  
ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.





## DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Bronx Better Learning improves instructional effectiveness and student learning with an assessment system that supplies teachers with actionable information, which the school leverages to modify instruction in order to meet students' specific educational needs.

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- Bronx Better Learning regularly administers a variety of valid and reliable assessments aligned to the school's curriculum and state performance standards. The school administers formative interim assessments to its 3<sup>rd</sup> through 5<sup>th</sup> graders four times annually. Three are created through Achievement Network ("ANet") and one is a state practice exam. The school began administering the ANet interim exams to second graders in 2015-16 to monitor their progress more closely. In ELA, the school administers the Fountas & Pinnell Reading Assessment ("F&P") to all students three times annually to measure growth in reading. The school uses the AIMSweb to screen students for targeted interventions and monitor the progress of students receiving those interventions in both ELA and mathematics. In addition to these school-wide assessments, teachers create and deliver a variety of assessments aligned to the school's curriculum that provide continual formative data on the progress of their students.
- The school implements a valid and reliable process for scoring and analyzing its assessments. During data analysis sessions, the school trains teachers to use common rubrics for written assessments. Content area and grade-level teams grade common assessments in groups to surface questions and discrepancies. Additionally, teachers implement strategies such as using multiple graders for specific questions to identify inconsistent practices.
- Bronx Better Learning makes assessment data accessible to teachers, leaders, and board members. In order to coordinate the dissemination of the substantial amount of data generated by the school's assessment battery, four experienced teachers serve as an assessment team. This team develops the assessment calendar, delivers data analyses to staff, and fields any questions related to access to student outcome data. Additionally, the school holds monthly data days prepared by the academic leaders, or grade/content team leads, with support from the professional development staff. During these

# ACADEMIC PERFORMANCE

meetings, content areas teams do a deep dive into student achievement data to identify trends, isolate student outliers, and bolster their knowledge of the performance of at-risk student subpopulations.

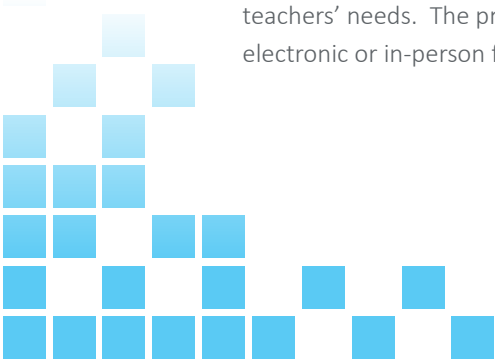
- Bronx Better Learning uses its wealth of assessment data to adjust instruction to meet the range of students' needs. With multiple adults in all classrooms, teachers effectively leverage small group instruction after using assessment data to group students by ability levels. Teachers use student-level data to identify specific students for differentiated instruction. Additionally, teachers use item analyses to identify standards and question types to re-teach. Notably, some teachers share classroom data with students to help build student awareness of types of questions they encounter.
- School leaders do not systematically use student achievement data to formally evaluate teacher effectiveness or develop professional development strategies. The professional development team does not prioritize data in the development of teachers' individualized professional development plans ("IPDPs") or whole-school professional development. A review of IPDPs indicates that most do not rely on student achievement data as evidence of improvement. Leaders assess teachers' use of data in formal observations but do not incorporate actual student outcomes into their evaluation.
- Bronx Better Learning regularly communicates to parents/guardians about their students' progress and growth. The school sends report cards home four times annually. In addition, teachers regularly contact parents regarding notable trends in achievement for their students and submit monthly contact logs to instructional leaders.

## DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Academic leaders afford teachers a substantial degree of autonomy to develop and modify the curricular framework based on student data and observational evidence. Teachers use the curricular resources to plan lessons that effectively address the needs of all students.

- Bronx Better Learning provides a robust set of curricular supports to ensure that teachers are adequately prepared to deliver strong lessons. The school has a curriculum framework with student performance expectations that provides a fixed, underlying

structure, aligned to state standards and across grades. Teachers in ELA and mathematics reference Engage NY resources to ensure that curricula align to state standards. Teachers in Kindergarten through 4<sup>th</sup> grade use Words in Color to develop literacy skills. In 5<sup>th</sup> grade, the ELA teachers deliver thematic units centered on specific novels. The school implements mathematics with the Gattegno method across all grades. This method, known as the Subordination of Teaching to Learning, targets the development of students' higher order thinking skills by shifting the cognitive lift from the teacher to the student. The mathematics department's academic leader reviews all teachers' lesson plans to ensure vertical alignment. Academic teams share a robust set of supporting tools created in-house such as scope and sequence documents, unit overviews and individual lessons that teachers re-work and tailor based on student need. Within this system, teachers know what to teach and when to teach it.

- While the school does not have a formally codified process for selecting, developing, and reviewing its curriculum documents and its resources, teachers and leaders proactively modify curricula in response to numerous data sources. In addition to state test results and formative data from the internally administered assessments, the school collects feedback from teachers and students. Teachers write weekly reflections on the success of their lessons and receive feedback on their reflections from the professional development team. Many teachers collect written student feedback assessing the level of engagement on specific aspects of the delivered curriculum. Academic leaders use this qualitative data and analyses of student achievement results to identify necessary changes to curricular documents. For example, despite outperforming the district in state assessments, the school was dissatisfied with its ELA performance. As a result, ELA academic leaders and the professional development team developed a revised ELA curriculum that sought to broaden students' content knowledge and expand their vocabulary.
  - Teachers plan purposeful and focused lessons, with guidance from the professional development team and the academic leaders. While lesson plan templates vary across classrooms, teacher's plans universally include standards addressed, objectives, lesson activities, differentiation strategies and embedded questions. Academic leaders continually review, modify and make tailored suggestions on lesson plans based on teachers' needs. The professional development team reviews lessons and delivers electronic or in-person feedback.
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# ACADEMIC PERFORMANCE

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## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Bronx Better Learning successfully implements a co-teacher model to conduct frequent checks of student understanding during lessons and to individualize instruction. As shown in the chart below, during the school visit, Institute team members conducted 10 classroom observations using a defined protocol used in all school evaluation visits.

### NUMBER OF CLASSROOM OBSERVATIONS

		GRADE		
		3	4	5
CONTENT AREA	ELA		2	1
	Math	2	2	1
	Soc Stu			1
	Specials	1		
	Total	3	4	3
		Total		
				10

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (9 of 10 lessons observed). Classroom activities match the objective on the lesson plans and students are aware of these objectives from the start of the lesson. Students benefit from having up to four adults in each classroom, as teachers have clear roles in helping students reach lesson objectives.
- Teachers regularly and effectively use techniques to check for student understanding (8 of 10 lessons observed). Small group instruction allows teachers to offer individualized instruction and ensure students have a firm grasp on instructional content. Teachers methodically differentiate instruction, using performance on interim assessments and

classroom assignments to group students. For instance, during a mathematics lesson the instructors differentiated the difficulty of assigned word problems between groups and then further differentiated the level of questioning within each group, allowing teachers to pose equally challenging questions to all students in the group.

- Some lessons include opportunities to challenge students with questions and activities that develop depth of understanding and problem solving skills (5 of 10 lessons observed). During small-group instruction, teachers often ask open-ended questions, challenging students to defend and elaborate on their answers. In mathematics lessons, students use multiple strategies to solve a single problem and engage in conversations about why each strategy worked. However, teachers often miss opportunities to challenge students to engage in higher-order thinking. For instance, a review of students' writing samples revealed mostly surface level (e.g., spelling) teacher feedback as opposed to content-specific feedback that would develop students' critical thinking skills.
- Bronx Better Learning teachers establish and maintain a consistent focus on academic achievement (9 of 10 lessons observed). Students are deeply engaged in learning and display excitement during classroom activities. Teachers maximize learning time with readily available lesson materials and use timers to ensure appropriate pacing and transitions. Teachers effectively use a variety of techniques to focus students' attention, such as playing jazz and classical music during independent work.

## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Bronx Better Learning benefits from consistently strong instructional leadership that supports the development of its instructional staff. School leaders provide teachers with individualized coaching as well as multiple opportunities to collaborate across content areas and grade teams. However, the school's professional development program lacks systematization and comprehensiveness.

- The school's leadership establishes an environment of high expectations in which teachers and leaders believe that all students can succeed. School leaders' instructional priorities of increased rigor, data-driven decision making, adaptation of instruction and student empowerment are evident throughout Bronx Better Learning classrooms. Students have

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# ACADEMIC PERFORMANCE

adopted this high expectation of performance. For instance, when a teacher tasked students with selecting and summarizing articles from the “easy-to-read” binder or the “challenging” binder, students decided to “start with one easy article as a warm up” and finish the assignment using the challenging articles.

- The instructional leadership team supports the development of the teaching staff. In addition to seven external consultants, the school has a full-time professional development team, consisting of a director of professional development, a mathematics professional development specialist, and an ELA professional development specialist. Additionally, the school has ELA and mathematics academic leaders, or grade/content team leads, in 3<sup>rd</sup> through 5<sup>th</sup> grade. The continued access to professional development sources effectively develops teachers in a wide range of areas including classroom management, instructional strategies and self-efficacy.
- Instructional leaders provide sustained and effective coaching and supervision that improves teachers’ instructional effectiveness. Teachers receive coaching support from the professional development team, academic leaders and external consultants. Teachers develop yearlong IPDPs with their academic leader, which focus on developing effectiveness in particular instructional strategies. Despite access to these long-term goals in the beginning of the school year, academic leaders do not develop long-term coaching agendas and, therefore, cannot ensure teachers are making sufficient progress. Instructional leaders differentiate the intensity of support, with new teachers receiving additional coaching in their particular content area.
- Instructional leaders provide sufficient opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. Academic leaders facilitate weekly planning meetings to develop instructional materials, discuss student progress and identify effective strategies for particular students. Teachers meet with their co-teachers and teaching assistants during weekly prep periods to tailor the lessons to meet the needs of their individual students. School leaders review and approve lesson plans weekly.
- Bronx Better Learning delivers a professional development program that develops the skills and competencies of teachers but is not comprehensive in scope. The professional development team facilitates weekly professional development sessions in teachers’ respective content areas. The school does not offer school-wide professional development during the year on strategies pertinent to all teachers, such as identifying and supporting ELL students. Additionally, the professional development team bases its



supports on areas that teachers identify as wanting to improve. Thus, much of a teacher's development relies on the teacher's ability to recognize his or her own deficits.

- Instructional leaders evaluate teachers four times during the school year. Specifically, the principal and assistant principal formally evaluate each teacher twice. Although formal evaluations do not include space for qualitative input, teachers report that debrief sessions with leaders are effective in identifying areas of strength and weakness.

## DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Bronx Better Learning meets the needs of its at-risk students. The school implements sufficient identification strategies and support services for all students. The at-risk program staff members sufficiently support teachers in tailoring lesson plans to at-risk students.

- Bronx Better Learning uses clear procedures to identify at-risk students including students with disabilities, ELLs and students struggling academically. Teachers follow a clearly delineated Response to Intervention ("RtI") approach for identifying students in need of academic intervention. The school universally screens students with its assessment battery to flag underperforming students and teachers can complete referrals informed by qualitative and quantitative data they observe within their classrooms. When students do not make adequate progress, the school refers students to the district Committee on Special Education ("CSE") for special education services. With regards to ELLs, the school administers the Home Language Identification Survey and the New York State Identification Test for English Language Learners ("NYSITELL").
- Bronx Better Learning has adequate intervention programs to meet the needs of all of its at-risk students. The school's director of student support oversees the at-risk program staff in delivering instruction to the school's students with IEPs, ELLs and those needing additional support. The school has one certified special education teacher in each grade that delivers instruction in an integrated co-teaching ("ICT") setting as well as special education teacher support services ("SETSS"). Teachers deliver SETSS to the majority of students with mandated intervention within ICT classrooms. However, some students receive pull-out services during non-academic blocks throughout the week. The school provides an inclusion model to meet the needs of its ELLs with a system to deliver targeted language acquisition support from the ELL coordinator when appropriate. As evidenced by the school's performance on the NYSESLAT exam, the ELLs enrolled at Bronx Better Learning make strong progress toward achieving English proficiency.

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# ACADEMIC PERFORMANCE

Under guidance from the school's RtI coordinator, general education teachers and support teachers who compose the pupil assistance team ("PAT") provide targeted academic interventions and after school instruction. The PAT develops specific goals tailored to students' needs and meets as a team every six to eight weeks to decide on how to modulate the interventions.

