

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
BRONX CHARTER SCHOOL FOR
BETTER LEARNING'S
AUTHORITY TO OPERATE:*

*BRONX CHARTER SCHOOL FOR
BETTER LEARNING*

*BRONX CHARTER SCHOOL FOR
BETTER LEARNING II*

Report Date: March 7, 2023

Review Date: November 9 – 10, 2022

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Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

BRONX CHARTER SCHOOL FOR BETTER LEARNING

“ MISSION

The Bronx Charter Schools for Better Learning provide their students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State Standards and national norms in all curriculum areas tested, especially in mathematics and language arts.

Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility, and a sustained love of learning, all of which contribute directly to high academic achievement.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
2003

Total Number of Charters:
2

Number of Students Served:
1,006

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 5th

Total Number of Charters:
2

Number of Students Served:
992

Information about each charter is found below in the Charter Schools Background section of this report.

KEY DESIGN ELEMENTS

Instructional rigor;



Data-based decision making;



Meeting individual student needs; and,



Student empowerment.



EDUCATION CORPORATION BACKGROUND

EDUCATION CORPORATION BACKGROUND

The SUNY Trustees approved the original charter for Bronx Charter School for Better Learning (“BBL”) on February 25, 2003. The charter opened in the fall of 2003 initially serving 50 students in 1st grade. The SUNY Trustees granted Bronx Charter School for Better Learning (“BBL Schools” or the “education corporation”) the authority to operate a second charter, Bronx Charter School for Better Learning II (“BBL II”) on June 4, 2014. BBL II opened in fall 2015 initially serving 75 students in Kindergarten. A shared executive director, professional development team, and contracted consultants work with both charters to ensure the implementation of a high quality program.



NOTEWORTHY

Ongoing feedback from staff and families is integral to BBL Schools’ decision making process. The education corporation engages families in a number of ways including monthly coffee and conversations meetings with principals. In 2022, BBL schools conducted its first World Café, an event designed to solicit feedback from all staff members from both campuses. BBL Schools supports staff members, students, and families based on the data collected from these events. The education corporation hosts Middle School Spotlight meetings up to four times each month for parents to support families with the middle school application process. The charters conduct weekly college and career lessons to support students’ career aspirations.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

BBL Schools implemented several initiatives to provide academic and social emotional supports for students, families, and staff members. The education corporation’s coordinated approach uses increased instructional time to target academic recovery, a redesigned summer program to support academic and social emotional recovery, and a comprehensive instructional coaching and professional development program to support teachers, especially the charter’s newer faculty members. BBL Schools’ professional development team and academic leaders modified the charter’s existing curricular materials to better meet the needs of students by developing and including activities specifically designed to give students additional practice in high priority academic areas such as writing, decoding, and computation. BBL Schools also increased instructional time dedicated to writing and differentiated interventions to include instruction in mechanics to prepare the charters’ younger grades to write on lined paper in accordance with conventions; immersion in different genres of writing; and, activities to address stamina, pencil grips, and handwriting. BBL Schools modified its mathematics program to include additional computation practice in all grades to ensure students possess the foundational skills needed to address grade level curricular content.

EDUCATION CORPORATION BACKGROUND

The education corporation also redesigned its summer program to focus on socialization in addition to academics. The summer program now targets the emotional needs of students through careful curation of texts and activities and the collaboration of professional development staff members, student support staff members, and academic leaders. In addition to creating opportunities for families to share feedback, BBL Schools provides curriculum training courses for families seeking to support their children academically. In response to staffing challenges, BBL Schools' sustained, robust professional development program provides direct mentorship to new teachers and supports the implementation of the education corporation's programs to mitigate the effects of interrupted instruction.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through 2027-28. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the two Applications for Charter Renewal:*

- *Bronx Charter School for Better Learning; and,*
- *Bronx Charter School for Better Learning II*

If each charter is renewed, Bronx Charter School for Better Learning will have the authority to continue to operate each charter through the 2027-28 school year with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in 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 (“SUNY Renewal Policies”).¹ The Table below presents more information about the charters.

The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of Bronx Charter School for Better Learning, the New York not-for-profit charter school education corporation, with the authority to operate the two charters listed above.

