


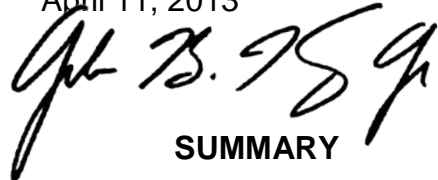


THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Charter Schools: Renewal of Seven Charters Authorized by the Chancellor of the New York City Department of Education (NYCDOE)

DATE: April 11, 2013

AUTHORIZATION(S):


SUMMARY

Issue for Decision

Should the Regents approve the proposed renewal charters for seven charter schools authorized by the Chancellor of the New York City Department of Education (NYCDOE)?

Reason(s) for Consideration

Required by State Statute.

Proposed Handling

This issue will be before the Regents P-12 Education Committee and the Full Board for action at the April 2013 Regents meeting.

Procedural History

The Chancellor of the NYCDOE approved these seven renewal charters and submitted them to the Regents for approval and issuance of the renewal charters as required by Article 56 of the Education Law, The New York State Charter School Statute.

Background Information

I recommend that the Board of Regents approve the proposed renewal charters for the following charter schools as proposed by the Chancellor of the New York City Department of Education (NYCDOE) in his capacity as a charter school authorizer under

Article 56 of the Education Law. Consistent with 2852 5(a) and 5(b), the Board of Regents may approve and issue the charters as recommended by the Chancellor of the New York City Department of Education; or may return the proposed renewal charters to the Chancellor of the New York City Department of Education for reconsideration with written comments and recommendations. The Board of Regents would then have to consider and act on any re-submitted charter renewal recommendations on or before the regularly scheduled June 2013 Board of Regents meeting as the charter terms for all seven (7) schools under consideration expire on June 30, 2013.

For each of the seven (7) schools, links to NYCDOE's full Renewal Reports are provided after the name of each school below, and a summary of NYCDOE's 2013 Renewal Recommendation is attached to this item:

Five-year Renewals:

- Bronx Global Learning Institute for Girls Charter School (with a reduction in enrollment to 300 students)

<http://schools.nyc.gov/NR/rdonlyres/6EE69E72-1834-47D1-AC1F-70D7FAD44E22/0/BGLIGRenewalReport201213finalupdated.pdf>

- South Bronx Charter School for International Cultures and the Arts

http://schools.nyc.gov/NR/rdonlyres/61E8A298-6D96-405F-9CC8-D043A22E7747/0/SBCSICARenewalRpt201213_Final_v2.pdf

Three-year Renewals with Conditions:

- Future Leaders Institute Charter School

<http://schools.nyc.gov/NR/rdonlyres/F63D3BEC-65B5-4453-BF79-568397B6FC84/0/FLIRenewalReport201213FINALupdated.pdf>

- Mott Haven Academy Charter School

http://schools.nyc.gov/NR/rdonlyres/E16F5075-81D8-499A-9093-24E41191E9C5/0/2012RenewalReport_MottHavenCS_FINAL121112updated.pdf

- NYC Charter School for Architecture, Engineering and Construction Industries (AECI) (with a reduction in enrollment to 415 students)

<http://schools.nyc.gov/NR/rdonlyres/C59567E8-72BF-4234-955B-E8B9D6A1F7F9/0/AECIRenewalReport201213final32213.pdf>

Two-year Renewals with Conditions:

- Bronx Community Charter School

http://schools.nyc.gov/NR/rdonlyres/86EDC126-4915-4878-9211-AA6965E1ACC0/0/2012RenewalReport_BronxCommunityfinalupdated.pdf

- The Ethical Community Charter School (TECCS)

<http://schools.nyc.gov/NR/rdonlyres/48D95729-BBC9-410D-B5C9-C535D149E4F2/0/1TECCSRenewalReportFINALupdated.pdf>

Recommendation

If the Board of Regents accepts the recommendations of the Chancellor of the New York City Department of Education, the motions for charter renewal for these seven (7) schools under consideration are:

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Bronx Global Learning Institute for Girls Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2018.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the South Bronx Charter School for International Cultures and the Arts as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2018.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and

issues the renewal charter of the Future Leaders Institute Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2016.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Mott Haven Academy Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2016. VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the NYC Charter High School for Architecture, Engineering and Construction Industries as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2016.

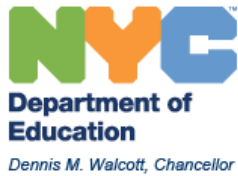
VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Bronx Community Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2015.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of The Ethical Community Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2015.

Timetable for Implementation

The Regents action for the above named charter schools will become effective immediately.

Attachment



April 8, 2013

John B. King Jr.
Commissioner of Education
The State Education Department
The University of the State of New York
Albany, NY 12234

Commissioner King,

In the 2012-2013 academic year, I have considered the renewal of charters from 14 public charter schools in New York City. The NYCDOE's Charter Schools Accountability and Support team has evaluated each of these 14 schools.

The NYCDOE recommends that the following schools be granted a full 5-year renewal, with terms starting July 1, 2013.

- Bronx Global Learning Institute for Girls Charter School with a reduction in enrollment to 300 students (CSD 7)
- South Bronx Charter School for International Cultures and the Arts (CSD 7)

The NYC DOE recommends that the following schools be granted a 3-year renewal with conditions, with terms starting July 1, 2013:

- Future Leaders Institute Charter School (CSD 3)
- Mott Haven Academy Charter School (CSD 7)
- NYC Charter High School for Architecture, Engineering and Construction Industries (AECI) (CSD 7)

The NYC DOE recommends that the following schools be granted a 2-year renewal with conditions, with terms starting July 1, 2013:

- Bronx Community Charter School (CSD 10)
- The Ethical Community Charter School (TECCS) (CSD 14)

The conditions (for the applicable schools) for the next renewal are listed below. If the schools do not meet all specified conditions, future renewal is in jeopardy.

- Future Leaders Institute Charter School
 - Score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress and Student Performance grades on the Progress Report.
 - Equal or surpass CSD proficiency levels in Math and ELA in testing grades of grade to grade comparisons (i.e., 3rd grade to 3rd grade) during new charter term.
- Mott Haven Academy Charter School
 - Score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress and Student Performance grades on the Progress Report.
 - Meet school-wide and cohort proficiency goals as outlined in accountability plan as of 3/31/2013.

- NYC Charter High School for Architecture, Engineering and Construction Industries (AECI)
 - Score C or better in each year of the new charter term. Increase college readiness index measure.
 - Improve 4-year Graduation Rate by scoring in the 50th percentile or above of peer schools on the NYC DOE Progress Report within two years after renewal.
 - Improve Percent of Students Earning Regents Diploma rate by scoring in the 50th percentile or above of peer schools on the NYC DOE Progress Report within two years after renewal.
 - A reduction of enrollment to 415 students at the end of the charter term.

- Bronx Community Charter School
 - Score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress and Student Performance grades on the Progress Report.
 - Equal or surpass CSD proficiency levels in Math and ELA in testing grades of grade to grade comparisons (i.e., 3rd grade to 3rd grade) during new charter term.

- The Ethical Community Charter School (TECCS)
 - Score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress and Student Performance grades on the Progress Report.
 - Equal or surpass CSD proficiency levels in Math and ELA in testing grades of grade to grade comparisons (i.e., 3rd grade to 3rd grade) during new charter term.

We request that all recommendations be added to the Regents April vote for finalization. If you require any further information please contact us. The NYCDOE recognizes that per law, the State Department of Education may take up to 90 days to review these changes. If we do not hear from you within that timeframe we will consider that you are in agreement with our determination and the status of these requests.