- The school adequately monitors the progress and success of its at-risk students. At-risk program staff members monitor students with disabilities and students receiving targeted academic interventions using the AIMSweb, F&P, and interim assessments. The ELL coordinator monitors ELL progress using the NYSESLAT and internal assessments. At-risk program staff members meet biweekly to identify pressing concerns regarding student progress on the various assessments and surfaces salient points to share with the general education teachers during weekly team meetings. The ELL coordinator meets with teachers on an ad hoc basis as required by student achievement data. The school also monitors former ELLs using anecdotal data and achievement data from the school's assessment regimen. This system is sufficient to ensure that teachers are adequately aware of students' progress towards meeting IEP goals, achieving English proficiency, and goals for students with PAT interventions.
- Bronx Better Learning fosters a culture of collaboration in which all teachers work to support at-risk students. However, the school lacks a codified professional development plan to deliver at-risk program protocols and strategies to general education teachers or new teachers. Some teachers report using outside professional development from the NYC Charter School Center and other resources, but this is contingent on individual staff motivation and capacity.
- The school provides opportunities for coordination between classroom teachers and at-risk program staff members to identify students in need of intervention, coordinate services, and embed accommodations into lessons. Special education teachers and PAT members attend grade-level common planning meetings twice weekly. In addition to officially scheduled planning time, teachers utilize the one hour of planning time after school and ad hoc meetings throughout the day to stay abreast of at-risk students' needs and progress.







# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Bronx Better Learning's organizational capacity is evident in its successful delivery of a high quality educational program. With clear roles and lines of accountability, the organization functions smoothly and remains faithful to its mission.

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Bronx Better Learning is faithful to its mission and implements the key design elements included in its charter. These can be found in the School Background section at the beginning of the report and Appendix A, respectively.

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

**Parent Survey Data.** The Institute compiled data from NYCDOE's 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. Bronx Better Learning had a 79 percent parent participation rate for the NYCDOE's 2015-2016 NYC School Survey. The vast majority of survey responses (94 percent) indicate high satisfaction with the school. Given the high participation rate, the survey results are considered representative of the school community.

**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The 18 parents in attendance at the focus group indicated strong

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satisfaction with the school leadership and teaching staff. Parents believe the school keeps them sufficiently informed of their children's academic achievement and growth through quarterly progress reports, teacher phone calls and teacher e-mails. Parents appreciate the school's opportunities for authentic parent engagement including monthly group sessions with the principal and a parent involvement day in which parents can attend classes with their students. With regards to the academic program, parents feel that teachers are proactive and responsive in delivering personalized instruction to students. The parents in attendance expressed a clear understanding of the school's curriculum and believed it to be appropriately rigorous for their children.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 96.9 percent of Bronx Better Learning students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.

## DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

An organizational structure with distinct lines of accountability facilitates effective delivery of Bronx Better Learning's educational program.

- The school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program. A designated professional development team maintains instructional leaders' strong focus on teaching and learning. Despite having several professional development leaders, teachers are not aware of whom to report for different matters. A business manager and director of development at the network manage the school's operational matters. The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities.

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# ORGANIZATIONAL PERFORMANCE

- Bronx Better Learning has a clear student discipline system in place at the administrative level that is consistently applied. The school is thoughtful in how it disciplines students and multiple staff members cited particular attentiveness to avoid contributing to the “school-to-prison pipeline.” In addition to implementing various classroom management techniques, the school hosts parent programs in which guidance counselors and contracted therapists address strategies for managing family concerns such as healthy eating and “beating the bedtime blues.”
- The school retains quality staff and has implemented strategies to increase retention further. In June 2016, Bronx Better Learning began a Master’s degree program in conjunction with SUNY Albany, which confers the degree. The program trains teachers in the school’s pedagogical approach, the Subordination of Teaching to Learning.
- The school allocates sufficient resources to support the achievement of goals. All classrooms have a SMART board and teachers report comfort and responsiveness when requesting additional materials such as markers. The school recently received a dissemination grant and worked with its co-located school to re-build a shared student library.
- Bronx Better Learning maintains adequate student enrollment. At the time of the renewal visit, the school boasted a waitlist of over 2,000 students, far exceeding its chartered enrollment of 525.
- The school has procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for FRPL, and adjusts its recruitment efforts accordingly. School leaders are thoughtful in their efforts and continually seek to develop effective ways to recruit students. In the 2016-17 school year, school leaders have assembled a committee of teachers, staff members, and parents to expand the recruitment team’s reach and develop additional recruitment efforts. The assistant principal, leading these efforts, continually analyzes student enrollment data and compares the school’s data with the co-located school and the district.



## DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The Bronx Better Learning board provides effective oversight to support the school in achieving its Accountability Plan goals and realizing the school's mission.

- Bronx Better Learning trustees possess adequate skills and put in place appropriate structures and procedures to govern the school. Board members' pertinent experience in education, development and law are sufficient to oversee the educational program. The board currently seeks to add additional members to increase its professional diversity. The board has several standing committees including a financial committee, personnel committee, development committee, complaint review committee, education committee and strategic planning committee.
- The board requests and receives sufficient information to provide rigorous oversight of the school's program and finances. The executive director and the board have worked closely together to build a framework for monthly academic and financial reports. According to the board, these detailed reports serve to onboard new members, monitor progress towards goals and surface any concerns. For instance, board members with education experience discussed appropriate reading materials for students after dissatisfaction with assessment results.
- Board members cite relevant, although wide-ranging, priorities for the current year and upcoming charter term, but do not have in place benchmarks for tracking progress as well as a process for their regular review and revision. Notwithstanding the lack of clear priorities, the board is aware of the school's academic performance and its progress toward meeting its Accountability Plan goals.
- The education corporation's board hires the executive director, and has been deliberate in its recruitment efforts. As a result, the board was successful in hiring and retaining the current executive director. Both the board and the executive director are satisfied with each other's performance and the level of support provided to the school.

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# ORGANIZATIONAL PERFORMANCE

- The education corporation's board evaluates the executive director annually, holding him accountable for student achievement. The board reports little to no room for his growth. A review of evaluations indicates the executive director meets the high expectations posed by the board. The board does not regularly evaluate its own effectiveness and areas of strength or weakness.
- The board does not engage in board development or training. Board members use the wealth of data it receives from school leaders to onboard new members.
- Board members effectively communicate with the school community including school leadership, staff, parents/guardians and students. Members of the board's education committee rotate monthly school visits and board members frequently attend school events opened to the public. The board membership includes a community resident as well as a parent representative. Additionally, the board invites teachers, school leaders, parents, and students to attend board meetings and provide input.

## DOES THE BOARD IMPLEMENT, MAINTAIN AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS AND PROCESSES?

The board materially and substantially implements, maintains and abides by adequate and appropriate policies, systems and processes and procedures to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership at each school accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board receives specific and extensive reports at each meeting on enrollment, student discipline, student supports, instruction, professional development, facilities, fiscal, academic performance and governance/policy.
- The board successfully applied to replicate the school in the spring of 2014 under the SUNY Trustees. Bronx Charter School for Better Learning II opened in the fall of 2015.

- The board successfully applied to the NYCDOE for a full day universal pre-Kindergarten program in the spring of 2015 that opened in the fall of 2015.
- To ensure parental representation, one member of the board is a parent voted upon by the parents and guardians of the students.
- The board and school leadership demonstrate an exemplary record of fundraising, not just through specific fundraising events but with an abundant amount of grants and awards that they drive directly back into the program.

## HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter.

- **Complaints.** Bronx Better Learning has generated several informal complaints. The complainants were directed to follow the appropriate complaint policies, and initial inquiries by the Institute found no violations. The Institute has received no formal complaints.
- **Bylaws.** Provisions of the education corporation's by-laws need some technical revisions regarding the appointment of committee members and alignment of conflicts of interest and self-dealing transactions provisions with separate policies on such topics. The Institute will ensure the by-laws are updated prior to the start of a new charter term.

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SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York

# FISCAL PERFORMANCE



9. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Bronx Charter School for Better Learning education corporation is fiscally sound as is its school, Bronx Better Learning. The SUNY Dashboard presents color-coded tables and charts indicating that Bronx Better Learning and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>9</sup>(The SUNY Fiscal Dashboard for Bronx Better Learning is included in Appendix D as well as the Fiscal Dashboard for the merged education corporation is included in Appendix F.)

Bronx Charter School for Better Learning has adequate financial resources to ensure stable operations. In 2014, the education corporation was granted the authority to operate a second school, Bronx Better Learning II, which opened in 2015. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the two schools and finds it too is fiscally sound.

## DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The executive director, principal and finance team coordinate the development of annual and long-term budget preparation procedures. The finance committee and the education corporation's board of trustees review and approve the procedures annually and modify them as necessary throughout the year.
- The projected five-year renewal budget reflects anticipated revenues and expenses associated with steady enrollment as the school maintains Kindergarten through 5<sup>th</sup> grade for the next charter term.
- Bronx Better Learning is located in shared NYCDOE facility space. The school is not responsible for rent, utilities, custodial services, maintenance and school safety services on the facility.

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## DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Bronx Charter School for Better Learning has a history of sound fiscal policies, procedures and practices and maintain appropriate internal controls.

- The Financial Policies and Procedures Manual is the guide for all internal controls and procedures at Bronx Better Learning. The manual contains fiscal policies and procedures that undergo ongoing reviews.
- The audit reports throughout the charter term have had no material findings of deficiencies.

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## DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Bronx Charter School for Better Learning has complied with financial reporting requirements.

- The Institute has received required financial reports that are on time, complete and follow generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- The education corporation has generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

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## DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Bronx Charter School for Better Learning has maintained adequate financial resources to ensure stable operations.

- The SUNY fiscal dashboard in Appendix D reflects the individual school as fiscally strong financial conditions over the majority of the charter term.

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# FISCAL PERFORMANCE

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- The total net assets of approximately \$1.7 million and one month of cash on hand to pay bills coming due shortly as reported in the most recent audit report.
- The projected five year budget for the next charter term identifies surpluses and maintains a healthy balance sheet throughout the next charter term.
- The education corporation has established the required dissolution fund reserve for the operation of two charter schools and maintains a balance of \$154,539 as of June 30, 2016.





$$x(x+3)^2 = 4$$

# FUTURE PLANS



## IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

Having met its academic Accountability Plan goals throughout the current charter term, Bronx Better Learning is an academic success. The school organization is effective and viable, and the education corporation is fiscally sound. As such, the plans for the school's future are reasonable, feasible and achievable.

**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

**Plans for the Educational Program.** The school plans to implement the same core educational program elements that have led it to meet its Accountability Plan goals in the current charter term. These core elements are likely to enable the school to achieve high levels of student success in its next charter term.

**Plans for Board Oversight & Governance.** Board members express interest in continuing to serve Bronx Charter School for Better Learning.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five-year financial plan, Bronx Charter School for Better Learning presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

Bronx Better Learning plans to provide instruction for Kindergarten through 5<sup>th</sup> grade in co-located NYCDOE facility space.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	525	550
Grade Span	K - 5	K - 5
Teaching Staff	53	51
Days of Instruction	181	181



The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended or will amend other key aspects of the renewal application – including by-laws and code of ethics – to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.



Bronx Better  
Learning

# Ax

## APPENDICES

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ED CORP OVERVIEW

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**EF**<sup>F</sup>  
ED CORP FISCAL

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# APPENDIX A: School Overview

## BOARD OF TRUSTEES

<b>CHAIR</b>	<b>TRUSTEES</b>
Kimberly Kelly	Dean Thomas
<b>VICE CHAIR</b>	Charles Kim
Marvin Waldman	Herbert Swain, Jr.
<b>TREASURER</b>	Maxine D'Oyley
Marilyn Maye	Victor Zimmermann
<b>SECRETARY</b>	Robert Bata
William Bernhardt	

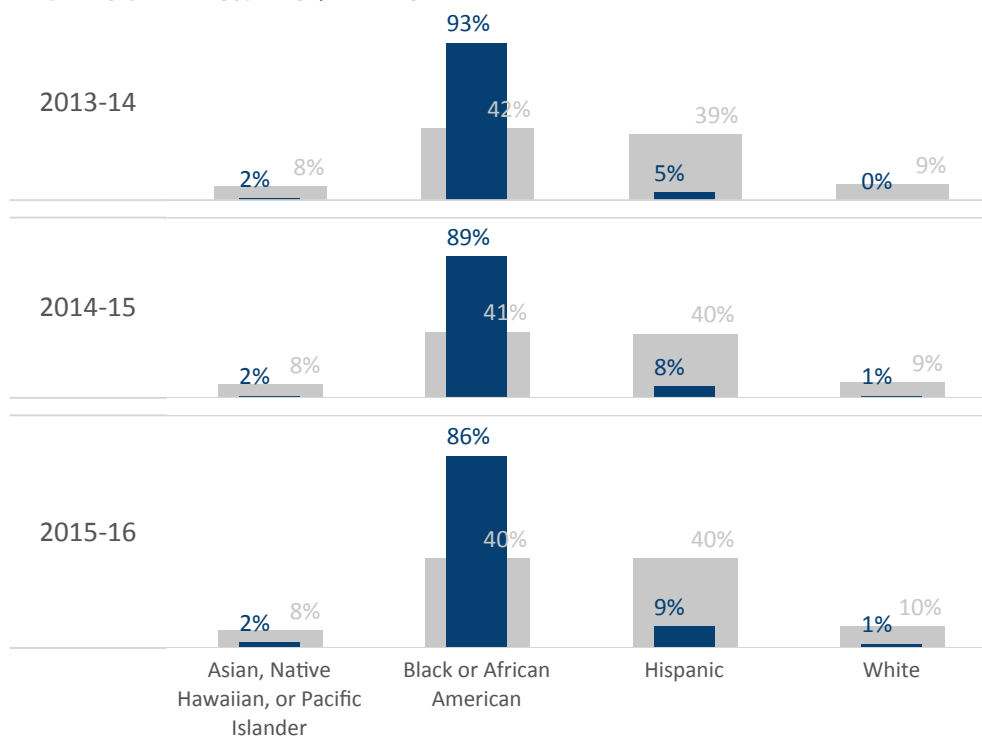
## SCHOOL LEADERS

<b>PRINCIPAL</b>
<i>Shubert Jacobs, Principal (2003-04 to Present)</i>
<i>Kevin Brennan, Executive Director (June 2010 to Present)</i>

