



Charter Schools Institute

The State University of New York

Renewal Recommendation Report

Bronx Charter School for Excellence

REPORT DATE: JANUARY 16, 2014

VISIT DATE: SEPTEMBER 25-26, 2013

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
518/427-6510 (fax)
www.newyorkcharters.org

TABLE OF CONTENTS

	<u>Page</u>
SCHOOL BACKGROUND INFORMATION	1
RENEWAL RECOMMENDATION	2
REQUIRED FINDINGS	2
CONSIDERATION OF SCHOOL DISTRICT COMMENTS	3
REPORT FORMAT	3
RENEWAL BENCHMARK CONCLUSIONS	4
APPENDIX	18
SCHOOL OVERVIEW	18
FISCAL DASHBOARD	21
SCHOOL PERFORMANCE SUMMARIES	23
NYCDOE PROGRESS REPORT RESULTS	25

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (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”).¹

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/schoolsRenewOverview.htm.

SCHOOL BACKGROUND INFORMATION

Opening Information

Date Initial Charter Approved by SUNY Trustees	February, 2003
School Opening Date	August, 2004

Current Locations

Address	District	Facility	Enrollment	Grades
1960 Benedict Ave., Bronx, NY 10462	NYC CSD 11	Private	336	K-4
1804 Holland Ave., Bronx, NY 10462	NYC CSD 11	Private	218	5-8

Renewal History

Type of Renewal	Date Approved by SUNY Trustees
Initial Full-Term Renewal	July 24, 2009

¹ Revised September 4, 2013, and available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

RENEWAL RECOMMENDATION

Recommendation

Subsequent Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Bronx Charter School for Excellence and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 756 students.

To earn a Subsequent Full-Term Renewal of five years, a school must have met or come close to meeting its academic Accountability Plan goals during the Accountability Period.²

During the Accountability Period,³ the school has met or come close to meeting its academic Accountability Plan Goals. The school has consistently met key measures in English language arts (“ELA”) and mathematics and has come close to meeting its Accountability Plan goals throughout the term.

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 must make the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and
- 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.⁴

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the means by which it will meet or exceed SUNY’s 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. SUNY⁵ and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013. In accordance with the statute, the

² SUNY Renewal Policies, page 12.

³ For the purpose of reporting student achievement results, the SUNY Renewal Policies define the Accountability Period as the time the Accountability Plan was in effect. 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.

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

⁵ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

Institute, acting on behalf of the SUNY Trustees, considered the school’s plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school’s Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

Report Format

The Institute makes the foregoing renewal recommendation based on the school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. 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. This renewal recommendation report compiles the evidence below using the State University of New York Charter Renewal Benchmarks (Version 5.0, the “SUNY Renewal Benchmarks”), which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the following four interconnected renewal questions for framing benchmark statements to determine if a school has made an adequate case for renewal:

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the education corporation fiscally sound?
4. If the school’s charter is renewed, what are its plans for the next charter term and are they reasonable, feasible and achievable?

The report’s Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, additional evidence on student achievement contained in the School Performance Summaries and the New York City Department of Education (“NYCDOE”) Progress Report Results.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Bronx Charter School for Excellence (“BCSE”) continues to be an academic success based on the attainment of its key Accountability Plan goals and evidence about the educational program compiled on school evaluation visits during the charter period and at the time of renewal.

Academic Attainment. At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal.

Note: This year the Institute is not reporting results for the two absolute ELA and math measures. Because of the high standards in the new state testing program only a handful of schools statewide met the absolute proficiency target and the state has not yet recalibrated the absolute Annual Measurable Objective.

Throughout BCSE’s five-year Accountability Period, the school has largely met, in some cases significantly so, its ELA and math goals each year. The school has continually met its targets in the comparative measures in both key goals. Specifically, the school outperformed its local school district by at least 30 percentage points each year and performed better than predicted compared to similar schools statewide based on economically disadvantaged students, far surpassing the targets in both subjects during the entire Accountability Period. With respect to comparative growth, students showed greater year-to-year growth in 2010-11, 2011-12 and 2012-13 compared to statewide results in math than students with the same scores in the previous year. Student also showed greater growth than the statewide average in ELA in 2010-11 and 2011-12. In 2012-13 the school placed in the 51st percentile in math growth among all public schools statewide and in the 48th percentile in ELA growth. This lower growth is attributable to the high scores students achieved in the 2011-12 school year, when 87 percent of BCSE students achieved proficiency. During the Accountability Period, the school has also met its science goal and is in good standing under the state’s NCLB accountability system.

These results appear on the following page and in School Performance Summaries in the Appendix.

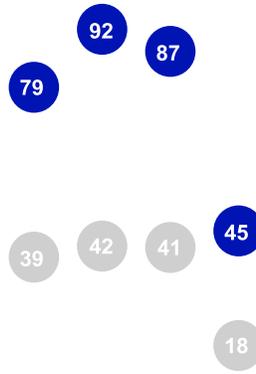
Bronx Charter

School for Excellence

Comparative Measure: District Comparison.

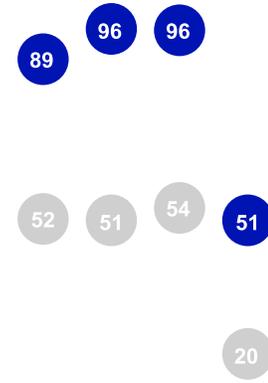
Each year, the percent of BCSE students enrolled in at least their second year performing at or above proficiency will be greater than that of students in the same tested grades in the local school district.