Sincerely,



Marc S. Sternberg
Deputy Chancellor for Portfolio Planning

**Summary of 2013 Renewal Recommendation:
Bronx Global Learning Institute for Girls Charter School (BGLIG)**

I. Charter School Overview:

Name of Charter School	Bronx Global Learning Institute for Girls Charter School
School leader	Celia Domenech
Management Company	N/A
Other Partner(s)	Victory Education Partners, Bronx Lebanon Hospital
District of Location	7
Facility	750 Concourse Village West, Bronx
School Opened For Instruction	2008-2009
Current Charter Term	2/11/2013
Current Grade Levels/Students Served	K-5, 291 (450 maximum enrollment)
Maximum Grades/Enrollment at end of current charter	K-5, 450 (reduced to 300 for next charter term*)

*DOE authorized the revision in maximum student enrollment number due to space restraints.

**II. Overview of Supporting School-Specific Data:
Performance on the NYC Progress Report**

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall			C	A
Progress			C	A
Performance			B	A
Environment			B	B

Students scoring at or above Level 3, compared to CSD and NYC averages:

% Proficient in English Language Arts				
	2009	2010	2011	2012
BGLIG			40.4	59.8
CSD 7*			28.9	28.2
NYC*			48.1	50.7
% Proficient in Math				
	2009	2010	2011	2012
BGLIG			59.6	80.4
CSD 7*			33.7	39.8
NYC*			54.8	61.4

*CSD and City data represent common testing grades only for all years presented

BGLIG's proficiency rate compared to CSD and Citywide averages:

% Proficient in English Language Arts				
	2009	2010	2011	2012
BGLIG vs CSD			11.5	31.7
BGLIG vs NYC			-7.7	9.1
% Proficient in Math				
	2009	2010	2011	2012
BGLIG vs CSD			25.9	40.6
BGLIG vs NYC			4.8	19.1

III. Rationale for Recommendation

A. Performance

The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement. BGLIG, established in 2005, has accomplished their primary obligation of this objective. The school earned an A on its most recent NYCDOE Progress Report in 2011-2012, including an A on the Student Progress and Student Performance measures.¹ Based on this year's Overall Progress Report score, BGLIG ranks in the top 14% of all elementary schools citywide. The school is also in good standing with state and federal accountability measures.²

BGLIG has outperformed both CSD 7's and NYC's average in ELA and Math. In particular, BGLIG made substantial gains in their ELA performance since 2011. Whereas BGLIG had an ELA proficiency rate 11.5% higher than the CSD average in 2011, this year BGLIG outperformed CSD ELA proficiency average by 31.7%. This represents a 20 percentage point increase in ELA proficiency from year to year, when compared with the CSD ELA proficiency average. Moreover, BGLIG has made substantial gains in their ELA proficiency from 2011 to 2012, moving proficiency from 40.4% to 59.8%, whereas the CSD proficiency remained flat during the same period (28.9% in 2011 and 28.2% in 2012). BGLIG has made equally impressive gains in student performance on NYS assessments in Math. From 2011 to 2012, student proficiency increased 21 percentage points, with 80.4% of children scoring above level 3 on the test, outperforming the district by 41 percentage points and the city by 19 percentage points. Additionally, the school has improved its performance versus that of peer schools in both ELA and Math. In 2011-12, the school scored better than 74% and 83% of schools in its Peer Group in its percentage of students at Level 3 or above for both ELA and Math, respectively.³ BGLIG has made these performance gains while serving 85% Free and Reduced Lunch (F/RL) students, which is comparable to the number (87%) of F/RL students in CSD 7.

The DOE performed four annual site visits (2009 – 2012) to BGLIG during the current charter term and found the dual-language school to have a supportive environment that communicates high expectations for behavior and academics. The pedagogy has been adapted over time to meet the needs of all learners with additional focus on those at risk. During the first charter term the school has made progress in fine-tuning the curriculum, aligning it to the Common Core standards and increasing the amount of focus on ELA to support students' performance on state assessments.

Furthermore, BGLIG has established a safe educational environment that encourages and supports student learning. During visits to the school, teachers were observed giving students positive feedback during classroom instruction. Students reported that teachers and support staff are accessible and available for both academic assistance and social challenges. Teaching staff use a variety of instructional techniques, including direct instruction, collaborative groups and independent practice. Two Title I teachers focus on the highest need students and those with IEPs, working closely with the grade level teachers to determine individualized interventions. Further student-targeted coaching is provided by consultants with the management partner, Victory Schools.

¹ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

² New York State Education Department - www.nysed.gov

³ 2010-11 and 11-12 Progress Reports.

The school employs an assessment system and data-tracking tools to monitor student performance and identify needed interventions. Data measuring student performance is collected during interim assessments using the DIBELS benchmark for English literacy, IDELS for Spanish literacy, and Fountas & Pinnell benchmark assessments, along with unit assessments to determine classroom groupings and target students in need of additional support. The IOWA Test of Basic Skills (ITBS) is given to all new students in order to establish a baseline, and then given every subsequent year to measure achievement gains. It is important to note that BGLIG offers programming to meet the needs of all students. The school utilizes differentiated and small group instruction, along with and aligned to curriculum with the Common Core Learning Standards.

B. Finances

The charter school must also be able to demonstrate its ability to operate in an educationally and fiscally sound manner over the course of its charter. Based on the DOE review, BGLIG has proven to be an effective and viable organization by maintaining a balanced budget and positive net cash. The school is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices. For the past three fiscal years (2010, 2011 and 2012), the school had a clean financial audit, with positive net cash on hand. The school has consistently met its revised enrollment target of 300 students. This indicates the school's per pupil funding revenue is consistent. The school's cash flow has trended upward and they have been able to build a strong reserve, finishing fiscal year 2012 with \$1.4 million.

C. Operations

BGLIG's recent academic successes are indicative of a strong performing operation. The school has effective operational and financial systems in place. Student records were found to be well maintained with all required documentation, including proof of NYC residency, immunization, and emergency contact. Staff records were also orderly, including fingerprint, background check clearance and NYS certification for teaching staff.

There is demonstrated parent engagement at the school, with an active Parent Teacher Organization, whose president has a seat on the school's Board of Trustees. The Board of Trustees has continued developing the capacity for effective oversight of the school and has maintained stability through continuity in membership. The majority of board members have been on the board since the founding of the school.

This qualitative data is supported by constituent responses on the NYCDOE's Learning Environment Survey In 2011-2012, 100% of teachers reported that "Order and Discipline is Maintained at My School" and 99% of parent respondents agreed with the statement, "My Child is Safe at School".⁴

BGLIG has established a warm, positive, and motivational culture. Teachers and students are supportive of each other. Students were observed enthusiastically engaging in classroom activities and were eager to share what they liked best about their school. The school also sets long-term goals for the students through college bound expectations.

For the aforementioned reasons, the NYCDOE recommends a full, five-year renewal for BGLIG at the authorized-approved enrollment of 300 students, which will allow the school to continue to serve students well in its current space.