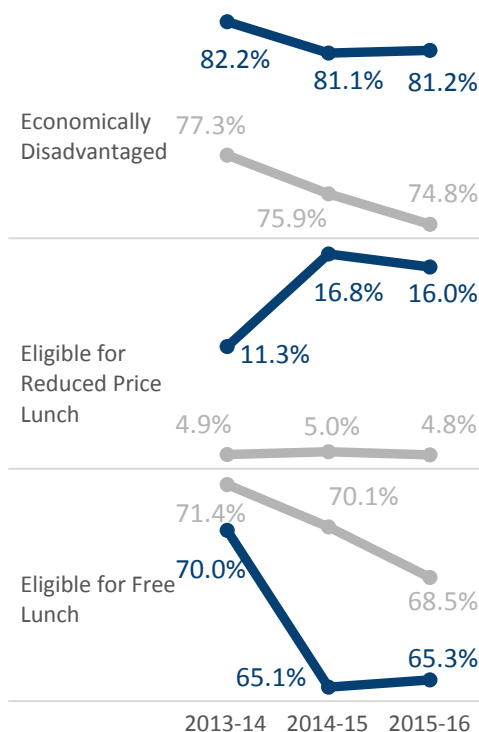
## SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	420	419	100%	K-5	K-5
2014-15	474	472	100%	K-5	K-5
2015-16	500	497	99%	K-5	K-5
2016-17	525	517	98%	K-5	K-5
<b>2017-18</b>	525			K-5	

## STUDENT DEMOGRAPHICS: RACE/ETHNICITY

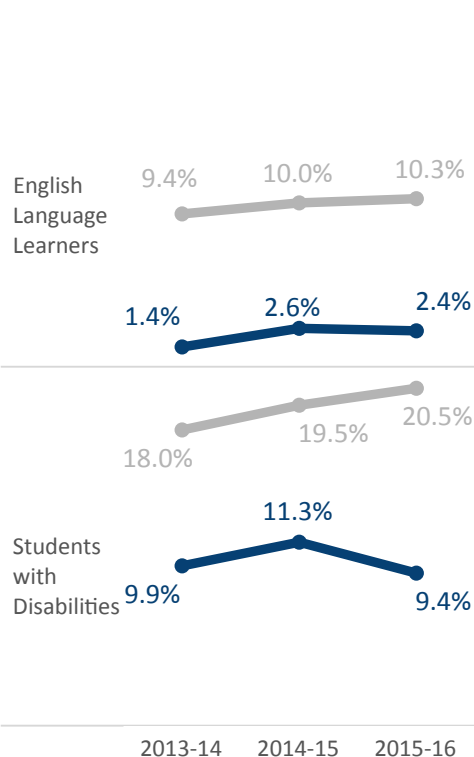


## STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced Price lunch among other qualifying income assistance programs.

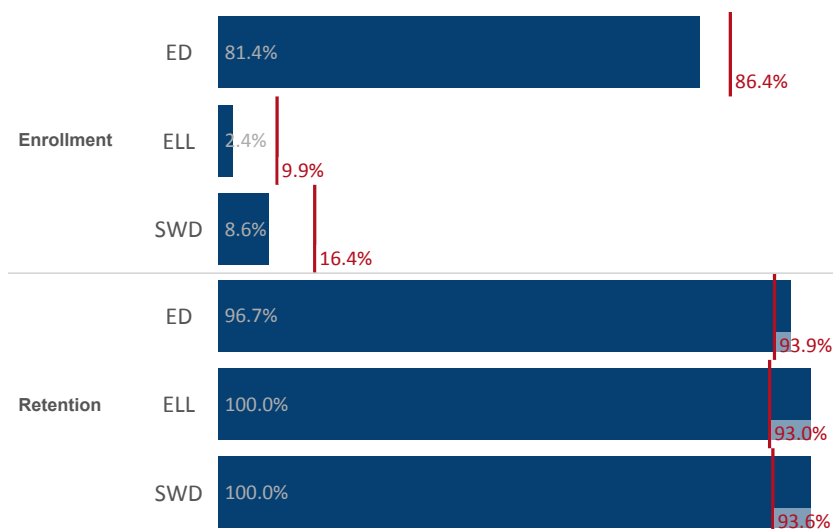
## STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



The charts show trends in enrollment in the **school** and the **district** for each subgroup.

# APPENDIX A: School Overview

## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recently available data provided by the school.

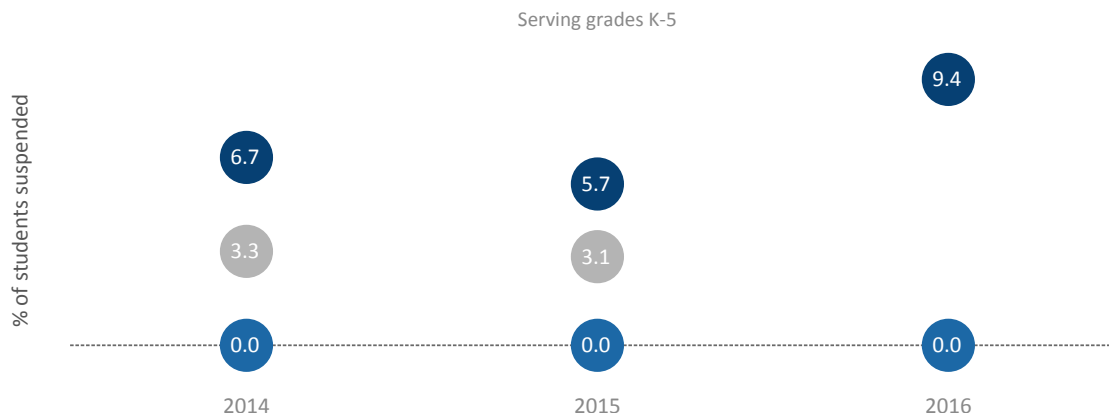
## PERSISTENCE IN ENROLLMENT



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.



## Suspensions: Bronx Charter School for Better Learning's **Out of School suspension rate, In School suspension rate**, and the **District Overall suspension rate**.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12<sup>th</sup> grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

## EXPULSIONS: THE NUMBER OF STUDENTS EXPELLED FROM THE SCHOOL EACH YEAR

2013-14	2014-15	2015-16
0	0	0

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	COLLABORATIVE TEACHERS	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY COMMUNITY TIES
79%	95%	95%	91%

# APPENDIX A: School Overview

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2016-17	Subsequent Renewal	April 4, 2017
2012-13	Subsequent Renewal	October 1-2, 2012
2011-12	Evaluation	January 24-26, 2012
2009-10	Evaluation	May 11-12, 2010
2007-08	Initial Renewal	September 18-20, 2007
2005-06	Evaluation	April 4-6, 2006
2004-05	Evaluation	May 26, 2005
2003-04	Evaluation	May 6, 2014

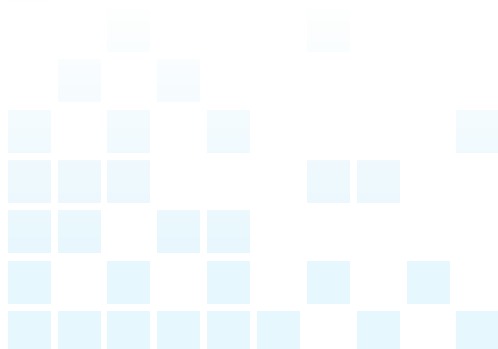
## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
April 4, 2017	Chastity McFarlan, PhD	School Evaluation Analyst
	Sinnjinn Bucknell	Senior Performance and Systems Analyst



## KEY DESIGN ELEMENTS

ELEMENT	EVIDENT?
Educational Focus on The Subordination of Teaching to Learning;	+
A scientifically-based, proven approach to instruction with heavy reliance on “Words in Color” for literacy instruction and Gattegno math;	+
Serving at-risk students with the attitude that all children possess the powers of learning described by the Gattegno approach;	+
Creating a unique learning environment, including passing deliberate Gattegno-focused instructional skills from veteran teachers to novice faculty members;	+
The tools to make it work: extensive opportunities for intensive staff development;	+
Measurable student achievement results through performance-based accountability, including an evaluation of student performance that is woven into the fabric of every lesson;	+
Each grade level has an assigned Academic Leader, who has the following professional development responsibilities: Collaborative Planning; Student Performance Data and Analysis; and, Communication with Outside Consultants; and,	+
Jumpstart Fellows Program, a Master’s degree Teaching Fellows program that trains, each year, new cohorts of teachers in the Subordination of Teaching to Learning.	+



# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: English Language Arts Bronx Charter School for Better Learning

	2013-14 Grades Served: K-5				2014-15 Grades Served: K-5				2015-16 Grades Served: K-5			
	All		2+ Years		All		2+ Years		All		2+ Years	
	Students (N)	%	Students (N)	%	Students (N)	%	Students (N)	%	Students (N)	%	Students (N)	%
<b>ABSOLUTE MEASURES</b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	Grades		Grades		Grades		Grades		Grades		Grades	
	3	44.4 (72)	43.5 (69)		3	26.8 (71)	24.6 (65)		3	40.3 (72)	40.6 (69)	
	4	47.4 (57)	49.1 (53)		4	33.8 (68)	34.9 (63)		4	33.8 (65)	34.4 (64)	
	5	44.8 (58)	44.8 (58)		5	33.3 (57)	32.7 (52)		5	30.3 (66)	30.3 (66)	
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)	
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)	
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)	
	All	45.5 (187)	45.6 (180)	NA	All	31.1 (196)	30.6 (180)	NO	All	35.0 (203)	35.2 (199)	NO
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades		AMO		Grades		AMO		Grades		AMO	
	3-5	127	89	YES	3-5	107	97	YES	3-5	117	104	YES
<b>COMPARATIVE MEASURES</b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 11				Comparison: Bronx District 11				Comparison: Bronx District 11			
	Grades	School	District		Grades	School	District		Grades	School	District	
	3-5	45.6	21.7	YES	3-5	30.6	21.6	YES	3-5	35.2	29.3	YES
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small effect size (at least 0.3) based on its percentage of economically disadvantaged students.	Effect Size				Effect Size				Effect Size			
	% ED	Actual	Predicted		% ED	Actual	Predicted		% ED	Actual	Predicted	
	80.0	45.5	22.5	1.70	82.1	31.1	20.4	0.79	81.1	35.0	28.7	0.37
<b>GROWTH MEASURE</b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State	
	4	63.2			4	40.8			4	47.4		
	5	60.5			5	45.7			5	47.8		
	6	0.0			6	0.0			6	0.0		
	7	0.0			7	0.0			7	0.0		
	8	0.0			8	0.0			8	0.0		
	All	61.8	50.0	YES	All	43.0	50.0	NO	All	47.6	50.0	NO

## SCHOOL PERFORMANCE SUMMARY: Mathematics

### Bronx Charter School for Better Learning

#### ABSOLUTE MEASURES

1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.

2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.

#### COMPARATIVE MEASURES

3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.

4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small effect size (at least 0.3) based on its percentage of economically disadvantaged students.

#### GROWTH MEASURE

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.