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



2010 2011 2012 2013
Standard consistently met.

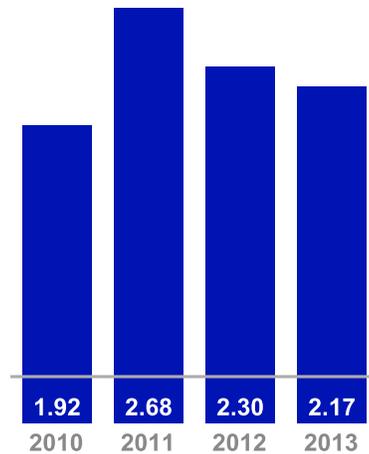
MATHEMATICS ACCOUNTABILITY PLAN GOAL



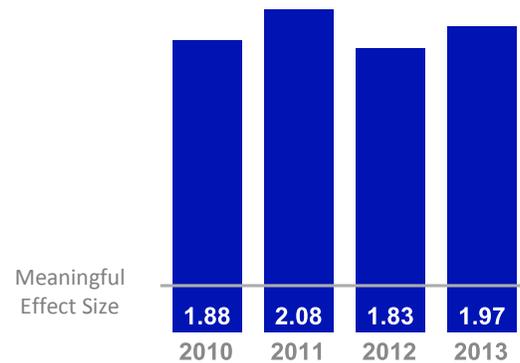
2010 2011 2012 2013
Standard consistently met.

Comparative Measure: Effect Size.

Each year, BCSE will exceed its predicted level of performance by an Effect Size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



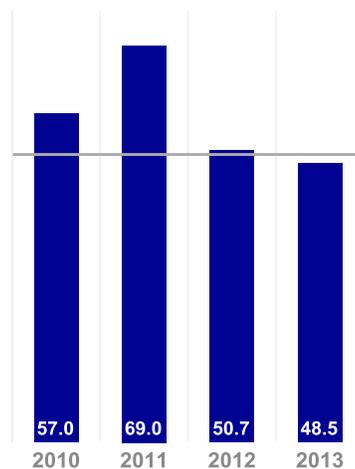
Standard consistently met.



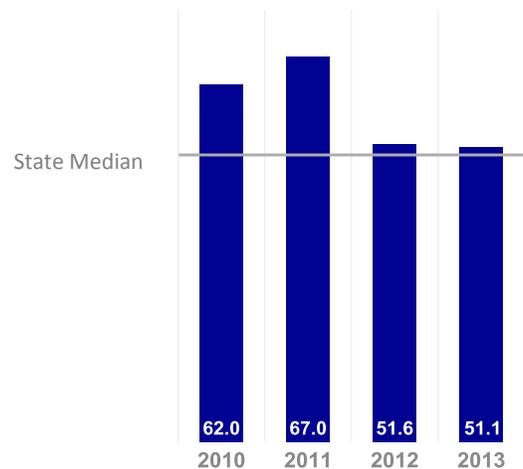
Standard consistently met.

Comparative Growth Measure: Mean Growth Percentile.

Each year, BCSE's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.



Standard met in all but most recent year.



Standard consistently met.

Instructional Leadership. Under the direction of the head of school, BCSE maintains strong instructional leadership. The leadership establishes an environment of high expectations for teacher performance, developing novice teachers who begin as educational assistants to become strong teachers through a comprehensive grade-level team approach. Grade level chairs, who act as instructional coaches and coordinators of the grade’s planning activities, provide the school with a cadre of peer leaders. The head of school scrupulously monitors the development and effectiveness of the leadership.

- The school’s leadership establishes an environment of high expectations for teacher performance in which teachers believe that all students can succeed. The Institute’s renewal visit occurred on the 13th day of the school year. At that time the Institute team observed remarkably strong and rigorous teaching and learning throughout the school, reflecting high expectations for student achievement and demonstrating the school’s sense of urgency regarding how much students have to learn to succeed.
- BCSE leadership consists of the head of school, an elementary school principal and two middle school principals, along with the grade level chairs, who play a central role in coaching, mentoring and serving as cohesive team leaders. This structure enables leaders to provide strong instructional support to teachers at both locations.
- With the support of the principals, the grade level chairs provide sustained, systemic and effective coaching of pedagogical practice and instructional planning. Under the leadership of the chairs, the teams take professional responsibility for developing their curriculum materials and assessments practices for their grade level.
- Based on formal and informal observations of classroom practice, leaders and teachers collaborate on developing teachers’ individual growth plans. The leaders then work with each teacher to implement the plan. The school’s teacher evaluation includes monitoring teachers’ professional activity in working toward growth plan goals.
- Instructional leaders hold teachers and teacher teams accountable for quality instruction and student achievement.

NOTEWORTHY

The Bronx Charter School for Excellence has the distinction of being one of three charter schools in the state to win a National Blue Ribbon Schools Award from the U.S. Department of Education (“US DOE”). The US DOE recognized 219 public and schools around the country. BCSE won in the category, “Exemplary High Performing Schools” even though 40 percent of its students are “disadvantaged,” according to the US DOE. Nearly 80 percent of BCSE students are eligible for free or reduced-price lunch.

Curriculum & Assessment. BCSE continues to use assessments in order to adjust instruction and improve student learning and continues to implement a clearly defined curriculum in all subjects, based on commercial products.