CHARTER	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
BBL	K-5	542	Subsequent Renewal
BBL II	K-5	450	Subsequent Renewal

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

RENEWAL RECOMMENDATION

To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether each charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

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

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating charters in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each charter operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

- 4: the charter school education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,
- 6: approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During their charter terms, BBL and BBL II are each an academic success having met or come close to meeting their key Accountability Plan goals. The information below presents the key findings for the SUNY Trustees and highlights the successes of the charters.

FINDINGS & INFORMATION

Is the education corporation an academic success?

BBL and BBL II are each an academic success. During the charter term, both charters met or came close to meeting their academic Accountability Plan goals over the charter term.

BBL Schools demonstrates success in the following ways:

- Both charters posted proficiency rates in english language arts (“ELA”) and mathematics that surpassed the local district in every year during the charter term with state data suitable for analysis.
- The education corporation posted high achievement for students with disabilities. Over the term, the charters’ students with disabilities posted proficiency rates that exceeded the composite district in ELA and mathematics each year.
- BBL I posted effect sizes far above the target in both ELA and mathematics in all years with available data indicating higher than expected performance compared to similar schools.
- BBL II posted high academic achievement in 2018-19, its first year administering state assessments in ELA and mathematics. Among 3rd grade students enrolled at the charter for atleast two years, 62% scored at or above proficiency in ELA and 78% did so in mathematics.

Is the education corporation an effective, viable organization?

BBL Schools is an effective, viable organization. The board maintains an effective governance and oversight of both charters.

Is the education corporation fiscally sound?

The education corporation as well as the individual charters continue to be fiscally strong based on the evidence collected through the renewal review. The education corporation presents a reasonable and appropriate fiscal plan for each charter over the next charter term.

If the SUNY Trustees renew each charter, are the education corporation’s plans for each charter reasonable, feasible, and achievable?

BBL Schools’ plans for the future are reasonable, feasible, and achievable. The charters plan to maintain the effective instructional program and unique approach to support students academic, social, and emotional success.

EXECUTIVE SUMMARY

BBL Schools' implementation of its defining instructional approach, "the subordination of teaching to learning", consists of the Gattegno Mathematics program, which facilitates an understanding of mathematical concepts and the application to the real world; Words in Color, a Gattegno related reading program in the primary grades that draws on students' phonemic awareness to teach elements of reading and writing; and, an ELA program in upper grades that is based on authentic texts and increased rigor in reading comprehension and writing. In the current charter term, BBL Schools expanded its understanding of "Better Learning" to include meaningful incorporation of technology and social emotional education in pedagogical practices and curricular materials. Both charters provide students with rigorous educational experiences aligned to strategic priorities that lead to academic, social, and emotional success.

Because of its commitment to providing the highest quality educational program for all students, BBL Schools offers intensive and extensive professional development programs through regular collaboration with instructional staff members. Board members and leaders closely monitor student learning and the charters' progress toward producing high academic achievement.

Based on the Institute's review of the education corporation's performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters; a review of academic, organizational, governance, and financial documentation; and, a renewal review of each of the charter's academic program, the Institute finds that the education corporation and each charter within it meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant BBL a Subsequent Full-Term Renewal of five years and BBL II a Subsequent Full-Term Renewal of three years with each charter's expiration date of July 31, 2028 to align the charter expiration dates of BBL Schools.

CHARTER SCHOOL BACKGROUND

BRONX CHARTER SCHOOL FOR BETTER LEARNING

3740 Baychester Avenue - Annex, Bronx, New York | Grades: K-5 | Community School District 11

The SUNY Trustees approved the original charter for BBL on February 25, 2003. The charter opened in fall 2003, serving 50 students in 1st grade.

PROGRAM

BBL successfully implements “the subordination of teaching to learning,” BBL Schools’ unique education program alongside BBL II. The academic program is founded on Gattegno method which subordinates teaching to learning and entails using specialized curricula and instructional methods aimed at providing students with the knowledge and insights to function independently, control their learning, and assume responsibility for it. In the 2021-22 school year, BBL transitioned from using the Renaissance STAR assessment program to NWEA MAP (“MAP”), a nationally normed assessment, as a universal screener and to measure student growth. Charter leaders recently reflected on the ELA curriculum and made changes based on a notable decline in reading levels among students in the upper grades following two years of virtual and hybrid learning. BBL implements most program elements of BBL Schools’ charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