	2013-14 Grades Served: K-5				2014-15 Grades Served: K-5				2015-16 Grades Served: K-5				MET
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		MET
Grades	Grades	Grades	Grades	Grades	Grades	Grades	Grades	Grades	Grades	Grades	Grades	Grades	
3	54.2 (72)	55.1 (69)	3	59.2 (71)	60.0 (65)	3	56.9 (72)	58.0 (69)	3	63.5 (203)	63.8 (199)	3	NO
4	82.5 (57)	83.0 (53)	4	72.1 (68)	73.0 (63)	4	61.5 (65)	60.9 (64)	4	61.5 (65)	60.9 (64)	4	
5	69.0 (58)	69.0 (58)	5	70.2 (57)	71.2 (52)	5	72.7 (66)	72.7 (66)	5	72.7 (66)	72.7 (66)	5	
6	(0)	(0)	6	(0)	(0)	6	(0)	(0)	6	(0)	(0)	6	
7	(0)	(0)	7	(0)	(0)	7	(0)	(0)	7	(0)	(0)	7	
8	(0)	(0)	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)	8	
All	67.4 (187)	67.8 (180)	All	66.8 (196)	67.8 (180)	All	63.5 (203)	63.8 (199)	All	63.5 (203)	63.8 (199)	All	NO
Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI	AMO	Grades	
3-5	158	86	3-5	158	94	3-5	159	101	3-5	159	101	3-5	YES
Comparison: Bronx District 11													
Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District	Grades	
3-5	67.8	29.0	3-5	67.8	29.0	3-5	63.8	29.2	3-5	63.8	29.2	3-5	YES
Comparison: Bronx District 11													
% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	
80.0	67.4	31.2	1.88	82.1	66.8	29.8	1.97	81.1	63.5	31.9	1.68	81.1	YES
Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	
4	78.5		4	65.6		4	47.9		4	47.9		4	
5	61.2		5	45.6		5	59.7		5	59.7		5	
6	0.0		6	0.0		6	0.0		6	0.0		6	
7	0.0		7	0.0		7	0.0		7	0.0		7	
8	0.0		8	0.0		8	0.0		8	0.0		8	
All	69.8	50.0	All	56.4	50.0	All	53.8	50.0	All	53.8	50.0	All	YES

# APPENDIX C: District Comments

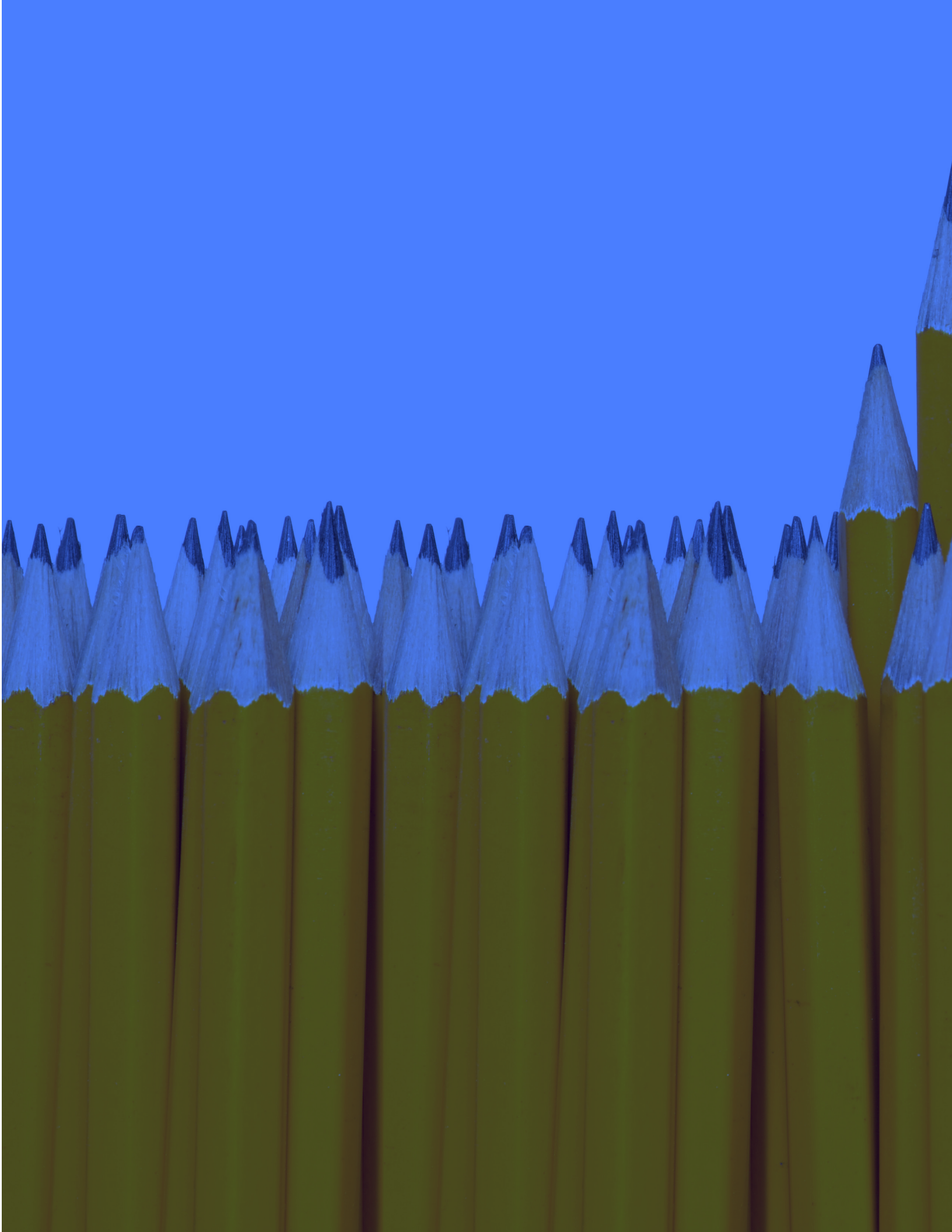
## SUMMARY OF PUBLIC COMMENTS

The Institute received comments from parents and staff, regarding the renewal of Bronx Charter School for Better Learning.

The majority of comments come from parents of students who attend Bronx Charter School for Better Learning and are positive in tone. Many parents said the school is academically challenging, when students move on to middle school they do extremely well and the school meets the social and emotional needs of the children. One parent commented that their child runs home from school to share the details about their day. Another parent commented that the school is community based, hands on, and offers an excellent after school program and the teachers and administrators are accessible.

The PTA President said the school promotes empowerment and the educational setting is conducive to learning. The school offers parent involvement days and it has excelled in its academic performance.

The Principal from Bronx Charter School for Better Learning II said he has been with the school for three years and the support he receives is exceptional. He said the school is best option for kids and they are making a difference. Parents are involved and teachers and staff are accessible.



# APPENDIX D: Fiscal Dashboard

## BRONX CHARTER SCHOOL FOR BETTER LEARNING

NOTE: Effective 2015-16 the school merged into the education corporation, "Bronx Charter School for Better Learning." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2003-04  
MERGED

2011-12	2012-13	2013-14	2014-15	2015-16
2,097,736	1,354,098	1,459,640	548,620	-
55,971	84,822	245,809	476,024	-
-	-	-	207,161	-
39,358	61,720	78,220	5,497	-
-	-	-	898,188	-
2,193,065	1,500,640	1,783,669	2,135,490	-
232,345	379,074	215,663	168,928	-
76,726	76,727	77,373	77,680	-
2,502,136	1,956,441	2,076,705	2,382,098	-

113,013	280,017	338,886	53,902	-
416,655	552,275	537,339	643,604	-
-	-	12,560	56,116	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
529,668	832,292	888,785	753,622	-
-	-	-	-	-
529,668	832,292	888,785	753,622	-

1,951,161	1,085,043	1,159,805	1,577,310	-
21,307	39,106	28,115	51,166	-
1,972,468	1,124,149	1,187,920	1,628,476	-
2,502,136	1,956,441	2,076,705	2,382,098	-

5,222,041	5,363,264	5,686,782	6,668,207	7,036,596
219,541	264,820	379,585	445,094	569,950

29,707	30,558	-	-	285,785
254,584	258,079	291,760	803,777	257,189
20,272	144,188	30,934	-	-
129,015	-	31,450	-	-
-	-	-	-	-
5,875,160	6,060,909	6,420,511	7,917,078	8,149,520

4,685,793	5,414,533	5,069,312	6,056,569	6,536,378
449,004	465,402	533,175	579,155	1,097,232
-	-	-	-	-
-	-	-	-	-

5,134,797	5,879,935	5,602,487	6,635,724	7,633,610
813,054	1,022,142	777,813	829,999	689,651
175,746	181,904	190,016	229,908	195,789
6,123,597	7,083,981	6,570,316	7,695,631	8,519,050

(248,437)	(1,023,072)	(149,805)	221,447	(369,530)
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-	101,383	171,660	153,509	137,786
-	50,714	37,897	55,097	62,160
-	22,656	4,019	10,503	3,313
-	-	-	-	-
-	174,753	213,576	219,109	203,259

5,864,152	6,217,863	6,645,078	8,113,136	8,324,105
11,008	17,799	(10,991)	23,051	28,674
5,875,160	6,235,662	6,634,087	8,136,187	8,352,779

(248,437)	(848,319)	63,771	440,556	(166,271)
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2,220,905	1,972,468	1,124,149	1,187,920	1,628,476
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-	-	-	-	-
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1,972,468	1,124,149	1,187,920	1,628,476	1,462,205
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## BRONX CHARTER SCHOOL FOR BETTER LEARNING

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service	202,352	218,469	236,794	275,925	345,160
Administrative Staff Personnel					
Instructional Personnel	3,170,322	3,647,827	3,327,412	4,124,983	4,455,086
Non-Instructional Personnel	583,628	612,722	679,870	791,059	717,391
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>3,956,302</b>	<b>4,479,018</b>	<b>4,244,076</b>	<b>5,191,967</b>	<b>5,517,637</b>
Fringe Benefits & Payroll Taxes	977,399	1,319,104	1,187,902	1,378,628	1,469,838
Retirement	-	-	-	-	127,256
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	2,750	1,915	989	-	-
Staff Development	317,289	54,925	58,590	66,569	78,399
Professional Fees, Consultant & Purchased Services	228,877	522,967	369,791	401,133	521,750
Marketing / Recruitment	40,284	35,246	8,293	4,997	3,261
Student Supplies, Materials & Services	236,322	171,827	148,564	153,192	216,757
Depreciation	144,062	175,080	190,677	158,029	126,917
Other	220,312	323,899	361,434	341,116	457,236
<b>Total Expenses</b>	<b>6,123,597</b>	<b>7,083,981</b>	<b>6,570,316</b>	<b>7,695,631</b>	<b>8,519,050</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	342	342	395	395	395
Revised Enroll	-	-	420	474	500
Actual Enroll - <b>GRAPH 4</b>	398	395	419	472	497
Chartered Grades	K-5	K-5	K-5	K-5	K-5
Revised Grades	-	-	-	-	-

#### Primary School District: Yes

#### Per Pupil Funding (Weighted Avg of All Districts)

	13,527	13,527	13,527	13,915	13,915
Increase over prior year	100.0%	0.0%	0.0%	2.8%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	14,766	15,344	15,321	16,756	16,383
Other Revenue and Support	-	442	510	464	409
<b>TOTAL - GRAPH 3</b>	<b>14,766</b>	<b>15,786</b>	<b>15,830</b>	<b>17,220</b>	<b>16,792</b>

##### Expenses

Program Services	12,905	14,886	13,369	14,044	15,346
Management and General, Fundraising	2,485	3,048	2,309	2,243	1,780
<b>TOTAL - GRAPH 3</b>	<b>15,390</b>	<b>17,934</b>	<b>15,678</b>	<b>16,288</b>	<b>17,126</b>
% of Program Services	83.9%	83.0%	85.3%	86.2%	89.6%
% of Management and Other	16.1%	17.0%	14.7%	13.8%	10.4%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>-4.1%</b>	<b>-12.0%</b>	<b>1.0%</b>	<b>5.7%</b>	<b>-2.0%</b>

#### Student to Faculty Ratio

5.9	5.7	6.1	6.0	6.1
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#### Faculty to Admin Ratio

11.3	17.3	17.3	19.8	13.5
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#### Financial Responsibility Composite Scores - GRAPH 6

Score	2.3	1.4	2.1	2.6	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Adequate	Fiscally Strong	Fiscally Strong	N/A

#### Working Capital - GRAPH 7

Net Working Capital	1,663,397	668,348	894,884	1,381,868	0
As % of Unrestricted Revenue	28.4%	10.7%	13.5%	17.0%	0.0%
Working Capital (Current) Ratio Score	4.1	1.8	2.0	2.8	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	MEDIUM	MEDIUM	MEDIUM	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Good	Good	Good	N/A

#### Quick (Acid Test) Ratio

Score	4.1	1.7	1.9	2.8	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	MEDIUM	MEDIUM	LOW	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Good	Good	Excellent	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	0.2	0.4	0.4	0.3	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	N/A

#### Months of Cash - GRAPH 8

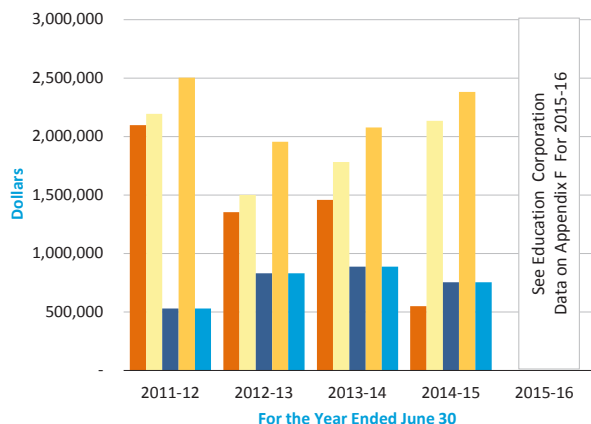
Score	4.1	2.3	2.7	0.9	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	MEDIUM	MEDIUM	HIGH	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Good	Good	Poor	N/A