- The school relies on commercial curriculum material. The team then supplements the curriculum based on a deliberate determination of the commercial materials’ alignment to the common core standards.
- With regular, on-going team planning, teachers develop purposeful and focused lessons.
- The principals support the teams in reviewing and revising their grade-level curriculum scope and sequences for the year.
- The principals review assessment results to evaluate teacher effectiveness and to develop individual coaching strategies.
- Grade level teams work collaboratively to modify commercial assessments and to analyze results. They use assessment results to modify immediate instructional plans and the yearlong scope and sequences as necessary.
- The teams use assessment results to determine student groupings and interventions.
- The school sends bi-weekly progress reports to parents/guardians about their students’ progress and growth.

Pedagogy. High quality instruction is evident throughout the school. As shown in the chart below, during the renewal visit, Institute team members conducted 32 classroom observations following a defined protocol used in all school renewal visits.

Classroom Observation Methodology: Number of Observations

		Grade								Total	
		K	1	2	3	4	5	6	7		8
Content Area	ELA	2	3	5	3	1	1	1			16
	Math			1	1	1	1	1	1	1	7
	Science						1	1	1		3
	Soc Stu					2	1	1	1	1	6
	Specials										0
	Total	2	3	6	4	4	4	4	3	2	32

- Teachers deliver purposeful lessons with clear objectives, often through direct instruction (32 out of 32 classrooms observed). Lead teachers and educational assistants have clear roles in helping students reach lesson objectives. Teachers present concepts with accuracy in clear and age-appropriate terms.
- Some teachers include opportunities in their lessons to challenge students’ thinking (16 out of 32 classrooms observed). In some classes, students examine, analyze and interpret information; students defend and elaborate on their answers. For example, in one class at the time of the renewal visit students defended their opinions on whether a food chain or food web was a more realistic reflection of the real-world; in another class, students wrote

predictions on book themes based on back cover synopses; or in another, students conducted, and reflected on, experiments to explain the relationship between latitude and shadow length as evidence that the earth is round. Ensuring such strong instruction in all classrooms at all times is a priority for school leaders;

- Teachers regularly check for understanding through questioning techniques during whole group instruction and monitoring students’ written work during the course of a lesson (32 out of 32 classrooms observed). In some instances, teachers modify their instruction based on student work and verbal responses.
- The school, which is calm, focused and orderly, creates an environment fully focused on learning and in which students are engaged and eager to learn (32 out of 32 classrooms observed). Students have internalized efficient routines during lessons and transitions between activities throughout the school. Teachers exhibit consistently effective classroom management techniques.

At-Risk. The school meets the needs of at-risk students.

General Education Students Receiving Targeted Interventions

Program	The school provides small group push-in services to students who need additional interventions. Teachers also create their own student learning objectives and plans for these students in addition to offering tutorial services.
Staff	Grade level teams, consisting of general education co-teachers and a special education teacher, provide these services.
Identification Process	The school identifies students in need of extra support with selected school-wide assessments such as the Developmental Reading Assessment (“DRA”) and Iowa Test of Basic Skills (“ITBS”) as well as teacher recommendations
Coordination	The grade level team meets during a weekly meeting to discuss implementation of services.
Progress Monitoring	The team monitors students through the Kaufman Test of Educational Achievement (“KTEA”), ITBS and regular classroom assessments.
Classroom Teacher Professional Development	Teachers receive professional developments on identifying students for interventions and monitoring their response at the beginning of the year.

Students with Disabilities

Program	For students with Individualized Education Programs (“IEPs”), a grade level learning support specialist provides interventions of varying intensity. As stipulated on IEPs, the school places students in Integrated Co-Teaching (“ICT”) classrooms or provides Special Education Teacher Support Services (“SETSS”).
Staff	Grade level learning support teachers provide services to the students. A speech therapist and a counselor for both the elementary and middle schools also serve students if necessary.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The school is an effective and viable organization. The education corporation board (the “board”) carries out its oversight responsibilities with an unrelenting focus on student achievement and rewards teachers accordingly with annual bonuses. The school organization effectively supports the delivery of the educational program. During the current charter term, the board with certain minor exceptions has been in general and substantial compliance with the terms of its charter, by-laws, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. The board works strategically and effectively to achieve the school’s Accountability Plan goals, to oversee the organizational and physical expansion of the school and to carry out its mission of preparing its graduates to compete for admission to, and succeed in, top high schools.

- With the continued service of many founding members, the board has the appropriate expertise – including experience in real estate, marketing, education, finance and the non-profit sector -- to govern the school. Since its founding, only two members have left the board because they relocated out of New York. The board maintains executive, education, finance and development committees. In addition, by establishing task forces to help the board make big decisions (including issuing bonds, expanding the school facility and establishing the middle school), the board has been very deliberate and systematic in growing the school.
- The board’s education committee sees its role as being a task force to the school leadership, providing the leadership with a forum to reflect on, and refine, its academic plans. The board and the committee do not get involved in school management; thus, for example, personnel decisions, the staff bonus plan and actual bonus decisions are all within the purview of the head of school. The committee does review the school’s staffing plans in collaboration with the finance committee.
- In acting on the mission and core business of the school, board members receive board packages including information on student achievement and finance. Typically, the head of school and the principals report at each board meeting on testing, new programs, the high school acceptance and placement of 8th graders and recently mentoring activities BCSE graduates in high school.
- In response to a recent lapse in internal controls to prevent a series of small but unauthorized debits by one employee, the board has carefully reviewed its purchasing procedures and personnel roles and responsibilities. It has engaged a financial support company to institute new personnel positions, financial controls, divisions of responsibility and tighter procedures, especially in the area of checking account reconciliation and cash withdrawals. The board has a monitoring system in place to gauge the effectiveness of the enhanced controls and determine if additional steps are necessary.