⁴ NYC DOE School Survey – <http://schools.nyc.gov/survey>

**Summary of 2013 Renewal Recommendation:
South Bronx Charter School for International Cultures and the Arts (SBCSICA)**

I. Charter School Overview:

Name of Charter School	South Bronx Charter School for International Cultures and the Arts
School leader	Evelyn Hey
Management Company	N/A
Other Partner(s)	Victory Education Partners
District of Location	7
Facility	577 East 139th St., Bronx
School Opened For Instruction	2005-2006
Current Charter Term	5/16/2013
Current Grade/Enrollment Levels	K-5, 390
Maximum Grades/Enrollment at end of current charter	K-5, 400

II. Overview of Supporting School-Specific Data:

Performance on the NYC Progress Report

Progress Report Grade	2008-09	2009-10	2010-2011	2011-2012
Overall	B	A	B	A
Progress	B	A	B	B
Performance	A	B	B	A
Environment	C	A	A	A

Students scoring at or above Level 3, compared to CSD and NYC averages:

% Proficient in English Language Arts				
	2009	2010	2011	2012
SBCSICA	74.8	45.4	57.2	62.3
CSD 7*	51.6	27.7	29.8	29.6
NYC*	69.2	46.1	49.4	51.2
% Proficient in Math				
	2009	2010	2011	2012
SBSICA	96.0	76.6	70.1	68.2
CSD 7*	78.8	37.9	38.3	41.8
NYC*	88.2	57.5	60.0	62.6

*CSD and City data represent common testing grades only for all years presented

SBCSICA's proficiency data compared to CSD and Citywide averages

% Proficient in English Language Arts				
	2009	2010	2011	2012
SCBSICA vs CSD	+23.2	+17.7	+27.4	+32.7
SCBSICA vs NYC	+5.6	-0.7	+7.8	+11.1
% Proficient in Math				
	2009	2010	2011	2012
SCBSICA vs CSD	+17.3	+38.7	+31.8	+26.4
SCBSICA vs NYC	+7.8	+19.1	+10.1	+5.6

III. Rationale for Recommendation

A. Performance

The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement. SBCSICA has fulfilled their primary obligation in this right. The school earned an A on its NYCDOE Progress Report in 2011-2012, a B in 2010-2011, an A in 2009-2010, and a B in 2008-2009.¹ Based on this year's overall Progress Report score, SBCSICA ranks in the top 81% of all elementary schools citywide. The school is also in good standing with state and federal accountability.²

SBCSICA was previously renewed for a short term 3-year period in 2009-10 due to mixed results in student progress and the school incurred significant debt during its first charter period. During its current charter term, the DOE performed 2 annual site visits in 2011 and 2012 and found the school to have a consistent curricular program that incorporates a dual language approach. Over this charter term the school has made progress in developing the curriculum, aligning it to the Common Core standards, and coordinating the work between the upper and lower grades. SBCSICA has also established a financial reserve.

SBCSICA has outperformed CSD 7's average both in ELA and Math for each of the past four years. In particular, SBCSICA has made substantial gains in their ELA performance since 2010. Whereas SBCSICA had an ELA proficiency rate 17.7 percentage points higher than the CSD average in 2010, this year SBCSICA outperformed CSD ELA proficiency average by 32.7 percentage points. This represents an increase of 15 percentage points in ELA proficiency over the years, when compared with the CSD ELA proficiency average. Moreover, SBCSICA has made gains in their ELA proficiency over the past few years. In 2009-2010, 53% of students were proficient in ELA. This year, 63% received a level 3 or 4 on their ELA exam. Additionally, the school has improved its performance versus that of peer schools in both ELA and Math. In 2011-12 the school scored in the top quartile "Percent of Peer Range" in its percentage of students at Level 3 or above for both ELA and Math.³ SBCSICA also placed in the top 73% of all elementary schools in the city with respect to their ELA Progress.

SBCSICA has made substantial performance gains over the years while continuing to serve more English Language Learners (ELLs) and Free and Reduced lunch (F/RL) students than their district counterparts. In the 2012-2013 school year, SBCSICA's student body is comprised of 95.1% F/RL students, compared to 91.5% in the district, and 23.1% ELLs, compared to 18.8% in CSD 7.

Further, SBCSICA's teaching staff use a variety of instructional techniques, including direct instruction, collaborative groups and independent practice. The school has focused in the last two years on implementing an active learning model with an inquiry approach, which was evident in observed classrooms. Additionally, the school has developed scope and sequences and curriculum maps for subjects in both English and Spanish that are archived on the computer-based Performance Plus system. The curriculum has been refined over time with input from teachers and consultants with content area expertise. SBCSICA is using the Common Core standards to set expectations for teaching and learning – topics are spiraled across grades and subjects, and text selection has been informed by Common Core recommendations.

It is important to note that SBCSICA offers programming to meet the needs of all students; the school emphasizes differentiation, particularly to address the needs of native and non-native speakers within the same classroom. At the beginning of the year, teachers receive IEPs for their students with

¹ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

² New York State Education Department - www.nysed.gov

³ 2010-11 and 11-12 Progress Reports.

disabilities and receive ongoing training in differentiation techniques. SBCSICA also offers a dual-language model that has students learning all subjects in either English or Spanish on alternating weeks with students in state testing grades receiving at least two hours of English instruction daily.

B. Finances

The charter school must also be able to demonstrate its ability to operate in an educationally and fiscally sound manner over the course of its charter. Based on the DOE's review, SBCSICA has proven to be an effective and viable organization by maintaining a balanced budget and positive net cash on hand.

The school has effective operational and financial systems in place. The operations staff members have clearly defined roles and responsibilities and effective systems are in place with which to operate the school, and teachers reported having adequate resources, including instructional materials and technology such as laptops and SmartBoards.

The school is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices. For the past three fiscal years (2010, 2011 and 2012), the school had a clean financial audit with positive net cash on hand. The school has consistently met its enrollment target. This indicates the school's per pupil funding revenue is constant. The school's cash flow has trended upward and it has built a strong reserve, finishing fiscal year 2012 with \$1.2 million.

C. Operations

While SBCSICA's performance data supports their academic successes, DOE's qualitative review confirms that SBCSICA has also established a culture that is conducive to learning. The school felt safe, warm and orderly; students were very respectful. There was evidence of accountable talk in classrooms; students had clearly been taught procedures for conversation, beginning sentences with "I disagree because..." or "I agree because..." The use of enthusiastic applause for other students' answers was also seen in multiple classes.

This qualitative data is supported by SBCSICA's A in Environment on each of its last three Progress Reports. As evidenced by their results on the NYCDOE School Survey in 2011-2012, SBCSICA continuing to maintain a strong school culture. Based on survey responses from teachers, SBCSICA ranked in the top 84% of elementary schools citywide. Further, the school scored Well Above Average on the Communication sections of the NYC DOE School Survey in 2011-2012, and Above Average on the Academic Expectations, Engagement, and Safety & Respect sections; 90% of the school's parents responded to the survey, and 100% of the school's teachers.⁴

SBCSICA has strong instructional leadership that provides support and supervision to the faculty. Teachers reported that instructional leaders are frequently in their classrooms and provide regular informal feedback. Moreover, they felt the feedback was useful to their practice. SBCSICA also has a robust professional development program, including a focus on collaborative planning, the dual-language model, and curriculum development and instructional practices aligned to Common Core standards.

For the aforementioned reasons, the NYCDOE recommends a full, five-year renewal for SBCSICA.

⁴ NYC DOE School Survey – <http://schools.nyc.gov/survey>



**Summary of 2013 Renewal Recommendation:
Future Leaders Institute Charter School**

I. Charter School Overview:

Name of Charter School	Future Leaders Institute Charter School
School leader	Ismael (Izzy) Colon
Management Company	N/A
Other Partner(s)	N/A
District of Location	3
Facility	134 West 122nd St., Manhattan
School Opened For Instruction	2005-2006
Current Charter Term	6/30/2013
Current Grade Levels/Enrollment	K-8, 370
Maximum Grades/Enrollment at end of current charter	K-8, 376

**II. Overview of Supporting School-Specific Data:
Performance on the NYC Progress Report**

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall	B	D	F	B
Progress	C	F	F	B
Performance	A	D	F	D
Environment	B	B	C	C

Students scoring at or above Level 3, compared to CSD and NYC averages:

% Proficient in English Language Arts				
	2009	2010	2011	2012
Future Leaders Institute Charter School	83.1	40.5	31.9	34.7
CSD 3*	75.5	52.8	56.0	58.7
NYC*	68.9	42.4	43.9	46.9
% Proficient in Math				
	2009	2010	2011	2012
Future Leaders Institute Charter School	83.9	38.2	33.2	50.2
CSD 3*	84.6	59.9	65.7	67.8
NYC*	81.8	54.1	57.3	60.0

*CSD and City data represent common testing grades only for all years presented

FLI's proficiency rate compared to CSD and Citywide averages:

% Proficient in English Language Arts				
	2009	2010	2011	2012
FLI vs CSD	7.6	-12.3	-24.1	-24.0
FLI vs NYC	14.2	-1.9	-12.0	-12.2
% Proficient in Math				
	2009	2010	2011	2012
FLI vs CSD	-0.7	-21.7	-32.5	-17.6
FLI vs NYC	2.1	-15.9	-24.1	-9.7

III. Rationale for Recommendation

A. Performance

The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement. Future Leaders Institute has partially demonstrated fulfillment of their primary obligation. The school earned a B on its NYCDOE Progress Report in 2011-2012, F in 2010-2011, D in 2009-2010, and a B in 2008-2009.¹ Based on this year's Overall Progress Report score, FLI ranks in the top 43% of all elementary schools citywide. The school is also in good standing with state and federal accountability measures.²

FLI was previously renewed for a short term 3-year period in 2009-10 due to mixed academic results during the charter period as well as structural leadership changes. During its current charter term, the DOE performed 2 annual site visits in 2011 and 2012 and found the school to have consistent progress over measuring, collecting, connecting and analyzing data as it relates to instruction. Over this charter term the school earned a B grade in Student Progress on the 2011-12 Progress Report, indicating that students made strong gains versus their peers. Along with this, the school has added two administrator positions that report to the Principal; particularly the two Heads of School were restructured so they could spend more time providing direct classroom support to teachers.

Future Leaders Institute has underperformed CSD 3's average, both in ELA and Math for each of the past three years. However, FLI has made substantial gains in their Math performance since 2010. The school's math proficiency rates increased substantially (+17 points) from 2010-11 to 2011-12³. Moreover, FLI has made some gains in their ELA proficiency over the years. FLI rebounded from a dip in ELA performance in 2010-11, with a higher percentage of students scoring a Level 3 or higher in three of the six grades tested (3rd, 5th and 6th graders) than in previous years.

FLI has made substantial performance gains over the years while continuing to serve an increasing portion of Free and Reduced Lunch (F/RL) students, English Language Learners (ELLs), and Students with disabilities (SwD). The school has provided more classroom teachers and supports to students, including underachieving, ELL, and SwD students, as well as those receiving free and reduced lunch. FLI has established a suite of intervention services: daily push-in support in reading at each grade level, and at most levels for math, integrated co-teaching classrooms at select grade levels, K-5, offering limited pull-out instruction for individuals and/or small groups, on-site counseling services for individuals and groups (provided by licensed guidance counselors and social workers), and on-site facilitation of speech and language and occupational therapy (provided by external agencies). In the 2012-2013 school year, FLI's student body is comprised of 69.4% F/RL students, compared to 49.7% in CSD 5.

Further, FLI's teaching staff uses a variety of instructional techniques, including direct instruction, collaborative groups and independent practice. The school has also placed a greater focus on differentiation of instruction for those students who demonstrate the lowest levels of proficiency. Since 2010, FLI has focused on realigning its curriculum to the Common Core Learning Standards (CCLS) with the development of curriculum maps, creation of units designed to improve teacher

¹ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

² New York State Education Department - www.nysed.gov

³ 2010-11 and 11- 12 Progress Reports – <http://schools.nyc.gov/progressreport>

effectiveness and student achievement through inquiry, and assessments that capture what students know, understand, and are able to do at each grade level. A variety of new curriculum resources have also been purchased, including textbooks and science lab materials.

It is important to note that FLI has placed great efforts into reaching out to parents, including parents of at-risk students, to engage them in the school and its activities. Moreover, FLI's Extended Day Program was reworked to include more tutoring to support the academic program.

B. Finances

The charter school must also be able to demonstrate its ability to operate in an educationally and fiscally sound manner over the course of its charter. Based on the DOE review, FLI has proven to be an effective and viable organization by maintaining annual budgets that met all short- and long-term financial responsibilities with available revenues.

FLI has effective operational and financial systems in place. School leadership has established clear roles for the school operations staff. The school operations staff is led by the Director of Operations, who ensures the school is meeting all local, state and federal laws. FLI is compliant with local, state and federal laws, which includes documentation of staff fingerprint clearance, teacher certification, AED and immunization rate compliance. The school has added staff and established clear roles for both instructional and operations staff members.

The school is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices. For fiscal years 2011 and 2012, the school had a clean financial audit. Though the school's enrollment dropped slightly during the 2011-12 year, it is still currently meeting its enrollment target. This indicates the school's per pupil funding revenue is consistent. FLI does not currently have any debt obligations. The school's multi-year cash flow is positive and the cash-flow is showing an upward trajectory.

C. Operations

The Charter School Accountability & Support team's qualitative review confirms that FLI has also established a culture that is conducive to learning. The school has consistently been calm, safe and orderly. Students were respectful and transitions in public spaces were quiet and efficient. The building was clean and classrooms welcoming with student work posted and celebrated. FLI has devoted time to training and professional development around school culture and discipline with an emphasis on order and consistency across teachers, grades, and classrooms.

FLI has strong instructional leadership that provides support and supervision to the faculty. As previously noted FLI has established two head of school positions, one each for the elementary and middle schools. The heads of school are responsible for providing support and feedback to their teachers and coordinating professional development and assessments. FLI has also hired a variety of consultants to coach teachers and provide subject-specific professional development.

For the aforementioned reasons, the NYCDOE recommends a three-year renewal with conditions of the charter for Future Leaders Institute Charter School: score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress and Student Performance grades on the Progress Report; and equal or surpass CSD proficiency levels in Math and ELA in testing grades of grade-to-grade comparisons (i.e., 3rd grade to 3rd grade) during new charter term. If the school does not meet all specified conditions, future renewal is in jeopardy.



**Summary of 2013 Renewal Recommendation:
Mott Haven Academy Charter School (MHACS)**

I. Charter School Overview:

Name of Charter School	Mott Haven Academy Charter School
School leader	Jessica Nauiokas
Management Company	N/A
Other Partner(s)	NY Foundling
District of Location	7
Facility	170 Brown Place, Bronx
School Opened For Instruction	2008-2009
Current Charter Term	6/30/2013
Current Grade Levels/Enrollment	K-5, 260
Maximum Grades/Enrollment at end of current charter	K-5, 263

II. Overview of Supporting School-Specific Data:

Performance on the NYC Progress Report

Progress Report Grade	2008-09	2009-10	2010-2011	2011-2012
Overall	N/A	N/A	D	D
Progress	N/A	N/A	F	F
Performance	N/A	N/A	F	D
Environment	N/A	N/A	A	B

Students scoring at or above Level 3, compared to CSD and NYC averages

% Proficient in English Language Arts				
	2009	2010	2011	2012
Mott Haven Academy Charter School	N/A	N/A	26.2	27.2
CSD 7*	N/A	N/A	28.9	28.2
NYC*	N/A	N/A	48.1	50.7
% Proficient in Math				
	2009	2010	2011	2012
Mott Haven Academy Charter School	N/A	N/A	28.6	44.3
CSD 7*	N/A	N/A	33.7	39.8
NYC*	N/A	N/A	54.8	61.4

*CSD and City data represent common testing grades only for all years presented

MHACS's proficiency data compared to CSD and Citywide averages

Difference in % Proficient in English Language Arts				
	2009	2010	2011	2012
MHACS vs CSD	N/A	N/A	-2.7	-0.9
MHACS vs NYC	N/A	N/A	-21.9	-23.5
Difference in % Proficient in Math				
	2009	2010	2011	2012
MHACS vs CSD	N/A	N/A	-5.1	4.5
MHACS vs NYC	N/A	N/A	-26.2	-17.1

III. Rationale for Recommendation

A. Performance

The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement. MHACS has made some progress toward fulfilling their primary obligation. During its first charter term, MHACS demonstrated improvement on NYS assessment results in 2011-12 from its 2010-11 baseline performance. Overall proficiency in ELA increased incrementally, by a point, from 26.2% proficient to 27.2% proficient, but overall proficiency in Math increased substantially from the baseline year to the 2011-2012 results, 15.7 percentage points from 28.6% proficient to 44.3% proficient.¹ MHACS has earned overall grades of D on its first two Progress Reports, evidence that while progress has been made in its first two years of assessment data, more needs to be done.² The school is in good standing with state and federal accountability measures.³

The second listed objective is increasing learning opportunities for all students, with special emphasis for students at risk of academic failure. This is important to note because MHACS has embraced working with at risk students on multiple fronts. MHACS chose to serve students from District 7, one of the lowest-performing school districts in the State, and actively serves a percentage of Free and Reduced Lunch students (90% to 86%), Students with Disabilities (18% to 20%), and English Language Learners (12% to 18%)⁴ that is comparable to the district. Furthermore, through its lottery preferences, MHACS serves a population where over 60% of its students were either in foster care or involved with child welfare.⁵ Thus, MHACS's progress from its baseline year to its second year of assessment data is especially notable given its uniquely large at-risk population of students.