# APPENDIX D: Fiscal Dashboard

## BRONX CHARTER SCHOOL FOR BETTER LEARNING

GRAPH 1

### Cash, Assets and Liabilities

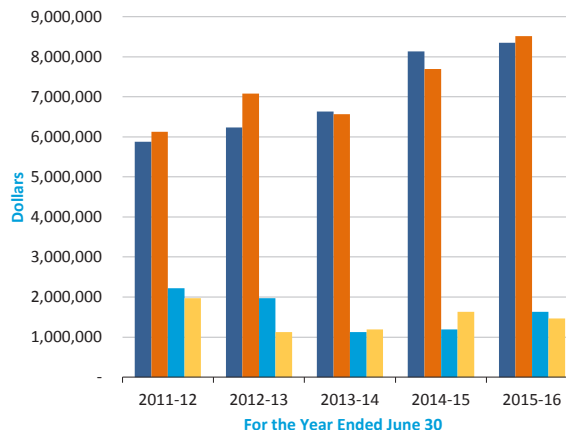


■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

### Revenue, Expenses and Net Assets

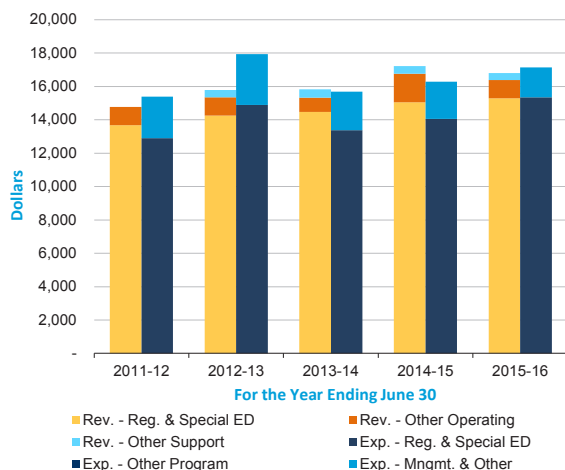


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3

### Revenue & Expenses Per Pupil

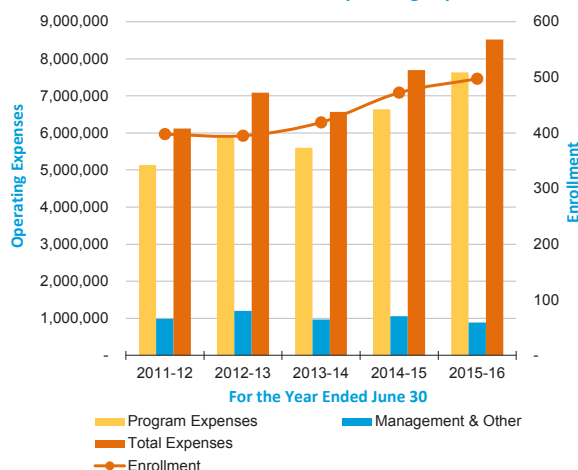


■ Rev. - Reg. & Special ED ■ Rev. - Other Support ■ Exp. - Reg. & Special ED ■ Exp. - Other Program

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

### Enrollment vs. Operating Expenses



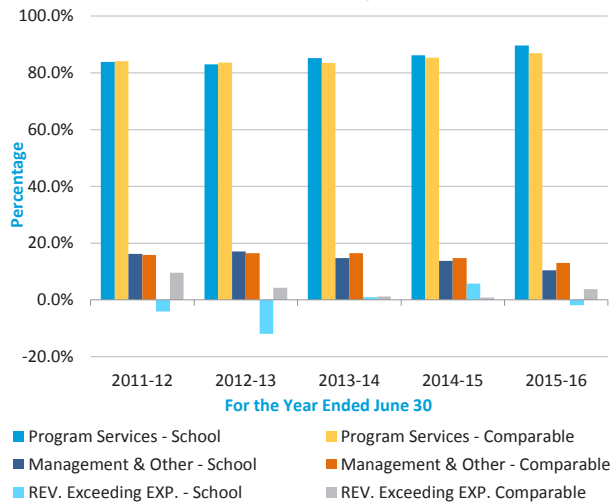
■ Program Expenses ■ Total Expenses ■ Enrollment

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

## BRONX CHARTER SCHOOL FOR BETTER LEARNING

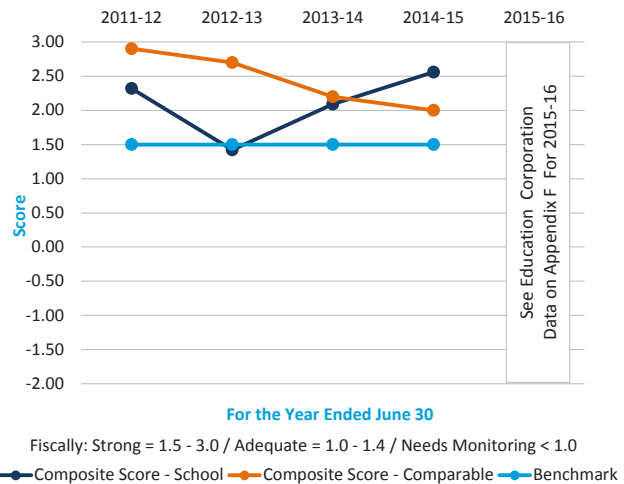
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

**GRAPH 5 % Breakdown of Expenses**



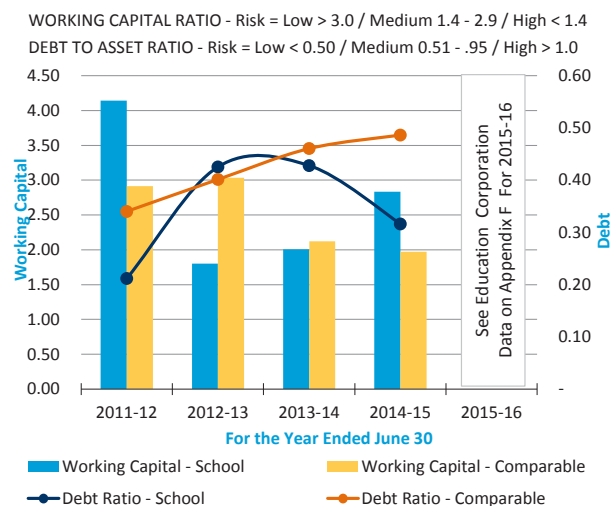
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

**GRAPH 6 Composite Score**



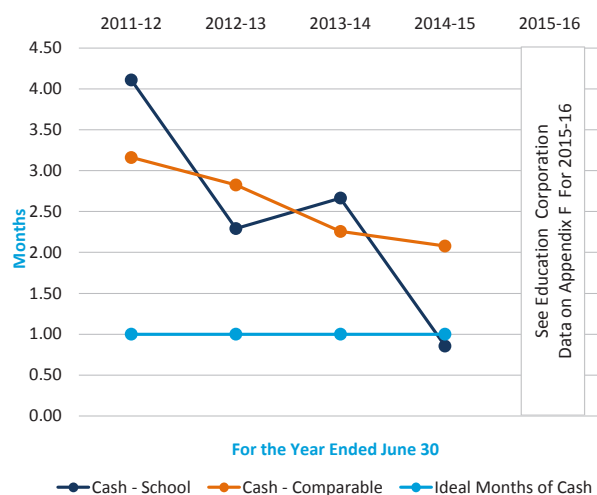
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

**GRAPH 7 Working Capital & Debt to Asset Ratios**



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load.

**GRAPH 8 Months of Cash**



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

● School Opening ■ Initial Renewal - Full-Term ◆ Subsequent Renewal - Full-Term ◇ Subsequent Renewal Recommendation - Full-Term

Bronx Charter School for Better Learning

● 2003

■ 2008

◆ 2013

◇ 2017

Bronx Charter School for Better Learning II

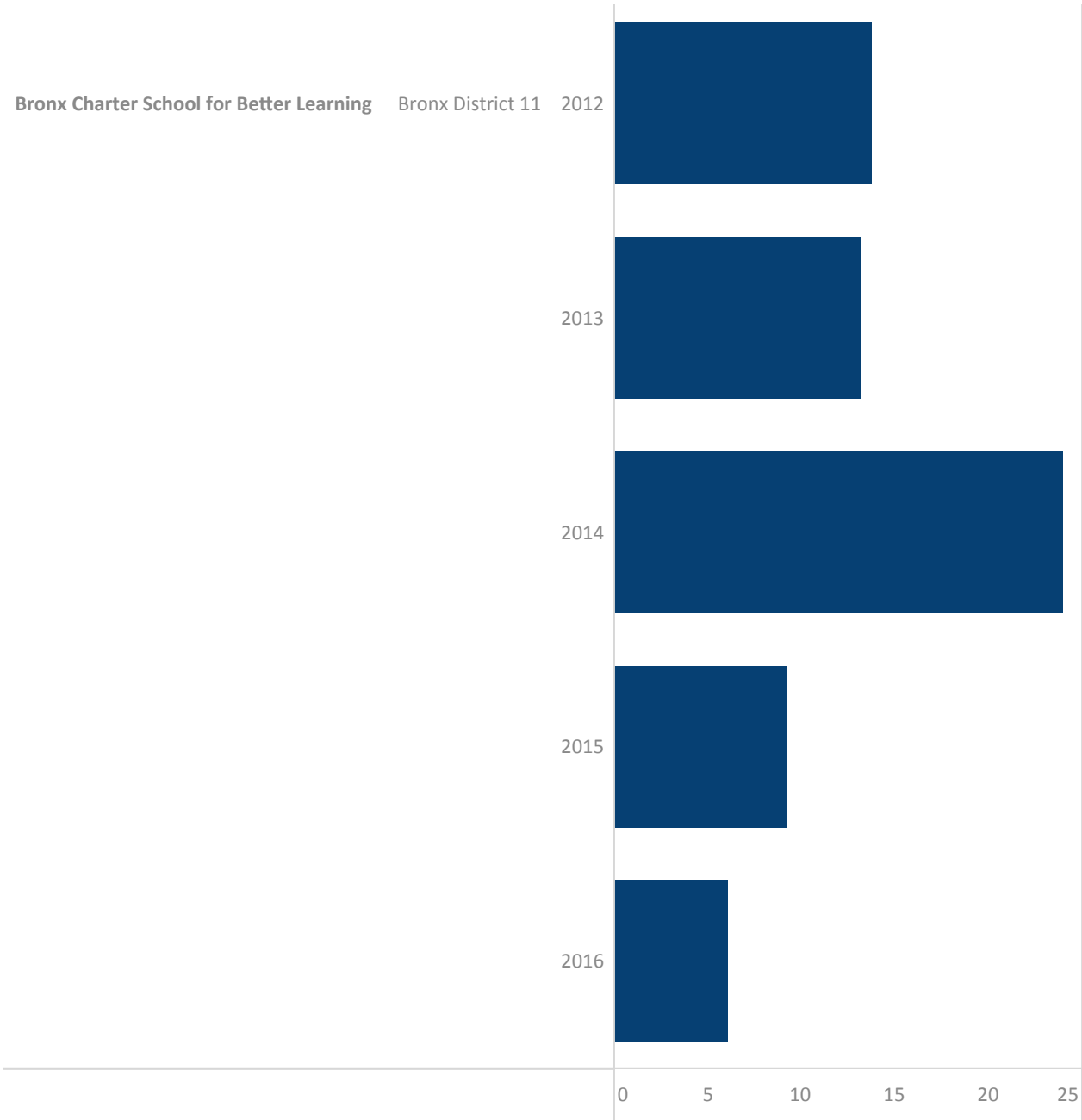
● 2015

## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Bronx Charter School for Better Learning	CSD 11	Yes	525	K-5
Bronx Charter School for Better Learning II	CSD 11	Yes	150	K-1