- The board evaluates the extent to which the head of school has attained a set of goals she negotiated with the board the previous year.

Organizational Capacity. BCSE’s school organization effectively supports the delivery of the educational program. The education corporation has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program as set forth in its charter agreement.

- The head of school competently manages the day-to-day operations of the school; the school’s leadership aligns its priorities to the school’s mission.
- The school has clear lines of accountability with roles and responsibilities of all staff well defined. The school’s academic personnel include the principals, grade level lead teachers, educational assistants, learning specialists and specialist teachers. Grade level teams comprise five or six of these teachers. Most classrooms have at least two teachers.
- The school implements a clear discipline policy. When some teacher’s did not consistently implement the policies during the 2012-13 school year, the school addressed the uneven practice by changing both school leadership and instructional staff at the end of the school year.
- The school has created a professional environment in which each teacher feels empowered to hone his/her craft. This professionalism facilitates high teacher retention. With the positions of educational assistant for novice teachers and lead teachers, as well as on-going internal promotions for school wide leadership positions, the school has a career ladder that encourages professional growth.
- BCSE employs two staff members to advise and place its 8th grade students into high schools. The high school placement counselors work with students, parents, and staff to prepare students for the admissions process. The counselors report that they are building relationships with high school admissions officers to ensure that they are aware of BCSE students and that the students in turn are aware of their education options outside of the Bronx. BCSE hosts a high school fair for prospective students during which BCSE representatives discuss its academic and extracurricular programs. The goal of the high school placement program, ultimately, is to place each 8th grade student into the high school that is a ‘best fit’ for them.
- Throughout the charter period, BCSE has maintained full enrollment with virtually no attrition each year and a self-reported waitlist of 2,691 students.
- Given its targeted outreach and monitoring efforts, as well as its focus on providing a strong system of supports for at-risk students, the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees for ELLs, students with disabilities, and students eligible for the FRPL program.
- The school’s SEI program, which provides additional language support, enables ELL students to acquire second language acquisition skills quickly as demonstrated by the school’s success in enabling students to score proficient on the NYSESLAT test.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

Current Key Design Elements ⁷	Evident?
High academic standards.	✓
A broad liberal arts education.	✓
A “back to basics” educational approach (i.e. phonics based reading curriculum in the early grades that includes direct instruction).	✓
Longer school day.	✓
Performance based compensation for staff.	✓
Clearly articulated behavior standards for students.	✓
School uniforms for students.	✓
A commitment to academic performance accountability through internal and external standardized assessments and student portfolio reviews.	✓
A commitment to financial accountability.	✓
Active parent involvement.	✓

Parent Satisfaction. Parents/guardians and students are satisfied with the school⁸.

2010-2011	2011-2012	2012-2013
Response Rate: 80%	Response Rate: 65%	Response Rate: 85%
Academic Expectations: 8.8 Communication: 8.2 Engagement: 8.0 Safety and Respect: 9.1	Academic Expectations: 8.9 Communication: 8.5 Engagement: 8.3 Safety and Respect: 9.3	Academic Expectations: 8.7 Communication: 8.8 Engagement: 8.3 Safety & Respect: 8.6

Persistence in Enrollment. The school provided the following statistical information in their renewal application materials.

	2010-11	2011-12	2012-13
Percent of Eligible Students Returning From Previous Year ⁹	93.8	93.9	96.5

⁷ As part of their initial application and their Application for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the school.

⁸ Source: Application for Charter Renewal.

COMPLIANCE

Governance. In material respects, the board implements, maintains and abides by appropriate policies, systems, procedures and processes, to ensure the effective governance and oversight of the school. The board demonstrates a thorough understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws.
- The board hired appropriate outside counsel to guide it through a complicated and very successful \$25M bond transaction to acquire a facility for the entire school and increase enrollment.

Legal Requirements. The education corporation substantially complies with applicable laws, rules and regulations and the provisions of its charter. The education corporation has been in general and substantial compliance with the terms of its charter, applicable state and federal law, rules and regulations with the following exceptions.

- By-laws. Some committee provisions of the by-laws need very minor modification to be in compliance with the New York Not-For-Profit Corporation Law. Should the school be renewed by the Trustees, the Institute will work with the school to create the necessary modifications prior to the commencement of a new charter term.
- Code of Ethics. The education corporation's code of ethics needs to be updated to comply with provisions of the New York General Municipal Law. The Institute will also ensure this is updated prior to the start of a new charter term.

⁹ Source: Application for Charter Renewal.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, BCSE is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. The education corporation uses a sound budget process to effectively ensure that revenues exceed expenses in a typical year and that accumulated net assets are maintained at a healthy level. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools appears below in the Appendix.

Budgeting and Long-Range Planning. Throughout the charter term, BCSE has used the budget process to align its spending priorities within revenue constraints. The finance committee of the board provides overall oversight including approval of the initial budget and monthly review of budget-to-actual results.

- The head of school and the director of finance and operations develop the initial budget that incorporates the academic and operational goals for the year. They invite academic and operational staff to present their requests for the upcoming budget year.
- The director of finance and operations presents a draft budget to the finance committee approximately one month prior to adoption to allow the members to familiarize themselves with detailed current fiscal issues and requested changes for the upcoming year.
- The director of finance and operations provides financial reports that include a balance sheet, an income and expense report and a monthly cash flow analysis.