As noted above, MHACS improved its proficiency levels from its first year of assessment data to its second. In the process, it moved from "below district" performance to "above district" performance in Math, moving from minus 5.1 percentage points to plus 4.5, an almost ten point reversal of outcome. In ELA, the gap in proficiency results between the school and the district has further narrowed, but not yet closed.

During its first charter term, MHACS received annual site visits from the NYC DOE in the spring of 2009, 2010, 2011, and 2012. DOE reviewers consistently found a capable and committed leadership and staff dedicated to the academic success of all of its students, and particularly noted effective programs and supports for creating a stable learning environment conducive to academic success. The school leadership has worked throughout its first term with a robust assessment system for both academic and social development for its students, adjusting the former in response to its initial results on NYS's assessment system, as well as adjusting its academic schedule and program to better meet the needs of its students. For example, it piloted a skills-based Math period in one of its 4th grade classes and saw dramatic increases in its NYS assessment results. In the current year, MHACS added a similar period to all grades for Math and designed a similar period for ELA.

¹ NYS Assessment Results – <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

² NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

³ New York State Education Department – www.nysed.gov

⁴ Demographic data from ATS pull on 11/20/12, prior to renewal recommendation, with school FRL percent from school since

⁵ Note that Peer School performance is an emphasized metric throughout the Progress Report and Peer School formulae do not currently include percent of child welfare involved students as a factor for determining peer schools.



In sum, school leadership has been strongly responsive to its baseline year results and made adjustments to program, schedule, and staffing, adding additional instructional coaches and supports, designed to accelerate the academic progress the school made in its second year of NYS assessments.

B. Finances

The charter school must also be able to demonstrate its ability to operate in an educationally and fiscally sound manner over the course of its charter. MHACS, with the support of its CBO partner, New York Foundling, has proven to be an effective and viable organization: The school received complete audits for each of the past four years. Some program elements and facility costs are supported by contributions or rent forgiveness by NY Foundling, and Foundling is committed to continuing this support as needed. With the financial assistance of New York Foundling, the school has consistently met the fiscal and operational goals in its charter. The school has been able, with the support of the Foundling, to build a cash reserve of \$272,747.

MHACS's academic progress is supported by its stable financial footing and well-established financial procedures. After a short incubation period, Mott Haven effectively secured space in a private facility that provides adequate space and resources for its students and staff. The school uses Charter School Business Management (CSBM) to support its financial planning.

C. Operations

Based on multiple points of evidence that include site visits and their supporting documentation as well as DOE Survey results, Mott Haven has built a supportive school community that is both conducive to learning and operationally sound.

Despite serving a population prone to domestic transitions that can negatively impact student attendance, the school's student attendance rates have actually increased each year of its charter, beginning at 91% in its first two years and reaching 93% and 95% in its last two years. Similarly, MHACS's student retention rates have been consistently high, between 93% and 96% in all the years of the initial charter term. Students observed during annual site visits in addition to the renewal visit consistently observed the reinforcement of the school's Positive Behavior Support system, which focuses on teaching how students should behave rather than calling out negative behaviors. Results of this and other non-academic student supports can be seen in the school's Devereux Student Strengths Assessment, a measurement of student progress in social-emotional development.

The school's DOE Survey has consistently shown rates of parent and teacher participation that are significantly higher than city averages. Further, the vast majority of parents have shown high satisfaction rates across domains. In the most recently survey, 99% of parents felt the school has high expectations, 100% were satisfied with the education their child received, and 97% were satisfied with how well the school helps them understand what they can do to support their child's learning needs.

The school's partnership with The New York Foundling, begun at its inception, has remained strong and provides valuable operational support to the school, including but not limited to a shared facility, casework support for students and families, and grant-writing support.

For all of the aforementioned reasons, the NYCDOE recommends a three-year renewal with conditions for MHACS: score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress, and Student Performance grades on the Progress Report; and meet school-wide and cohort proficiency goals as outlined in accountability plan as of 3/31/2013. If the school does not meet all specified conditions, future renewal is in jeopardy.

Mott Haven Academy Charter School
Attachment A: Accountability Plan Goals
Revised March 31, 2013

Standard 1: High Academic Attainment and Improvement

Expectation: Students' academic performance meets or exceeds local, state, and national standards.

School-Wide Performance

The school will achieve C or greater on the Overall and Progress sections of the DOE Progress Report in all years of the charter term.

In at least 2 of 3 years, the school will achieve a B or greater in Environment Section of the Progress Report in all years of the charter term.

Each year the percent of students proficient on the NYS assessments in the school's general community/non-child welfare involved students, who are enrolled in **at least their second year** at Haven Academy, will be greater than that of all students in the same tested grades in the district of location.

Each year the percent of the school's child welfare involved students, who are enrolled in at least their second year at Haven Academy, will reduce by one-half the gap in overall proficiency in the same tested grades compared to students in the school's district of location until they equal or exceed proficiency of students in the district of location.

Cohort Proficiency Performance

Each year 75 percent of students enrolled for **three or more full years** of instruction will perform at or above a level 3 on the New York State ELA examination.

Each year 75 percent of students enrolled for **three or more full years** of instruction will perform at or above a level 3 on the New York State mathematics examination.

Each year 75 percent of students enrolled for **three or more full years** of instruction will perform at or above a level 3 on the New York State science examination.

Each year 85 percent of students enrolled for **three or more years** will perform at or above level 2 on the New York state English and math exams.

Value-Added Performance and Growth

On the current year's state English language arts exam, each grade-level cohort (students enrolled for three or more years of instruction) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

On the current year's state math exam, each grade-level cohort (students enrolled for three or more years of instruction) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state math exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75

percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

The average NCE for students who have taken the Reading Terra Nova 3 for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. If the previous year's average NCE exceeds 50 then they will show an increase in the NCE average.

The average NCE for students who have taken the Math Terra Nova 3 for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. If the previous year's average NCE exceeds 50 then they will show an increase in the NCE average

Each year 85 percent of students enrolled for **three or more full years** of instruction will perform in the "typical" range on 7 of 8 DESSA (Devereux Elementary Student Strengths Assessment) emotional competency skills.

AYP Status

Each year, the school will make Adequate Yearly Progress (AYP) in ELA, math and science.

Alternative/Internal Assessment Indicators¹

Each year 75 percent of students enrolled in at least their second year will perform on grade level as determined by the Fountas and Pinnel or other literacy diagnostic assessment. Students below grade level will demonstrate more than one year of growth each year.

85% of students enrolled for four or more years will perform at the 50th percentile (50 NCE) on the Math and Reading Terra Nova 3 Assessment.

Standard 2: Responsive Educational Program and Environment

Expectation: A quality educational program enables all students to achieve academically and socially.