# APPENDIX E: Education Corporation Overview

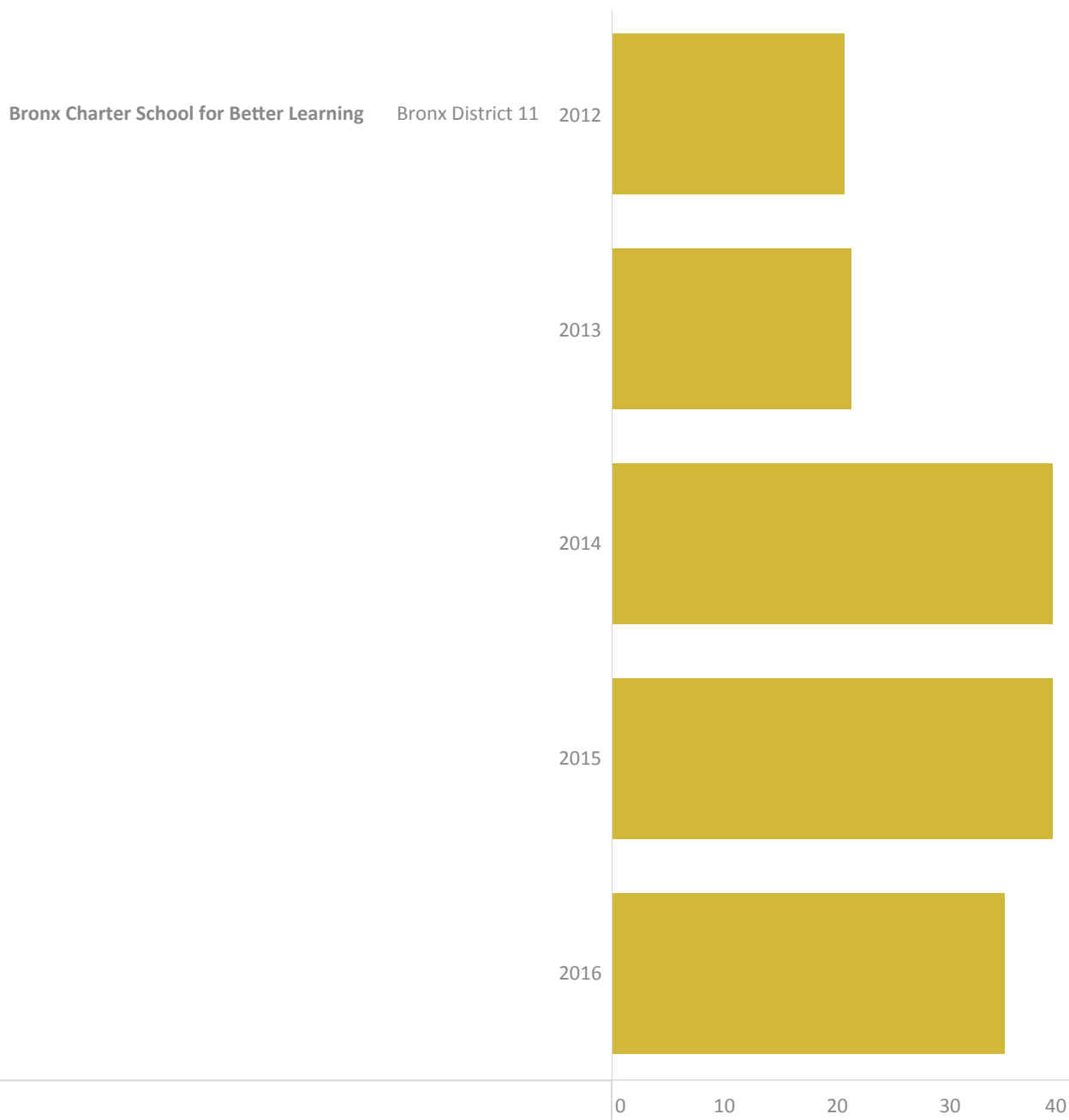
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.



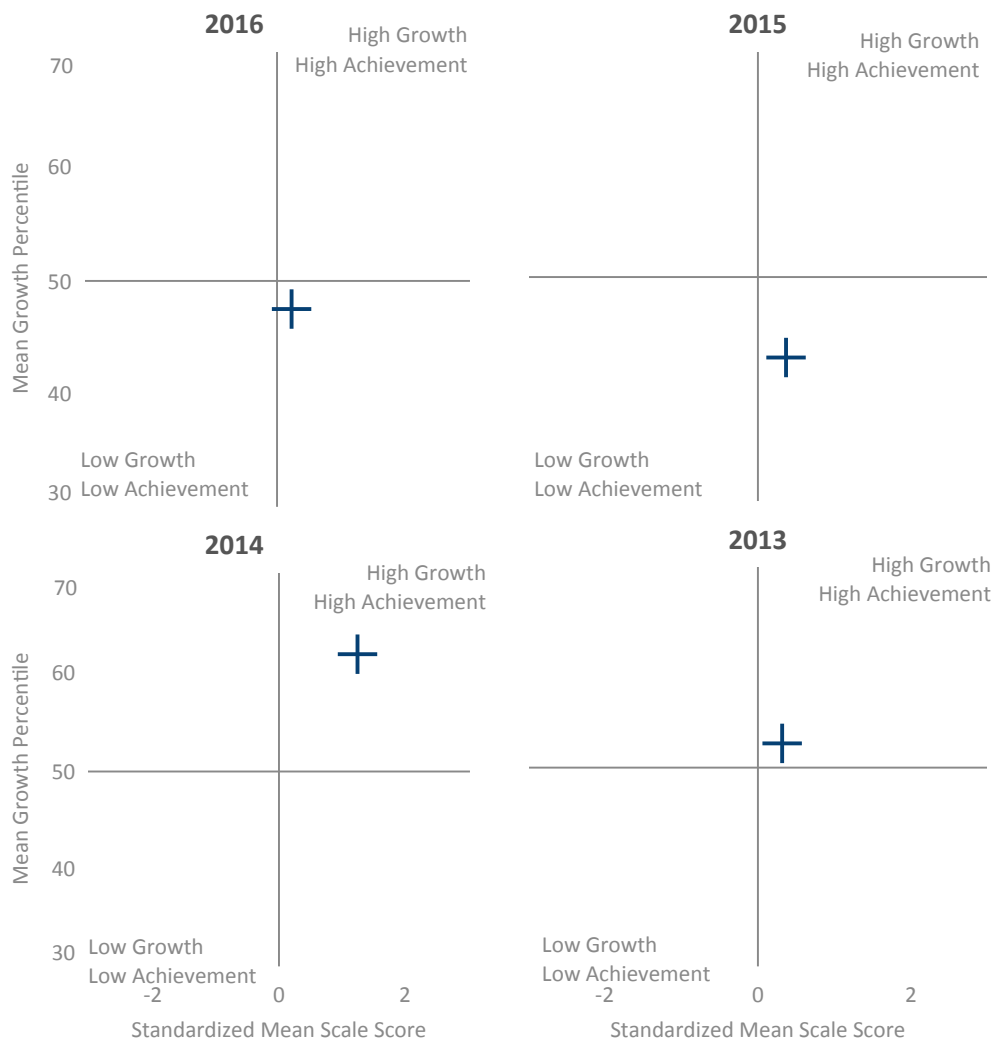
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

# APPENDIX E: Education Corporation Overview

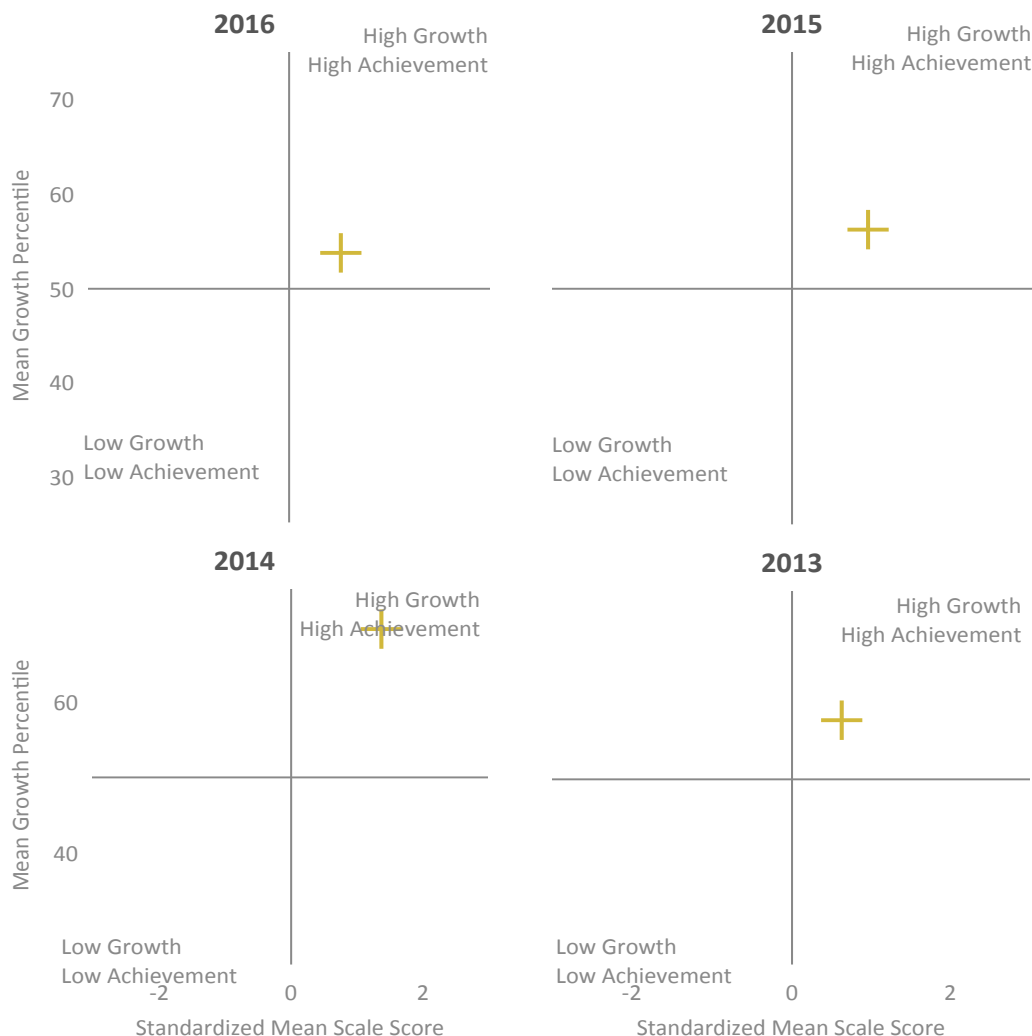
## ELA GROWTH AND ACHIEVEMENT: 2012-13 THROUGH 2015-16



These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

## MATH GROWTH AND ACHEIVEMENT: 2012-13 THROUGH 2015-16



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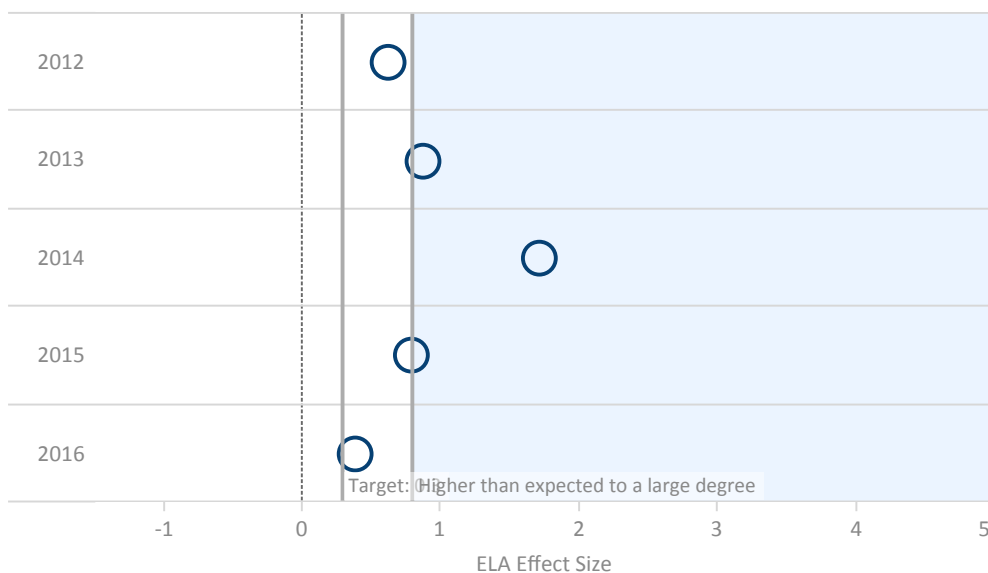
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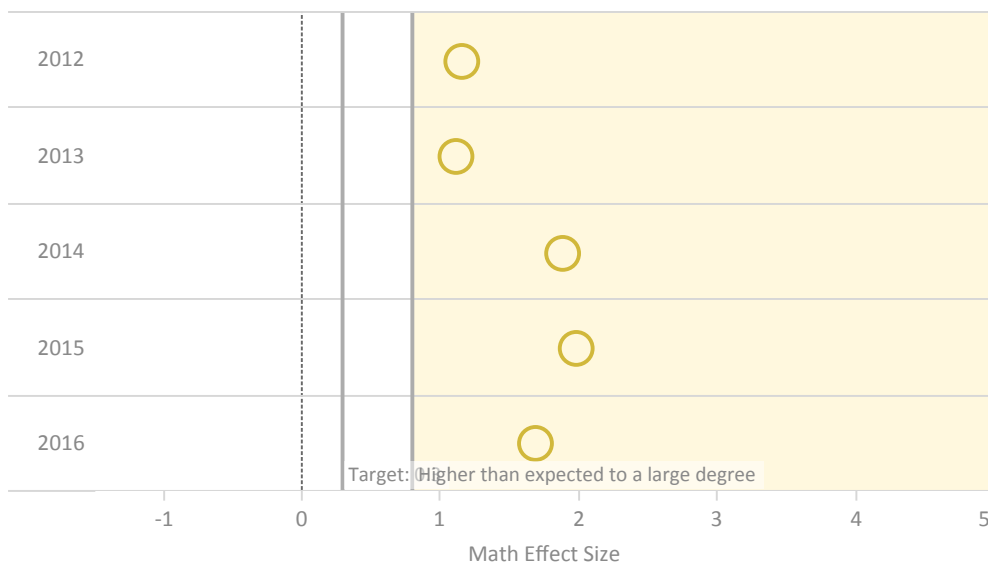