CURRENT CHARTER

Serves: Kindergarten – 5th

*Chartered Enrollment:
550*

*Charter Expires on:
July 31, 2023*

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 5th

*Chartered Enrollment:
542*

*Charter Expiration:
July 31, 2028*

CHARTER LEADERS

PRINCIPAL

Shubert Jacobs, Principal (2003-04 to Present)

CHARTER SCHOOL BACKGROUND

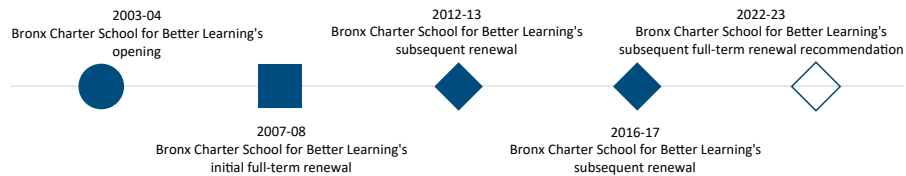
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	543	544	100%	K-5
2019-20	549	551	100%	K-5
2020-21	550	554	101%	K-5
2021-22	550	551	100%	K-5
2022-23	550	549	100%	K-5

NOTEWORTHY

BBL Schools offers families and students extracurricular activities in addition to a strong curricular program. All students at BBL receive physical education and music classes twice a week, and art once a week. The charter also schedules classes in dance/movement, chess, and Korean language arts culinary arts, archery, band, choir, girls’ and boys’ mentorship, robotics, and coding.

TIMELINE OF CHARTER SCHOOL RENEWAL



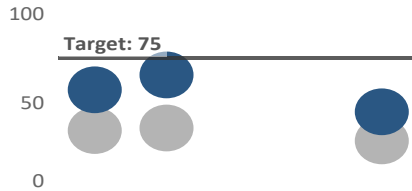


CHARTER SCHOOL BACKGROUND

BRONX CHARTER SCHOOL FOR BETTER LEARNING

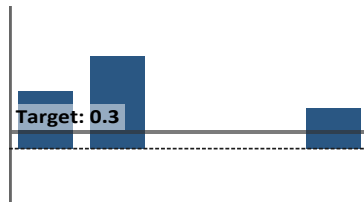
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



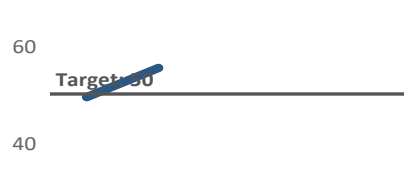
Test Year	Comp Grades	District %	Charter %
2018	3-5	35	58
2019	3-5	37	66
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-5	29	46

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-5	1.00
2019	3-5	1.63
2020	N/A	N/A
2021	N/A	N/A
2022	3-5	0.72

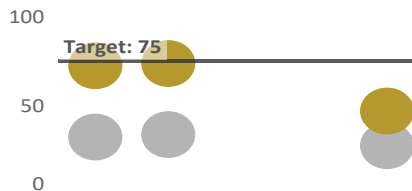
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	49.6
2019	55.6
2020	N/A
2021	N/A
2022	N/A

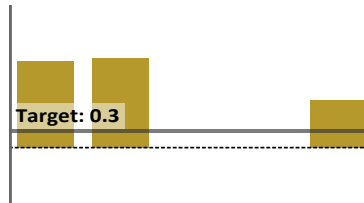
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-5	33	73
2019	3-5	35	74
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-5	28	48

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-5	1.52
2019	3-5	1.57
2020	N/A	N/A
2021	N/A	N/A
2022	3-5	0.83