Internal Controls. With a notable exception, the education corporation has generally established and maintained appropriate fiscal policies, procedures and controls. Written policies address key issues including accounting, financial reporting, budgeting, cash disbursements and receipts, payroll, bank reconciliations, purchasing, fixed assets capitalization and accounting, procurement and investments.

- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- In response to a recent lapse in internal controls to prevent unauthorized ATM and teller withdrawals, the education corporation has carefully reviewed its cash handling and bank reconciliation procedures and personnel roles and responsibilities. The case was one where the board had adequate procedures in place but employees were not following the procedures carefully and too few employees were responsible for the controls at issue. The board plans to monitor the effectiveness of the enhanced controls.

Financial Reporting. The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and the New York State Education Department (“SED”) with required financial reports that are generally on time, complete and follow generally accepted accounting principles.

- The education corporation develops annual financial statements in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.

Financial Condition. The education corporation maintains adequate financial resources to ensure stable operations.

- The education corporation has relied primarily on recurring operating revenues, supplemented by fundraising by a related 501(c)(3) entity when needed to achieve fiscal stability.
- The education corporation has obtained long-term debt financing to purchase its existing property, which it had been renting, and to consolidate all the school grades into one location and for the renovation of the current school facilities. The total principal amount of revenue bonds issued and to be issued is \$24 million. Notably, the school received a BBB-bond rating, considered strong within the charter school financing community. The school's assets and certain revenues secure the bonds.

The Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that BCSE has demonstrated fiscal soundness over the course of its charter term.¹⁰

¹⁰ 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.

ARE THE SCHOOL'S PLANS FOR THE NEXT CHARTER TERM REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that the Bronx Charter School for Excellence has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to continue to implement the educational program as proposed during the next charter period are reasonable, feasible and achievable.

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

MISSION FOR THE NEXT CHARTER TERM

The Bronx Charter School for Excellence prepares young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. The Bronx Charter School for Excellence will accomplish this by offering a challenging and rigorous academic curriculum – which at the earliest grades will have an eye toward college preparation. The Bronx Charter School for Excellence will accomplish this in a supportive and caring environment that has high expectations for all students.

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 school 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. In addition, the school will properly update and document its ELL program.

Plans for the Educational Program.

	Current Charter Term	End of Next Charter Term
Enrollment	554	756
Grade Span	K-8	K-8
Teaching Staff	46	60
Days of Instruction	185	185

The school has reached its full grade span of K-8, but is still adding a class to each grade as the cohorts advance. In 2013-14, the school has three classes in K-1 and will eventually have three classes in each grade when its new facility is finished. The same core elements of the instructional program that have enabled BCSE to meet its Accountability Plan goals during the current charter term would be likely to allow the school to meet its goals in the future.

Plans for Board Oversight and Governance. Board members commit to continuing to serve BCSE in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. BCSE has presented a reasonable and appropriate fiscal plan for the term of the next charter including budgets that are feasible and achievable. The education corporation has taken a conservative approach to budgeting and planning for the next charter term. The plan shows an increase in enrollment of about 300 students over the current school year thus adding a significant boost to operating revenues.

The education corporation has appropriately budgeted school facility expenses and obtained financing on advantageous terms. Based on the foregoing fiscal information and the education corporation's record of fiscal soundness, the Institute finds that the education corporation demonstrates the ability to operate in a fiscally sound manner during the next charter term.

Plans for the Future. The school plans to continue its relationship with The Friends of Bronx Charter School for Excellence during its next charter term. The work that The Friends of Bronx Charter School for Excellence does in the areas of fundraising and facilities planning will assist in achieving the school's goal of having three classes per grade.

The school's plans for the future appear reasonable, feasible and achievable.

APPENDIX

SCHOOL OVERVIEW

Current Mission Statement

The Bronx Charter School for Excellence prepares young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. The Bronx Charter School for Excellence will accomplish this by offering a challenging and rigorous academic curriculum – which at the earliest grades will have an eye toward college preparation. The Bronx Charter School for Excellence will accomplish this in a supportive and caring environment that has high expectations for all students.

School Characteristics

School Year	Proposed Revised Enrollment	Actual Enrollment¹¹	Proposed Grades	Actual Grades
2004-05	100	100	K-1	K-1
2005-06	150	145	K-2	K-2
2006-07	200	185	K-3	K-3
2007-08	250	251	K-4	K-4
2008-09	300	298	K-5	K-5
2009-10	300	320	K-5	K-5
2010-11	380	382	K-6	K-6
2011-12	436	437	K-7	K-7
2012-13	492	437	K-8	K-8
2013-14	496	554	K-8	K-8

¹¹ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

Student Demographics¹²

	2010-11		2011-12		2012-13 ¹³
	Percent of School Enrollment	Percent of NYC CSD 11 Enrollment	Percent of School Enrollment	Percent of NYC CSD 11 Enrollment	Percent of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	1	0	1	1
Black or African American	49	44	48	43	48
Hispanic	41	42	39	42	36
Asian, Native Hawaiian, or Pacific Islander	9	6	12	7	14
White	0	7	0	7	0
Multiracial	1	0	1	0	1
Special Populations					
Students with Disabilities ¹⁴	9	--	10	18	11
English Language Learners	4	10	5	10	8
Free/ Reduced Lunch					
Eligible for Free Lunch	55	71	54	71	--
Eligible for Reduced – Price Lunch	12	8	14	8	--
Economically Disadvantaged	73	--	77	--	79

Current Board of Trustees

Board Member Name	Position/Committees
Joyce Frost	Chair
Stacey Lauren	Vice-Chair
Deidre Flynn	Treasurer
Kimberly Hartman	Secretary
Tanya Osborne	Trustee, PA President
Andra Ehrenkranz	Trustee
Willie Geist	Trustee
Frank Iacono	Trustee
Kathy Lathen	Trustee
Stacey Lauren	Trustee
Michael Lewis	Trustee

¹² Source: 2010-11 and 2011-12 School Report Cards, SED.