Student Engagement

Each year, the school's "General Community and Foster Care" populations will have a daily student attendance rate of at least 95 percent. The school's overall attendance (including Prevention students will be minimally 92 percent. students²,

Each year, 95 percent of all students enrolled during the course of the year will return the following September (excluding those who leave the school because they move out of the city, lack reasonable transportation or have been re-assigned a school placement for a more restrictive special education setting) .

Adherence to Contract Terms

¹ Schools may voluntarily include alternative/internal indicators by which their performance will be measured. Such measures must be externally verifiable, for example, portfolio assessments by external community jury. Norm-referenced assessments like the Terra Nova are externally verifiable.

² Vera Institute of Justice (2004). Foster children & education: How you can create a positive educational experience for the foster child. New York, NY.

Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.

Standard 3: Responsible Governance and Management

Leadership furthers the school’s mission, program and goals and is strategic to ensure adequacy, alignment and coherence of actions.

Enrollment Stability

Each year, student enrollment will be within 15% of full enrollment as defined in the school’s contract. This will be maintained on an ongoing basis and monitored bi-monthly.

Standard 4: Solid Foundation and Infrastructure

Financial Compliance

Upon completion of the school’s first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings³.

Financial Viability

Each year, the school will operate on a balanced budget⁴ and maintain a stable cash flow.

Standard 5: Strong Culture and Supportive Relationships

There is high social trust among the school community and culture of excellence.

Parent Satisfaction

Achieve 80% satisfaction in the DOE Environmental survey in all years of the charter term, on the survey question that asks, “How satisfied are you with your child’s education”.

Teacher Satisfaction

In at least 2 of 3 years, teachers will express satisfaction with the school’s program, based on the school’s Teacher Survey in which at least 75% of total teachers provide a positive response to at least 75% of the survey questions.

Child Welfare Population Stabilization Goals

To ensure coordinated support between external agencies and the school, for kids receiving foster or prevention services:

- Each year, the school team will minimally have three points of contact with partner agencies and organizations involved in cases.
- Each year, the school will participate in mental health case conferences 90% of the time.
- Each year, the school team will participate in trial discharge and final discharge conferences 90% of the time.

³ The NYCDOE will determine a finding to be “major” if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

⁴ A budget will be considered “balanced” if revenues equal or exceed expenditures.

**Summary of 2013 Renewal Recommendation:
NYC Charter High School for Architecture, Engineering and Construction Industries (AECI)**

I. Charter School Overview:

Name of Charter School	NYC Charter High School for Architecture, Engineering and Construction Industries (AECI)
School leader	Eugene Foley
Management Company	N/A
Other Partner(s)	Victory Education Partners
District of Location	7
Facility	838 Brook Ave., Bronx
School Opened For Instruction	2008-2009
Current Charter Term	6/30/2013
Current Grade Levels/Enrollment	9-12, 405 (maximum enrollment 499)
Maximum Grades/Enrollment at end of current charter	9-12, 499 (reduced to 415 for next charter term*)

*DOE authorized the revision in maximum student enrollment number due to space restraints.

II. Overview of Supporting School-Specific Data:

Performance on the NYC Progress Report

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall				B
Progress				B
Performance				C
Environment				C
College/Career Ready				F

Performance compared to Peer and NYC averages:

4-year Graduation Rate				
	2009	2010	2011	2012
AECI				67.3%
Peer Group				72.5%
City				70.9%
Weighted Diploma Rate - 4 yrs				
	2009	2010	2011	2012
AECI				164%
Peer Group				181.2%
City				180.7%
College Readiness Index - 4 yrs				
	2009	2010	2011	2012
AECI				4%
Peer Group				17.2%
City				24.6%

Regents Pass Rates:

2011*							
	<u>English</u>	<u>Global History</u>	<u>Geometry</u>	<u>Integrated Algebra</u>	<u>Living Environment/ Science</u>	<u>Spanish</u>	<u>US History/ Gov't</u>
AECI	86%	45%	78%	57%	50%	100%	61%
CSD 7	67%	37%	38%	48%	57%	90%	55%

2010*							
	<u>English</u>	<u>Global History</u>	<u>Geometry</u>	<u>Integrated Algebra</u>	<u>Living Environment/ Science</u>	<u>Spanish</u>	<u>US History/ Gov't</u>
AECI	NA	22%	57%	52%	45%	NA	NA
CSD 7	NA	42%	36%	47%	56%	NA	NA

*Both years of data only contain those exams for which AECI had students take exams.

III. Rationale for Recommendation

A. Performance

The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement. AECI established in 2005, is positioned to accomplish these objectives. Currently, AECI serves students in grades 9-12 and is located in the Bronx in CSD 7 (although it is part of the citywide High School District). It has a population of 405 students consisting of 92% Free and Reduced Lunch learners, 11.5% special education students and 15.3% English-language learners. The school earned a B on its most recent NYC DOE Progress Report in 2011-2012, after graduating its first class.¹ The school is also in good standing with state and federal accountability measures.²

The DOE performed four annual site visits (2009 – 2012) to AECI during the current charter term and found the charter high school is organized to support student success. The pedagogy has been adapted over time to meet the needs of all learners with additional focus on meeting the needs of students who are at-risk and have educational gaps. During the first charter term the school has made progress in revising the structure and the offerings at the school to support the students who enroll at the students.

In its original charter, AECI set a goal 75% of each cohort will pass the NYS Regents ELA exams. In 2010-11, 76% of the 2008 cohort passed. In 2011-12, 86% of the 2008 cohort passed, and 71% of the 2009 cohort passed. At the time of the school review, the rest of the 2009 cohort had not yet taken the exam, but it is anticipated that the pass rate will increase. In addition to its ELA Regents goal, the school demonstrated progress each year toward its charter goal that 75% of each cohort will pass the NYS Regents Math exams. For 2010-11: 80% of the 2008 cohort passed, 51% of the 2009 cohort passed, and 10% of the 2010 cohort passed. In 2011-12, the pass rate was 88% for the 2008 cohort; 73% for the 2009 cohort; 56% for the 2010 cohort; and 33% for the 2011 cohort. Despite mixed results on the Math Regents exams, the school's Weighted Regents pass rates in ELA and Math place it in the top quartile of peer schools (90th and 75th percentile respectively), as noted on the school's 2011-12 Progress Report.

Further, AECI has established a safe educational environment with a climate that is warm, mutually respectful and conducive to learning. Positive student rapport with teachers was evident over the course of the visits. Students greeted teachers and staff members and appeared to be genuinely happy to be at the school. The student support team (consisting of the Special Education, ELL, and Title 1 Teachers) maintains open communication with other staff members and classroom teachers reported receiving IEP's and other information regarding their students on a consistent basis. The school restructured its Special Education program in the

¹ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

² New York State Education Department - www.nysed.gov

2010-11 year by adding a push-in/pull-out model. They also provide a structured SETSS class for Regents Preparation.

It is important to note that AECI offers programming to meet the needs of all students. This year, the school added an additional period during which teachers are available to assist students who need additional support. Students reported that they find this time beneficial as it helps improve their grades and many students take advantage of this time. Additionally, once a week, grade level team meetings focus on "Kid Talk," providing an opportunity for teachers across subject areas to share information, concerns, and strategies for students who are common to the team. Lastly, the school provides Saturday school and access to the Castle Learning Online program to help students prepare for the Regents.

B. Finances

The charter school must also be able to demonstrate its ability to operate in an educationally and fiscally sound manner over the course of its charter. AECI has had some financial challenges in the initial years of the charter, but over the course of its charter term has proven to be fiscally sound. Based on the DOE review, AECI has proven to be an effective and viable organization by maintaining a balanced budget and positive net cash.