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

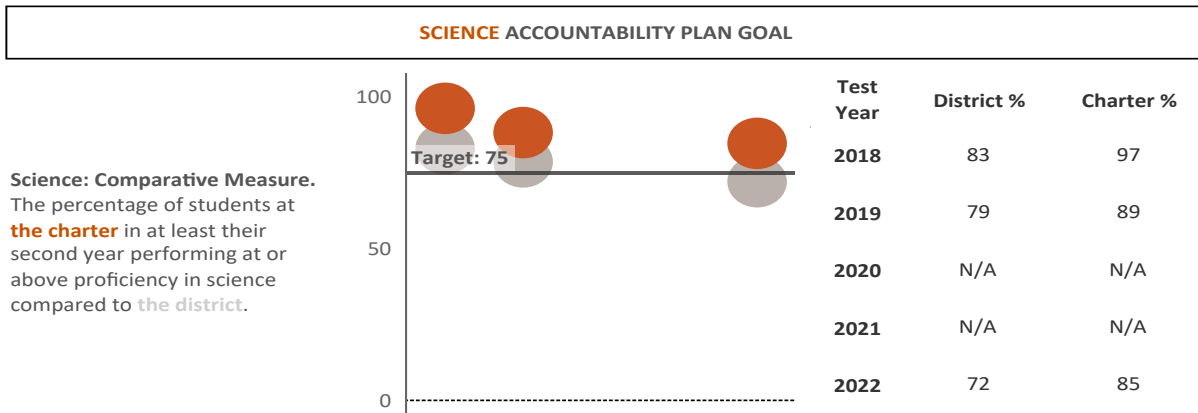


Test Year	Charter Mean Growth
2018	53.2
2019	60.6
2020	N/A
2021	N/A
2022	N/A



CHARTER SCHOOL BACKGROUND

BRONX CHARTER SCHOOL FOR BETTER LEARNING



SPECIAL POPULATIONS PERFORMANCE*

	2018	2019	2022
Students with Disabilities Enrollment	49	56	66
Tested on State Exam	19	25	32
Charter Percent Proficient on ELA Exam	47.4	32.0	25.0
District Percent Proficient	10.6	10.1	7.9
ELL Enrollment	11	9	9
Tested on NYSESLAT Exam	11	9	8
Charter Percent 'Commanding' or Making Progress	9.1	44.4	12.5

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

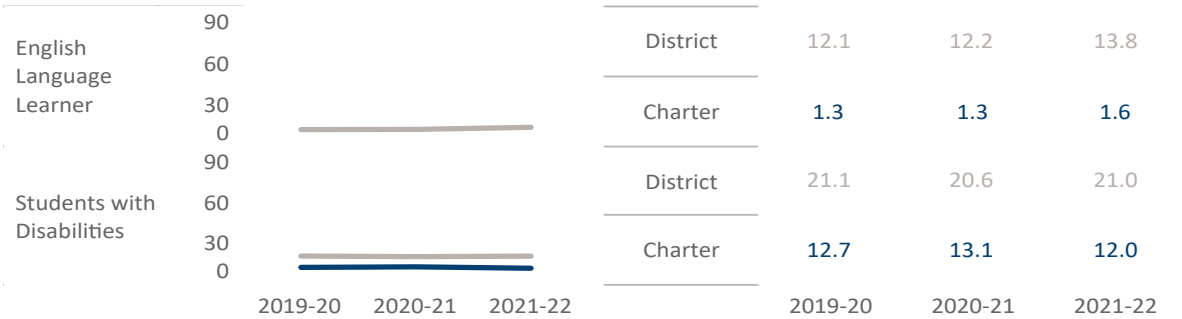


CHARTER SCHOOL BACKGROUND

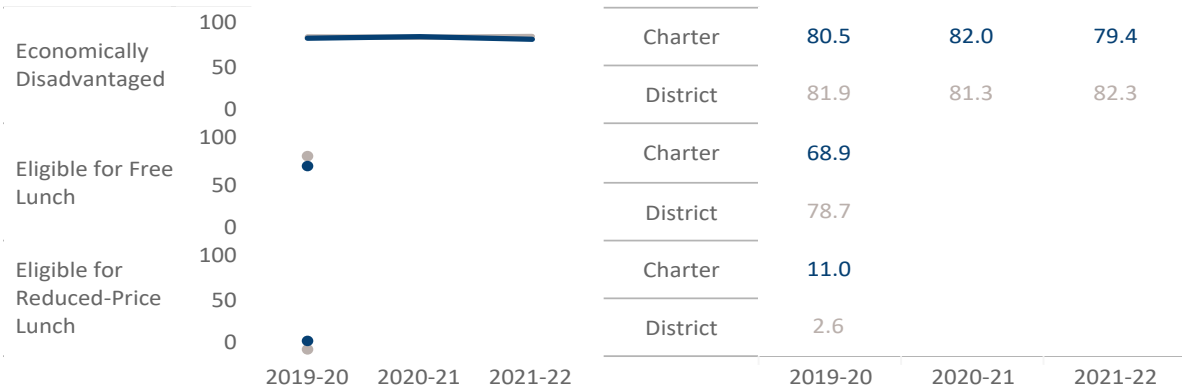
Bronx Charter School for Better Learning