¹³ The Institute derived the 2012-13 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2012 student enrollment report to SED (2012-13 BEDS Report). District data are not yet available.

¹⁴ Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012 as the state's Empirical Analysis of Enrollment Targets.

Rosemary Milliman	Trustee
Mardi Schechter	Trustee
Chris Schoberl	Trustee
Michael Stern	Trustee

School Leader(s)

School Year(s)	School Leader(s) Name and Title
2004-05 to February 2007	Cassandra Levine, Principal
February 2007 to Present	Charlene Reid, Head of School

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2004-05	First Year Visit	Institute	May 25, 2005
2005-06	Evaluation Visit	Institute	March 28, 2006
2006-07	Evaluation Visit	External	May 1-2, 2007
2007-08	Evaluation Visit	Institute	February 28, 2008
2008-09	Initial Renewal Visit	Institute	December 9-11, 2008
2010-11	Evaluation Visit	External	December 15-16, 2010
2013-14	Subsequent Renewal Visit	Institute	September 25-26, 2013

Conduct of the School Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
September 25-26, 2013	Ron Miller, PhD	Executive Deputy Director for Accountability
	Aaron Campbell	Senior Analyst
	Adam Aberman	Consultant

FISCAL DASHBOARD



Bronx for Excellence

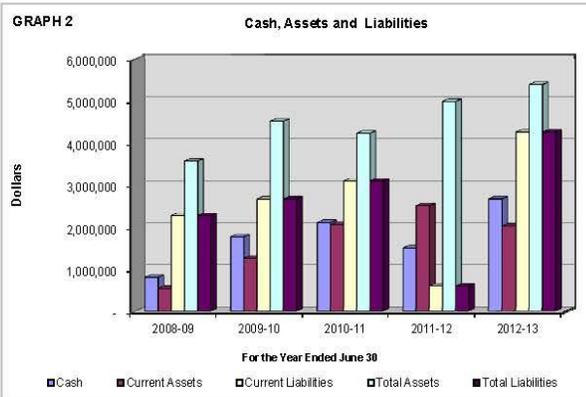
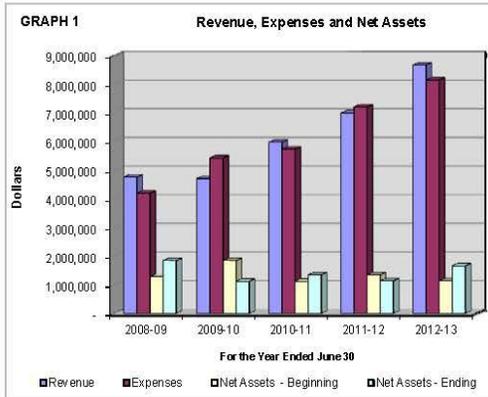
SCHOOL INFORMATION

FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	382,349	814,165	1,763,052	2,105,088	1,496,784	2,673,392
Grants and Contracts Receivable	-	-	161,889	149,908	304,883	426,080
Accounts Receivable	-	-	-	-	-	-
Prepaid Expenses	108,412	126,311	129,633	255,228	217,141	58,884
Contributions and Other Receivables	59,204	309,738	-	-	-	-
Total Current Assets - GRAPH 2	549,965	1,250,214	2,054,374	2,510,224	2,018,608	3,158,356
Property, Building and Equipment, net	1,629,799	1,901,277	1,822,337	2,144,370	3,054,179	9,114,832
Other Assets	1,378,272	1,364,262	350,252	336,242	322,232	18,411,092
Total Assets - GRAPH 2	3,558,036	4,515,753	4,226,963	4,990,836	5,395,019	30,684,280
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	342,833	380,272	85,965	605,032	826,949	585,780
Accrued Payroll and Benefits	-	-	364,391	-	-	800,686
Deferred Revenue	-	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	350,000	179,365	15,291	-	-	-
Other	1,582,203	2,109,604	2,637,005	-	3,429,307	-
Total Current Liabilities - GRAPH 2	2,275,036	2,669,241	3,102,652	605,032	4,256,256	1,386,466
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	27,637,459
Total Liabilities - GRAPH 2	2,275,036	2,669,241	3,102,652	605,032	4,256,256	28,023,925
Net Assets						
Unrestricted	1,266,000	1,646,512	1,024,311	1,352,648	1,130,473	1,410,355
Temporarily restricted	17,000	200,000	100,000	-	8,290	250,000
Total Net Assets	1,283,000	1,846,512	1,124,311	1,352,648	1,138,763	1,660,355
Total Liabilities and Net Assets	3,558,036	4,515,753	4,226,963	1,957,680	5,395,019	30,684,280
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	2,824,229	3,986,189	3,945,498	5,218,995	5,893,554	6,994,135
Students with Disabilities	-	-	354,816	370,872	546,708	703,944
Grants and Contracts	-	-	-	-	-	-
State and local	-	-	-	-	-	-
Federal - Title and IDEA	163,207	163,019	236,554	226,049	208,460	180,602
Federal - Other	-	-	-	-	-	184,212
Other	-	-	-	-	155,525	-
Food Service/Child Nutrition Program	-	-	12,042	11,532	-	-
Total Operating Revenue	2,987,436	4,149,208	4,548,910	5,827,448	6,804,247	8,062,893
Expenses						
Regular Education	-	-	2,635,968	3,536,090	5,410,144	6,161,771
SPED	-	-	401,878	441,843	553,419	393,305
Regular Education & SPED (combined)	3,066,663	3,642,143	-	-	-	-
Other	-	-	637,937	711,073	-	-
Total Program Services	3,066,663	3,642,143	3,675,783	4,689,007	5,963,563	6,555,075
Management and General	486,911	431,749	1,749,646	1,015,698	1,138,631	1,570,788
Fundraising	130,905	125,279	5,317	41,424	111,385	26,616
Total Expenses - GRAPH 1 / GRAPH 4	3,684,479	4,199,171	5,430,746	5,746,129	7,213,579	8,152,479
Surplus / (Deficit) From School Operations	(697,043)	(49,963)	(881,836)	81,319	(409,332)	(89,686)
Support and Other Revenue						
Contributions	300,493	569,489	129,220	70,067	82,638	602,493
Fundraising	154,750	-	-	70,177	108,071	-
Miscellaneous Income	40,326	43,986	30,415	6,774	24,738	8,695
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	495,569	613,475	159,635	147,018	195,447	611,178
Total Unrestricted Revenue	3,566,005	4,579,683	4,708,545	6,074,466	6,991,404	8,432,361
Total Temporarily Restricted Revenue	(83,000)	183,000	-	(100,000)	8,290	241,710
Total Revenue - GRAPH 1	3,483,005	4,762,683	4,708,545	5,974,466	6,999,694	8,674,071
Change in Net Assets	(201,474)	563,512	(722,201)	228,337	(213,885)	521,592
Net Assets - Beginning of Year - GRAPH 1	1,484,474	1,283,000	1,846,512	1,124,311	1,352,648	1,138,763
Prior Year Adjustment(s)	-	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	1,283,000	1,846,512	1,124,311	1,352,648	1,138,763	1,660,355
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	827,172	965,687	1,187,367	678,056
Instructional Personnel	-	-	1,520,280	1,839,900	2,482,882	2,683,261
Non-Instructional Personnel	-	-	-	-	108,778	1,035,341
Personnel Services (Combined)	1,583,129	2,023,433	-	-	-	-
Total Salaries and Staff	1,583,129	2,023,433	2,147,452	2,705,587	3,779,027	4,396,657
Fringe Benefits & Payroll Taxes	339,732	416,761	387,800	522,824	740,551	788,855
Retirement	-	-	55,423	62,181	79,567	92,074
Management Company Fees	-	-	-	-	-	-
Building and Land Rent / Lease	902,401	902,401	902,400	1,038,897	1,050,832	989,851
Staff Development	-	61,634	44,620	40,897	62,408	-
Professional Fees, Consultant & Purchased Services	142,767	121,437	174,574	132,639	124,995	170,389
Marketing / Recruitment	-	-	17,994	81,638	40,565	-
Student Supplies, Materials & Services	197,140	148,788	95,873	78,463	278,862	384,015
Depreciation	96,837	118,008	86,114	200,672	256,371	616,293
Other	422,473	406,709	1,518,496	882,331	800,502	714,345
Total Expenses	3,684,479	4,199,171	5,430,746	5,746,129	7,213,579	8,152,479
ENROLLMENT						
Chartered Enroll	250	300	300	300	300	492
Revised Enroll	-	-	-	380	-	-
Actual Enroll - GRAPH 4	250	300	300	380	437	518
Chartered Grades	K-4	-	K-5	K-6	K-7	K-8
Revised Grades	-	K-5	-	-	-	-