## ELA AND MATH EFFECT SIZE DOT PLOTS: 2011-12 THROUGH 2015-16

**ELA Effect Size by Year and School**



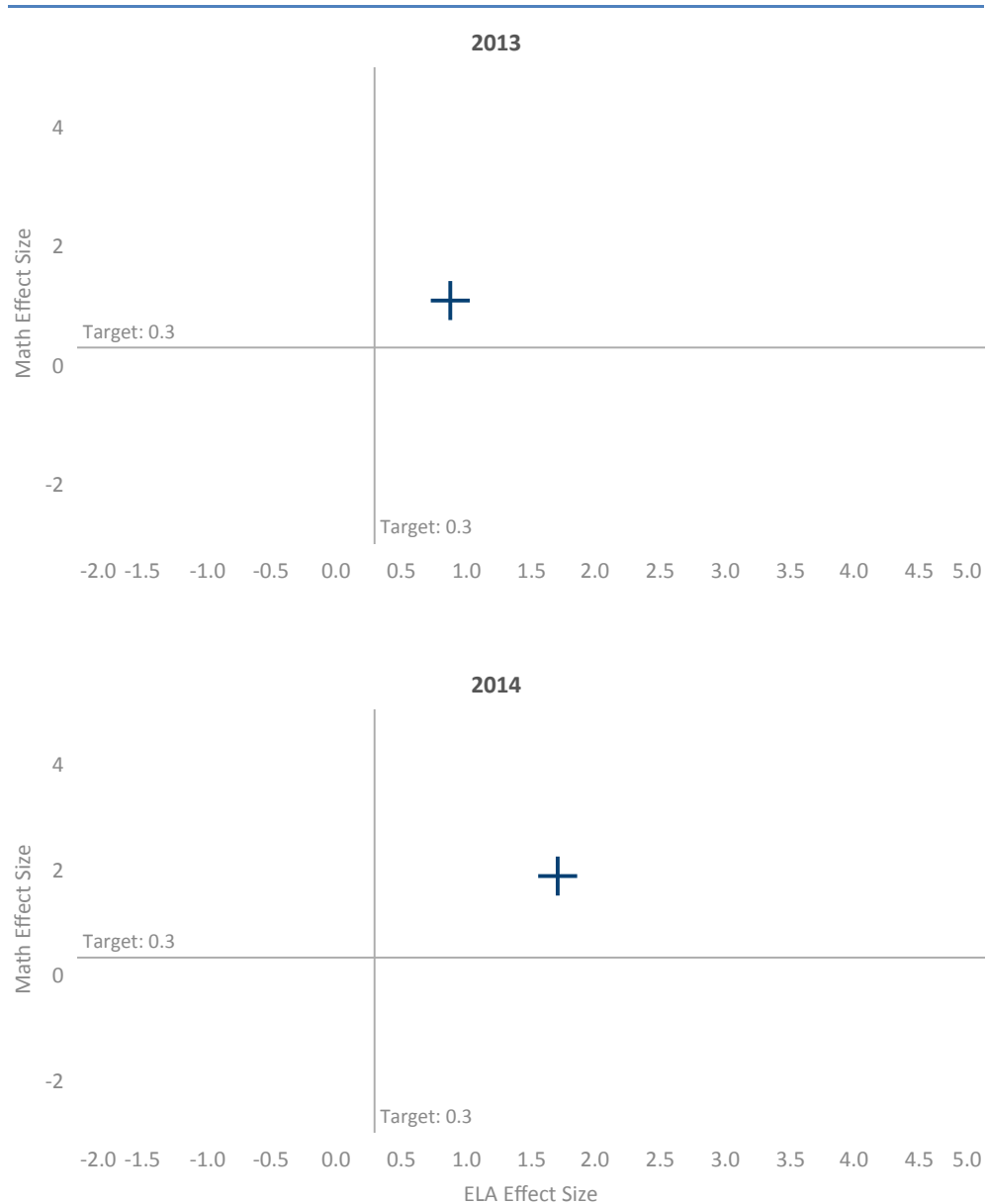
**Math Effect Size by Year and School**



The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

# APPENDIX E: Education Corporation Overview

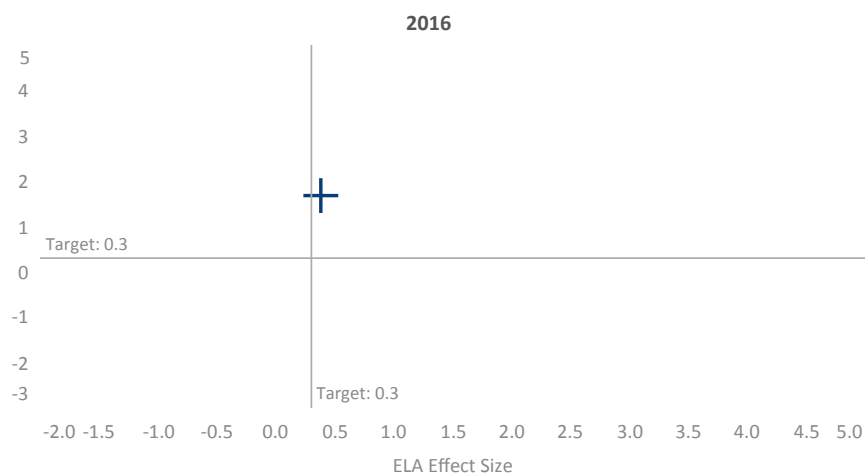
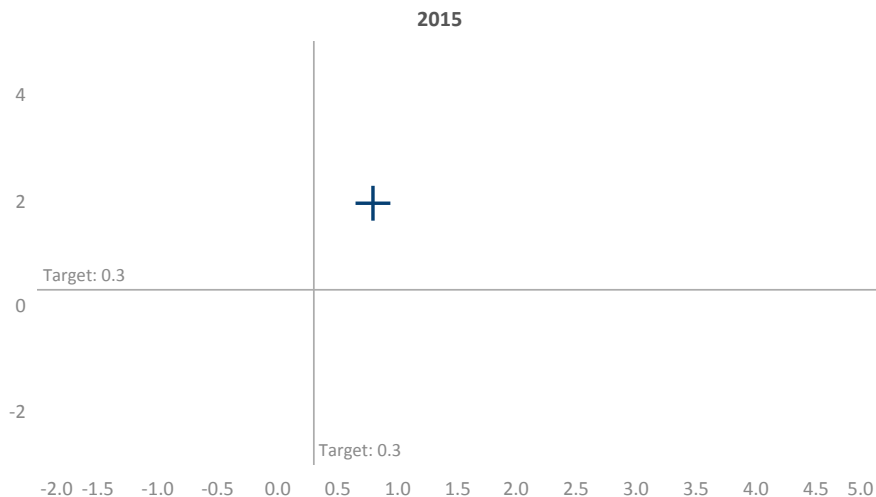
## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2012-13 THROUGH 2013-14



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.



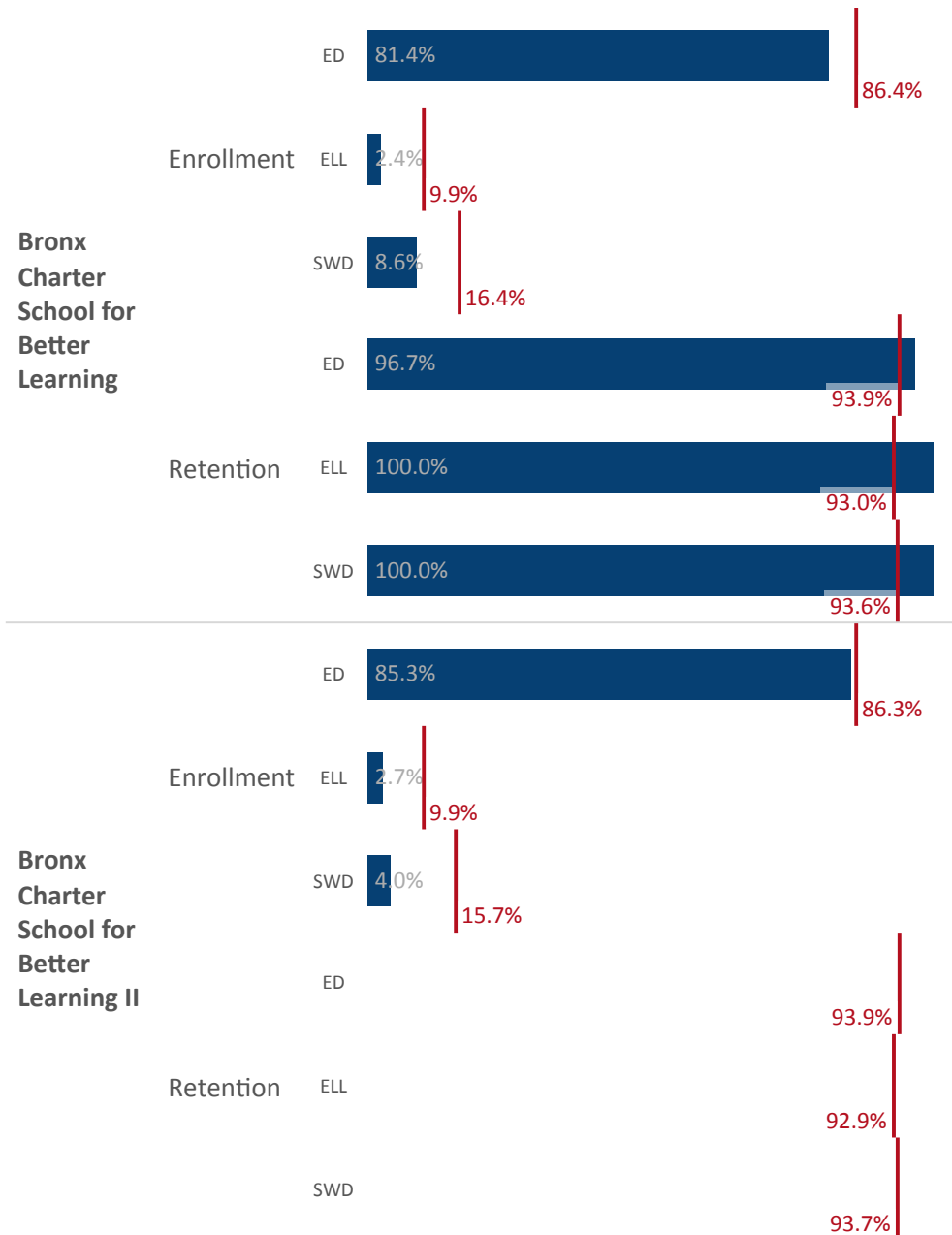
## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

# APPENDIX E: Education Corporation Overview

## ENROLLMENT AND RETENTION TARGETS

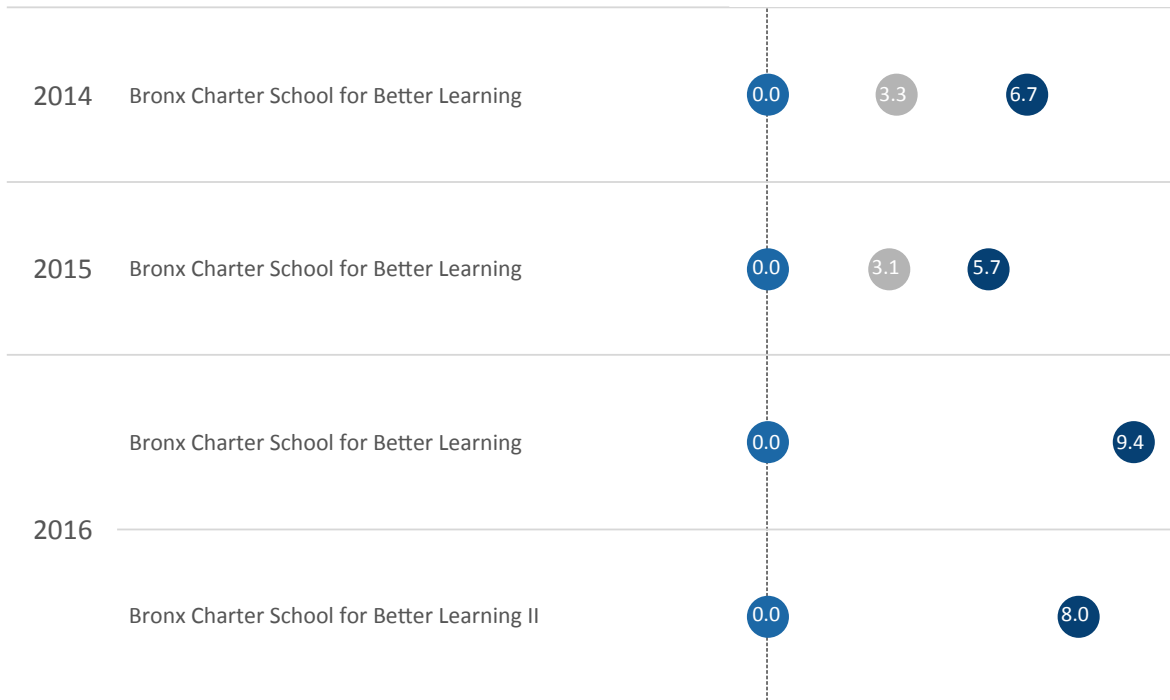


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.