Bronx CSD 11

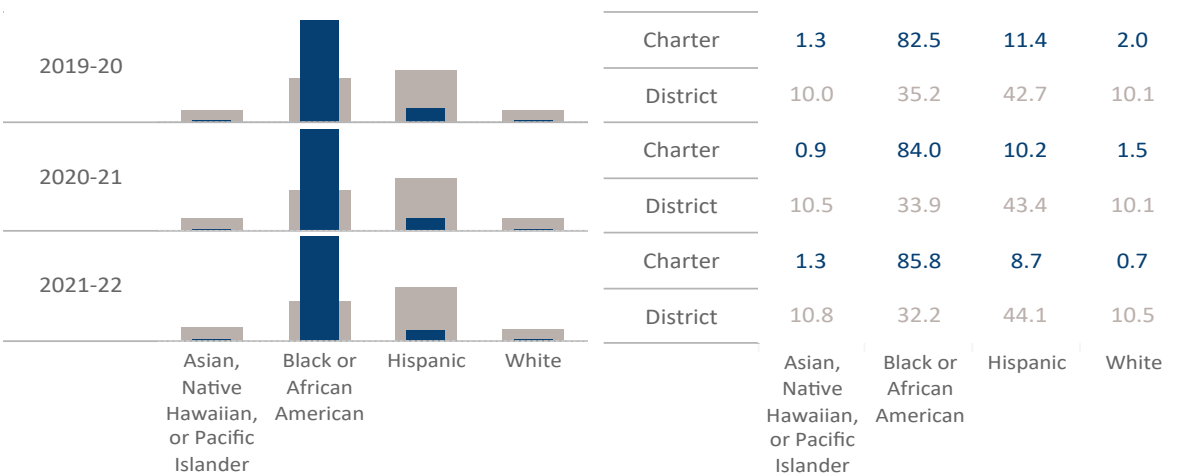
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

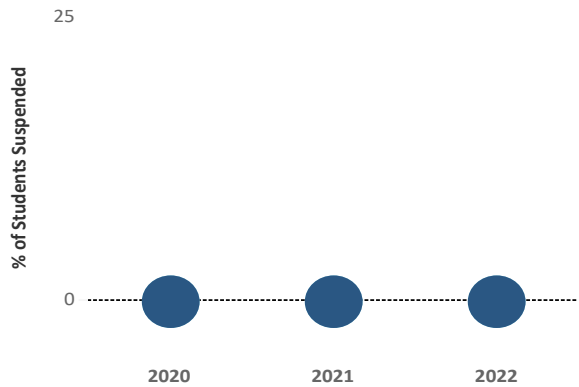


* Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department ("NYSED") except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



CHARTER SCHOOL BACKGROUND

Bronx Charter School for Better Learning



Bronx CSD 11

ISS Rate OSS Rate

Year	ISS Rate	OSS Rate
2020	0.0	0.0
2021	0.0	0.0
2022	0.0	0.0

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

Year	Persistence in Enrollment (%)	Expulsions (2020)	Expulsions (2021)	Expulsions (2022)
2019-20	90.0			
2020-21	93.2	0	0	0
2021-22	87.3			

Bronx Charter School for Better Learning's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	86.4	79.4
	English language learners	9.9	1.5
	students with disabilities	16.4	11.8
retention	economically disadvantaged	93.9	86.3
	English language learners	93.0	85.7
	students with disabilities	93.6	84.7

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

CHARTER SCHOOL BACKGROUND

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

2545 Gunther Avenue, 3rd Floor, Bronx, New York | Grades: K-5 | Community School District 11

The SUNY Trustees approved the original charter for BBL II on June 4, 2014. The charter opened in fall 2015, serving 75 students in Kindergarten.