The school is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices. For the past three fiscal years (2010, 2011 and 2012), the school had a clean financial audit, with positive net cash on hand. In fiscal year 2011, there were concerns around the leasing of two buildings, but in fiscal year 2012 AECI was able to sublet the secondary property to lighten the financial burden of the secondary site. The school has consistently met its revised enrollment target of 415 students. This indicates the school's per pupil funding revenue is consistent. The school's cash flow has trended upward and they have been able to build a reserve, finishing fiscal year 2012 with \$819,832.

C. Operations

AECI has demonstrated operational strength throughout levels of the organization. The Board was successful at navigating the school to reduce its financial liabilities by leasing a second leased space. The Board also maintains oversight of its contractual partners, and it has chosen to assume more operations in-house with dedicated staff.

The current contract between AECI and its lead partner Victory Education Partners is scheduled to terminate after the 2012-13 academic year. The Board and the principal will implement a transition plan with Victory to ensure that responsibility for the services currently provided by Victory are now assumed by the school. AECI will consider contracting with other consultants to provide necessary services that it cannot immediately take on by itself.

When the DOE site-visit team conducted its review, it found that both student and personnel records were in compliance. The school also properly stored these records in locked cabinets, as required by federal law. AECI has been in compliance with its charter and other applicable laws and regulations.

The school has a zero-tolerance disciplinary policy. Through student interviews, the team learned that students had no concerns with bullying and that the students feel safe while at school. AECI has a policy in place that involves interventions with family and support staff at school before implementing more serious consequences. Students clearly know procedures and routines for the school and expectations in the classrooms. The result is a lower rate of school suspensions.

For the aforementioned reasons, the NYCDOE recommends a three-year renewal with conditions: score C or better in each year of the new charter term; increase its college readiness index measure; improve its 4-year Graduation Rate by scoring in the 50th percentile or above of peer schools on the NYCDOE Progress Report within two years after renewal; and improve Percent of Students Earning Regents Diploma rate by scoring in the 50th percentile or above of peer schools on the NYC DOE Progress Report within two years after renewal. If the school does not meet all specified conditions, future renewal is in jeopardy.

**Summary of 2013 Renewal Recommendation:
Bronx Community Charter School (BCCS)**

I. Charter School Overview:

Name of Charter School	Bronx Community Charter School
School leader	Martha Andrews and Sasha Wilson
Management Company	N/A
Other Partner(s)	N/A
District of Location	10
Facility	2348 Webster Ave and 2255 Webster Ave., Bronx
School Opened For Instruction	2008-2009
Current Charter Term	6/30/2013
Current Grade Levels/Enrollment	Levels K-5, 300
Maximum Grades/Enrollment at end of current charter	K-5, 298

**II. Overview of Supporting School-Specific Data:
Performance on the NYC Progress Report**

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall	N/A	N/A	C	D
Progress	N/A	N/A	F	F
Performance	N/A	N/A	F	D
Environment	N/A	N/A	A	A

Students scoring at or above Level 3, compared to CSD and NYC averages:

% Proficient in English Language Arts				
	2009	2010	2011	2012
Bronx Community Charter School	N/A	N/A	29.4	39.0
CSD 10*	N/A	N/A	37.7	38.9
NYC*	N/A	N/A	48.1	50.7
% Proficient in Math				
	2009	2010	2011	2012
Bronx Community Charter School	N/A	N/A	35.3	47.0
CSD 10*	N/A	N/A	45.6	52.1
NYC*	N/A	N/A	54.8	61.4

*CSD and City data represent common testing grades only for all years presented

BCCS's proficiency data compared to CSD and Citywide averages

Difference in % Proficient in English Language Arts				
	2009	2010	2011	2012
Difference vs CSD	N/A	N/A	-8.3	0.1
Difference vs NYC	N/A	N/A	-18.7	-11.7
Difference in % Proficient in Math				
	2009	2010	2011	2012
Difference vs CSD	N/A	N/A	-10.3	-5.1
Difference vs NYC	N/A	N/A	-19.5	-14.4

III. Rationale for Recommendation

A. Performance

The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement. BCCS has made progress in fulfilling its primary obligation. The school improved its proficiency rates from 2011, its baseline year, to 2012 in both ELA and Math and began closing the gap in proficiency rates between it and CSD 10 and city from its baseline year to 2012.¹ The school earned a C and a D on its first two NYC DOE Progress Reports in 2010-11 and 2011-12, which is evidence that while some academic progress was made, more work needs to be done to improve BCCS's overall performance.² The school is in good standing with state and federal accountability measures.³

BCCS is completing its first charter term with two years of NYS assessment data. During its term it has received annual site visits from the NYCDOE in the spring of 2009, 2010, 2011, and 2012, and reviewers cited its strengths of consistent leadership, use of a strong progressive educational model with project-based learning, a reflective leadership and staff, and the ability to make responsive adjustments to professional development and instruction in order to improve academic outcomes. Reviewers also consistently noted the quality of student independence, collaboration, and problem-solving, as well as critical thinking language used by students engaged in project-based activities.

The school improved its overall proficiency levels by nearly 10 full points in ELA and over 11 points in Math, and made strides toward closing the performance gap between the school and its district of location and the city. In ELA, the gap with the district was in fact closed, and narrowed by 7 points with the city. In Math, the gap with the district was reduced by half and with the city by 5 points. Note that this narrowing of the gap was accomplished in a year when both district and city scores increased over the previous year.⁴ This progress was also made while the school continues to serve a student population of Free and Reduced (F/R) Price Lunch of 78%, which is slightly higher than the district (76%), and a population of Students with Disabilities of 13%, which is slightly lower than the CSD average of 16%. The school is implementing an ELL lottery preference to increase its ELL enrollment, currently at 7.7%.

BCCS provides a progressive education model that primarily uses a team-teaching instructional approach that has two teachers providing instruction in each classroom, varying this with a co-teaching model (parallel teaching, alternate teaching, station teaching) as appropriate, including multiple ICT classes. A workshop model for literacy and math and project-based instruction for thematic units has been evident on all school visits and throughout school unit and lesson planning documents. Over the course of its visits, DOE reviewers have noted how well students have internalized group activity roles, protocols, and the language of learning. It is not uncommon to hear students asking each other for help, offering it in a respectful focused manner or offering alternatives ("Here's an idea for how to do it," from a second grader.)

School leadership has been strongly responsive to its baseline year and second year NYS assessment and Progress Report results. In addition to program reviews, the school expanded its Targeted Academic Support period from tested grades to all grades to focus on improved skill development and added dedicated reading and math intervention specialists.

¹ NYS Assessment Results – <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

² NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

³ New York State Education Department – www.nysed.gov

⁴ NYS Assessment Results – <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

B. Finances

The charter school must also be able to demonstrate its ability to operate in an educationally and fiscally sound manner over the course of its charter. Based on the DOE review, BCCS has proven to be an effective and viable fiscal organization, managing resources in a manner that is financially responsible and supportive of the school's educational mission. It has maintained a balanced budget and has positive net cash on hand.

The school has ended each fiscal year with a significant surplus while maintaining two private spaces, staffing each classroom with two certified teachers, and offering competitive salaries to its staff. BCCS has clear fiscal policies and procedures in place and a separation of duties with clear accountability as observed on annual site visits and delineated in the school's handbook.

Over the years of its first charter, BCCS has received clean audits each year and is in a strong position to meet near-term financial obligations. BCCS has also consistently met its enrollment targets, indicating the school's per pupil funding revenue has been consistently reflective of budgeting assumptions over the course of the school's initial charter term. The school's cash flow was trending upward and it has been able to build a strong reserve, finishing fiscal year 2012 with \$1.7 million⁵.