Bronx for Excellence

SCHOOL ANALYSIS

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
Primary School District							
NYC							
Per Pupil Funding	11,023	12,443	12,443	13,527	13,527	13,527	
Increase over prior year	8.1%	12.9%	0.0%	8.7%	0.0%	0.0%	
PER STUDENT BREAKDOWN							
Revenue							
Operating	11,950	13,831	15,163	15,335	15,570	15,565	
Other Revenue and Support	1,982	2,045	532	387	447	1,180	
TOTAL - GRAPH 3	13,932	15,876	15,695	15,722	16,018	16,745	Average - 5 Yrs. OR Charter Term
							14,370
							1,079
							15,449
Expenses							
Program Services	12,267	12,140	12,253	12,339	13,647	12,655	12,529
Management and General, Fundraising	2,471	1,857	5,850	2,782	2,860	3,084	3,164
TOTAL - GRAPH 3	14,738	13,997	18,102	15,121	16,507	15,738	15,693
% of Program Services	83.2%	86.7%	67.7%	81.6%	82.7%	80.4%	80.4%
% of Management and Other	16.8%	13.3%	32.3%	18.4%	17.3%	19.6%	19.6%
% of Revenue Exceeding Expenses - GRAPH 5	-5.5%	13.4%	-13.3%	4.0%	-3.0%	6.4%	-1.6%
Student to Faculty Ratio							
				15.2	11.2	13.3	
Faculty to Admin Ratio							
				4.2	3.5	3.5	
Financial Responsibility Composite Scores - GRAPH 6							
Score	1.5	0.8	1.7	0.0	0.8	0.8	0.7
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring 1.0 - 0.9	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring
Working Capital - GRAPH 7							
Net Working Capital	(1,725,071)	(1,419,027)	(1,048,278)	1,905,192	(2,237,648)	1,771,890	(904,966)
As % of Unrestricted Revenue	-48.4%	-31.0%	-22.3%	31.4%	-32.0%	21.0%	-20.5%
Working Capital (Current) Ratio Score	0.2	0.5	0.7	4.1	0.5	2.3	1.2
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	HIGH	LOW	HIGH	MEDIUM	HIGH
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Poor	Excellent	Poor	Good	Poor
Quick (Acid Test) Ratio							
Score	0.2	0.4	0.6	3.7	0.4	2.2	1.1
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	HIGH	HIGH	LOW	HIGH	MEDIUM	MEDIUM
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	Poor	Poor	Excellent	Poor	Good	Good
Debt to Asset Ratio - GRAPH 7							
Score	0.6	0.6	0.7	0.1	0.8	0.9	0.6
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	MEDIUM	MEDIUM	LOW	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Good	Good	Excellent	Good	Good	Good
Months of Cash - GRAPH 8							
Score	1.2	2.3	3.9	4.4	2.5	3.9	2.9
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	HIGH	HIGH	MEDIUM	MEDIUM	HIGH	MEDIUM	HIGH
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)	Poor	Poor	Good	Good	Poor	Good	Poor



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.

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 thru 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.

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Bronx Charter School for Excellence



	2010-11 Grades Served: K-6			MET	2011-12 Grades Served: K-7			MET	2012-13 Grades Served: K-8			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
		3	4			5	6			7	8		3	4	5
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.	All	90.2 (215)	90.9 (187)	YES	All	86.1 (267)	86.7 (256)	YES	All	44.9 (323)	44.8 (299)	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	PI	AMO		Grades	PI	AMO		Grades	PLI	AMO				
	3-6	189	122	YES	3-7	186	135	YES	3-8	135					
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.	Comparison: Bronx District 11				Comparison: Bronx District 11				Comparison: Bronx District 11						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-6	90.9	41.5	YES	3-7	86.7	41.2	YES	3-8	44.8	18.3	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.	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size			
	55.0	90.2	49.8	2.68	YES	54.2	86.1	50.9	2.30	YES	82.1	44.9	19.0	2.17	YES
GROWTH MEASURE															
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				4				4	63.4					
	5				5				5	41.5					
	6				6				6	46.8					
	7				7				7	47.1					
	8				8				8	42.8					
	All	69.0	50.0	YES	All	50.7	50.0	YES	All	48.5	50.0	NO			

SCHOOL PERFORMANCE SUMMARY: Mathematics

Bronx Charter School for Excellence



	2010-11 Grades Served: K-6			MET	2011-12 Grades Served: K-7			MET	2012-13 Grades Served: K-8			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
<u>ABSOLUTE MEASURES</u>															
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.	3	98.2 (56)	98.0 (49)	YES	3	96.4 (56)	96.2 (53)	YES	3	66.1 (56)	66.7 (51)	NO			
	4	94.5 (55)	94.2 (52)		4	98.2 (56)	100.0 (53)		4	82.1 (56)	81.5 (54)				
	5	92.3 (52)	91.7 (48)		5	90.9 (55)	92.3 (52)		5	33.9 (56)	35.3 (51)				
	6	94.2 (52)	94.7 (38)		6	92.0 (50)	92.0 (50)		6	58.2 (55)	53.1 (49)				
	7	(0)	(0)		7	96.0 (50)	95.8 (48)		7	33.3 (51)	28.3 (46)				
	8	(0)	(0)		8	(0)	(0)		8	36.7 (49)	37.5 (48)				
	All	94.9 (215)	94.7 (187)		All	94.8 (267)	95.3 (256)		All	52.3 (323)	51.2 (299)				
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	PI	AMO	YES	Grades	PI	AMO	YES	Grades	PLI	AMO				
	3-6	194	137		3-7	194	148		3-8	144					
<u>COMPARATIVE MEASURES</u>															
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			YES	Comparison: Bronx District 11			YES	Comparison: Bronx District 11			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-6	94.7	51.1		3-7	95.3	52.4		3-8	51.2	20.0				
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.	% FL	Actual	Predicted	Effect Size	YES	% FL	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES
	55.0	94.9	58.7	2.08		54.2	94.8	60.8	1.83		82.1	52.3	20.3	1.97	
<u>GROWTH MEASURE</u>															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	YES			
	4				4				4	63.6					
	5				5				5	29.4					
	6				6				6	62.3					
	7				7				7	44.9					
	8				8				8	56.1					
	All	67.0	50.0		All	51.6	50.0		All	51.1	50.0				

NYCDOE PROGRESS REPORT RESULTS

BCSE received a letter grade of “B” on its 2012-13 NYC DOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2012-13 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 26 percent A; 35 percent B; 31 percent C; five percent D; and two percent E.

BCSE received the “B” based on the composite score of the three categories. The school received an “A” in School Environment, which measures factors other than student achievement. NYCDOE largely bases this category on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. In the Student Performance category, the school received an “A,” indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of BCSE’s limited year-to-year growth in ELA in comparison to its peer schools, it received a “C” in Student Progress.

These results are consistent with the Institute’s analysis above.