# APPENDIX E: Education Corporation Overview

**Suspensions: Bronx Charter School for Better Learning Education Corporation's out of school suspension rate, in school suspension rate, and the district overall suspension rate.**



Although Community School District (“CSD”) and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible because available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the schools year ending in 2014 and 2015, Bronx Charter School for Better Learning schools expelled 0 students.

## PERSISTENCE IN ENROLLMENT

2015-16	96.9%
2014-15	96.3%
2013-14	97.6%

Persistence in enrollment illustrates the percentage of students not scheduled to age out of the schools who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

# APPENDIX F: Ed Corp Fiscal Dashboard

## BRONX CHARTER SCHOOL FOR BETTER LEARNING (MERGED)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

					MERGED
2011-12	2012-13	2013-14	2014-15	2015-16	
-	-	-	-	828,992	
-	-	-	-	499,765	
-	-	-	-	140,195	
-	-	-	-	15,917	
-	-	-	-	1,031,731	
-	-	-	-	2,516,600	
-	-	-	-	162,252	
-	-	-	-	154,539	
-	-	-	-	2,833,391	
-	-	-	-	279,583	
-	-	-	-	811,732	
-	-	-	-	46,217	
-	-	-	-	-	
-	-	-	-	-	
-	-	-	-	-	
-	-	-	-	1,137,532	
-	-	-	-	-	
-	-	-	-	1,137,532	
-	-	-	-	1,616,426	
-	-	-	-	79,433	
-	-	-	-	1,695,859	
-	-	-	-	2,833,391	
-	-	-	-	8,085,443	
-	-	-	-	569,950	
-	-	-	-	554,988	
-	-	-	-	306,815	
-	-	-	-	97,975	
-	-	-	-	-	
-	-	-	-	-	
-	-	-	-	9,615,171	
-	-	-	-	7,560,254	
-	-	-	-	1,097,232	
-	-	-	-	-	
-	-	-	-	-	
-	-	-	-	8,657,486	
-	-	-	-	878,898	
-	-	-	-	214,663	
-	-	-	-	9,751,047	
-	-	-	-	(135,876)	
-	-	-	-	137,786	
-	-	-	-	62,160	
-	-	-	-	3,313	
-	-	-	-	-	
-	-	-	-	203,259	
-	-	-	-	9,790,163	
-	-	-	-	28,267	
-	-	-	-	9,818,430	
-	-	-	-	67,383	
-	-	-	-	1,628,476	
-	-	-	-	-	
-	-	-	-	1,695,859	



BRONX CHARTER SCHOOL FOR BETTER LEARNING (MERGED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service	-	-	-	-	401,994
Administrative Staff Personnel	-	-	-	-	4,989,789
Instructional Personnel	-	-	-	-	838,412
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	-	6,230,194
Fringe Benefits & Payroll Taxes	-	-	-	-	1,583,974
Retirement	-	-	-	-	127,256
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	-	-	83,208
Professional Fees, Consultant & Purchased Services	-	-	-	-	593,640
Marketing / Recruitment	-	-	-	-	12,660
Student Supplies, Materials & Services	-	-	-	-	344,660
Depreciation	-	-	-	-	126,917
Other	-	-	-	-	648,539
<b>Total Expenses</b>	-	-	-	-	9,751,048

SCHOOL ANALYSIS

ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	-	-	470
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	-	-	-	-	572
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District: Yes

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

	2011-12	2012-13	2013-14	2014-15	2015-16
	-	-	-	-	-
	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	-	-	16,810
Other Revenue and Support	-	-	-	-	355
<b>TOTAL - GRAPH 3</b>	-	-	-	-	17,166

Expenses

Program Services	-	-	-	-	15,136
Management and General, Fundraising	-	-	-	-	1,912
<b>TOTAL - GRAPH 3</b>	-	-	-	-	17,048
% of Program Services	0.0%	0.0%	0.0%	0.0%	88.8%
% of Management and Other	0.0%	0.0%	0.0%	0.0%	11.2%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	0.0%	0.7%

Student to Faculty Ratio

-	-	-	-	-
---	---	---	---	---

Faculty to Admin Ratio

-	-	-	-	-
---	---	---	---	---

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	0.0	0.0	2.1
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	0	0	0	1,379,068
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	14.1%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	2.2
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	Good

Quick (Acid Test) Ratio

Score	0.0	0.0	0.0	0.0	2.2
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	Good

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.0	0.0	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	Excellent

Months of Cash - GRAPH 8

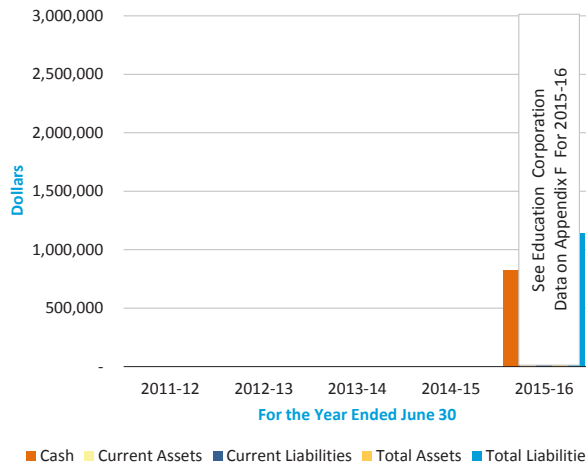
Score	0.0	0.0	0.0	0.0	1.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	Good

# APPENDIX F: Ed Corp Fiscal Dashboard

## BRONX CHARTER SCHOOL FOR BETTER LEARNING (MERGED)

GRAPH 1

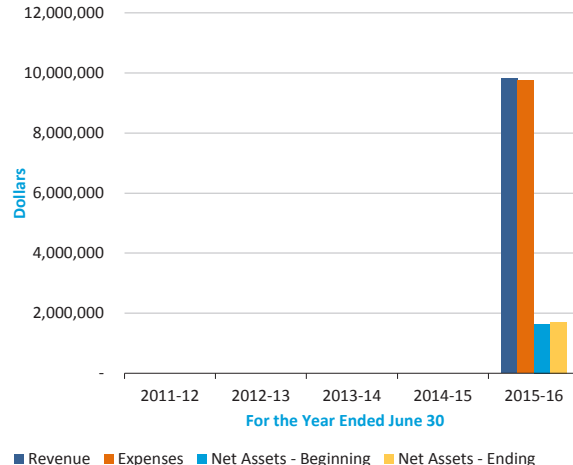
### Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

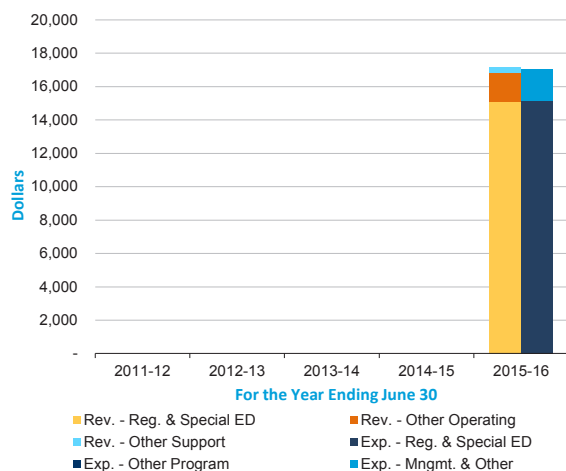
### Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3

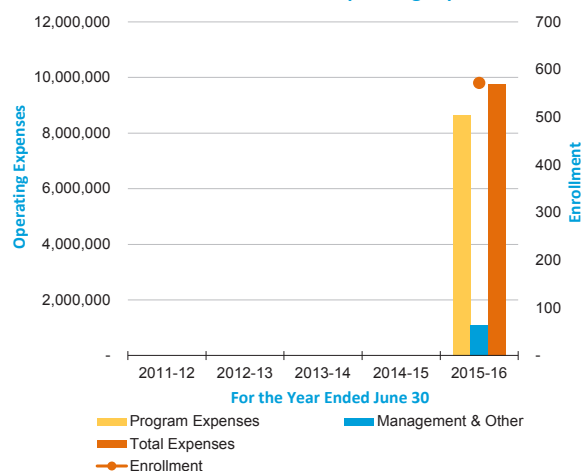
### Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

### Enrollment vs. Operating Expenses

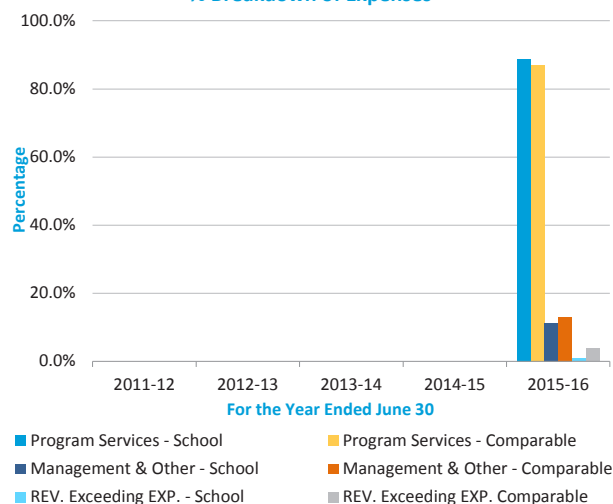


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

## BRONX CHARTER SCHOOL FOR BETTER LEARNING (MERGED)

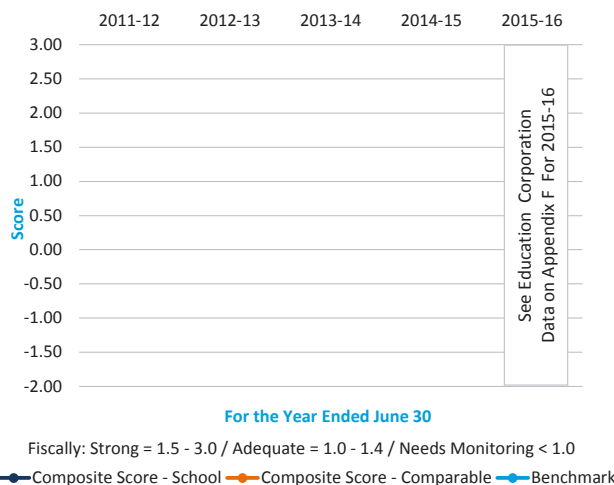
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

**GRAPH 5 % Breakdown of Expenses**



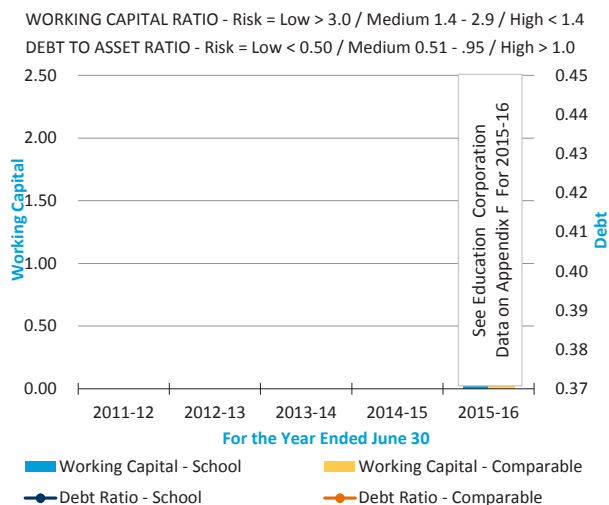
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

**GRAPH 6 Composite Score**



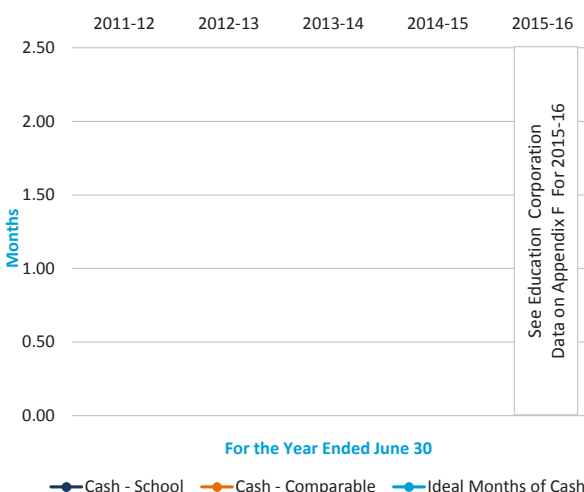
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

**GRAPH 7 Working Capital & Debt to Asset Ratios**



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

**GRAPH 8 Months of Cash**



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