C. Operations

While the limited data from BCCS academic results have shown some progress with much more to be done, both qualitative and quantitative data indicate that the school has established a learning environment and school culture that are conducive to learning. During all of the school's NYCDOE annual site reviews, visitors found the school to be safe, respectful, and orderly with attentive and engaged learners. In all four years of the first charter term, BCCS has scored Above Average or Well Above Average on all four measures (Academic Expectations, Communication, Engagement and Safety & Respect) of the NYC School Survey. Participation on the survey by parents and teachers has been at or above city averages each year.⁶

In addition, as noted in the Renewal Visit Report and on annual site visits, BCCS has a strong parent volunteer program, with parent volunteers observed in support roles in classrooms on visits and a school-reported parent conference attendance rate close to 100%. BCCS has established a school culture strongly conducive to learning with strong parent involvement and support.

BCCS, from its Board to its school leadership team, staff, and parent/guardian community, has a united and supportive community. Professional development structures are in place with formal and informal observations, the latter by administrators and peers, has been a culture of open dialogue and trust. The Board has identified a coach to work with school's leadership and the school has identified a number of adjustments to accelerate academic progress.

For all of the aforementioned reasons, the NYCDOE recommends a two-year renewal for BCCS with the following conditions: score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress and Student Performance grades on the Progress Report; and equal or surpass CSD proficiency levels in Math and ELA in testing grades of grade-to-grade comparisons (i.e., 3rd grade to 3rd grade) during new charter term. If the school does not meet all specified conditions, future renewal is in jeopardy.

⁵ Renewal Visit Report, school goal performance

⁶ NYC DOE School Survey – <http://schools.nyc.gov/survey>

**Summary of 2013 Renewal Recommendation:
The Ethical Community Charter School (TECCS)**

I. Charter School Overview:

Name of Charter School	The Ethical Community Charter School (TECCS)
School leader	Annette Keane
Management Company	N/A
Other Partner(s)	N/A
District of Location	14
Facility	700 Park Ave., Brooklyn
School Opened For Instruction	2009-2010
Current Charter Term	6/30/2013
Current Grade Levels/Enrollment	K-4, 229
Maximum Grades/Enrollment at end of current charter	K-5, 240

II. Overview of Supporting School-Specific Data:
Performance on the NYC Progress Report

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall				C
Progress				F
Performance				F
Environment				B

Students scoring at or above Level 3, compared to CSD and NYC averages:

% Proficient in English Language Arts				
	2009	2010	2011	2012
TECCS				30.8
CSD 14*				50.6
NYC*				49.0
% Proficient in Math				
	2009	2010	2011	2012
TECCS				36.5
CSD 14*				55.4
NYC*				57.0

*CSD and City data represent common testing grades only for all years presented

TECCS's proficiency rate compared to CSD and Citywide averages:

% Proficient in English Language Arts				
	2009	2010	2011	2012
TECCS vs CSD				-19.8
TECCS vs NYC				-18.2
% Proficient in Math				
	2009	2010	2011	2012
TECCS vs CSD				-18.9
TECCS vs NYC				-20.5

III. Rationale for Recommendation

A. Performance

The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement. TECCS is making progress toward fulfilling this objective but has not fully reached it yet. TECCS is in its fourth operational year, and has only one year of testing data and one Progress Report available. TECCS received an Overall C grade on its 2011-12 Progress Report. The school is in good standing with state and federal accountability measures.¹

A point of notation, TECCS received an *Early Childhood* Progress Report this year as opposed to the typical *Elementary School* Progress Report. This version is used for schools that serve grades K-3. The *Early Childhood Progress Report* poses some unique limitations. Most saliently, the progress section evaluates the extent to which 3rd grade students exceed their “expected” *performance* based on their demographic characteristics as opposed to their actual students’ *progress* (since there are no 2nd grade scores). In addition, the *Early Childhood Progress Report* uses as peer schools both schools that are only intended to serve K-2 or K-3 and have well established programs, along with long-established K-5 and K-8 schools. As a result of these limitations, there is insufficient evidence for robust decision-making to use this tool independently.

In assessments other than the single State Test results for the 2011-12 third-graders, the school has shown some evidence of student academic achievement. TECCS has reported year over year progress on the Terra Nova assessment for grade cohorts. The mean NCE in Math for the 3rd grade cohort has increased from 32.1 to 36.3 to 47.6 (in years 2010, 2011 and 2012, respectively), and from 37.45 to 46.97 to 49.20 in ELA. The mean NCE in Math for the 2nd grade cohort has increased from 36.3 to 39.0 (in years 2011 and 2012, respectively), and from 39.78 to 40.96 in ELA.

During its first charter term, TECCS took an initial planning year. It has received annual site visits from the NYCDOE in the spring of 2010, 2011, and 2012. Over the course of the visits, the DOE team’s qualitative review found capable leadership and staff. TECCS has also established a culture that is conducive to learning. TECCS’s has established a positive culture. The tone in the classrooms was one of mutual respect and caring. Students interviewed could recite the student belief statement and explain the role it plays in the school. Another student mentioned that the school, “Teaches you to be respectful and kind.” The school is reported to provide Character Education classes that provide students with opportunities to discuss the role of character in the community. The school’s implementation of the Responsive Classroom approach was in evidence during class visits. On the day of the visit, classroom schedules reflected Morning Meeting, procedures and routines were being taught and reinforced in a thoughtful way. Teachers used “Time Out” and “Buddy Classrooms” to manage student behavior.

There are also a number of additional systems and practices that TECCS has implemented that show promise and are likely to positively impact potential academic gains. In the last academic year, TECCS rounded out its leadership team by hiring an Assistant Principal with Common Core State Standard curricular expertise to better support and develop staff members’ instruction. They also hired an Assessment Coordinator to support implementation of new interim assessments and school wide assessments as well as provide deeper data-analysis. In addition, the school

¹ New York State Education Department – www.nysed.gov

implemented a peer observation program to build teacher practices and have refocused grade level team meetings with a specific emphasis on Common Core State Standards in ELA and Math instruction.

B. Finances

The charter school must also be able to demonstrate its ability to operate in an educationally and fiscally sound manner over the course of its charter. Based on the DOE review, TECCS has proven to be an effective and viable organization. They have maintained a balanced budget and ended the last two years with a surplus. TECCS has clear fiscal policies and procedures in place. The operations staff members have clearly defined roles and responsibilities and effective systems are in place with which to operate the school, and teachers reported having adequate resources.

The school is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices. For the past three fiscal years (2010, 2011 and 2012), the school had a clean financial audit, with positive net cash on hand. The school has consistently not fallen below 15% of its approved enrollment target. This indicates the school's per pupil funding revenue is consistent. The school's cash flow has trended upward and it has been able to build a strong reserve.

C. Operations

TECCS's Board of Trustees' are supportive, reflective and invested in the school's success. The Charter School Accountability & Support team observed board meetings to be run well with demonstrated focus on academics and operations. The school's administration provides a monthly dashboard and Principal's report that provides updates on the academic program and culture at the school and the school's Operations Manager also prepares a monthly dashboard that includes information about the school's financial health. The school has hired an Assistant Principal and an Assessment Coordinator this year to focus on improving elementary performance, and assure continued attention toward the elementary grades.

TECCS received a B in Environment on its last Progress Report. As evidenced by their results on the NYCDOE School Survey in 2011-2012, TECCS is continuing to maintain a strong school culture. Based on survey responses from Teachers, 100% expressed to agree/strongly agree that that TECCS helps students find the best ways to help students achieve their academic goals. Based on survey responses from Parents, nearly 100% expressed to be satisfied/very satisfied with the education that their child has received. Further, the school scored Above Average on the Communication sections of the NYCDOE School Survey in 2011-2012.²

For all of the aforementioned reasons, the NYC DOE recommends a two-year renewal with conditions for TECCS: score C or better in each of the years of the new charter on the Overall Progress Report grade, Student Progress and Student Performance grades on the Progress Report; and equal or surpass CSD proficiency levels in Math and ELA in testing grades of grade-to-grade comparisons (i.e., 3rd grade to 3rd grade) during new charter term. If the school does not meet all specified conditions, future renewal is in jeopardy.

² NYC DOE School Survey – <http://schools.nyc.gov/survey>