PROGRAM

BBL II successfully implements “the subordination of teaching to learning”, BBL Schools’ effective and rigorous educational program alongside BBL. The charter recently expanded its understanding of “the subordination of teaching to learning” to include the meaningful incorporation of technology and social emotional education and will continue to adhere to the priorities of instructional rigor, data-based decision making, student empowerment, and meeting individual student needs. BBL II has established strong instructional leadership that supports the development of its instructional staff. Professional developers spend an extra day weekly at BBL II to train, coach, and support their larger population of new teachers. The charter provides teachers with individualized coaching as well as frequent opportunities to collaborate across content areas and grade teams. BBL II implements most program elements of BBL Schools’ charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

CURRENT CHARTER

Serves: Kindergarten – 5th

*Chartered Enrollment:
456*

*Charter Expires on:
July 31, 2025*

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 5th

*Chartered Enrollment:
450*

*Charter Expiration:
July 31, 2028*

CHARTER LEADERS

PRINCIPAL

Anne Clarke-Raysor, Principal (2018-19 to Present)

Nysheria Sims, Principal (2015-16 to 2017-18)

CHARTER SCHOOL BACKGROUND

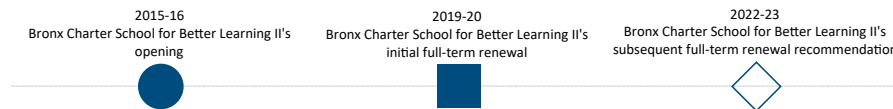
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	300	297	99%	K-3
2019-20	375	379	101%	K-4
2020-21	456	453	99%	K-5
2021-22	456	432	95%	K-5
2022-23	456	429	94%	K-5

NOTEWORTHY

BBL Schools offers families and students extracurricular activities in addition to a strong curricular program. All students at BBL II receive physical education and music classes twice a week, and art once a week. The charter also schedules classes in dance/movement, chess, and Korean language arts.

TIMELINE OF CHARTER SCHOOL RENEWAL



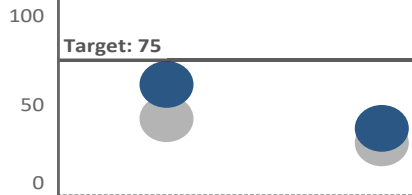


CHARTER SCHOOL BACKGROUND

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

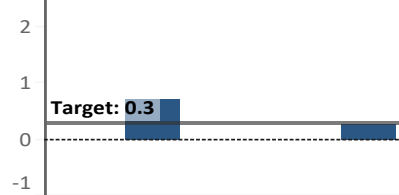
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



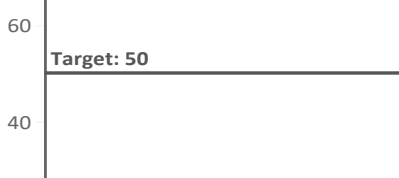
Test Year	Comp Grades	District %	Charter %
2018	N/A	N/A	N/A
2019	3	43	62
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-5	29	38

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	N/A	N/A
2019	3	0.69
2020	N/A	N/A
2021	N/A	N/A
2022	3-5	0.25

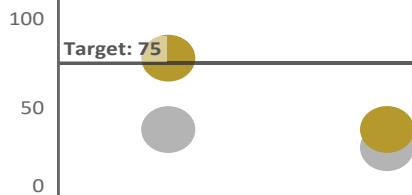
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	N/A
2019	N/A
2020	N/A
2021	N/A
2022	N/A

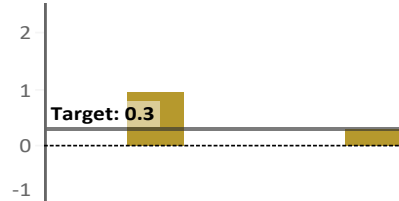
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	N/A	N/A	N/A
2019	3	38	78
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-5	28	39

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	N/A	N/A
2019	3	0.95
2020	N/A	N/A
2021	N/A	N/A
2022	3-5	0.32

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2018	N/A
2019	N/A
2020	N/A
2021	N/A
2022	N/A

CHARTER SCHOOL BACKGROUND

BRONX CHARTER SCHOOL FOR BETTER LEARNING II



SPECIAL POPULATIONS PERFORMANCE*

	2018	2019	2022
Students with Disabilities Enrollment	20	33	45
Tested on State Exam	0	7	22
Charter Percent Proficient on ELA Exam	NA	28.6	9.1
District Percent Proficient	NA	13.3	7.9
ELL Enrollment	10	10	13
Tested on NYSESLAT Exam	10	10	12
Charter Percent 'Commanding' or Making Progress	20.0	20.0	0.0

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

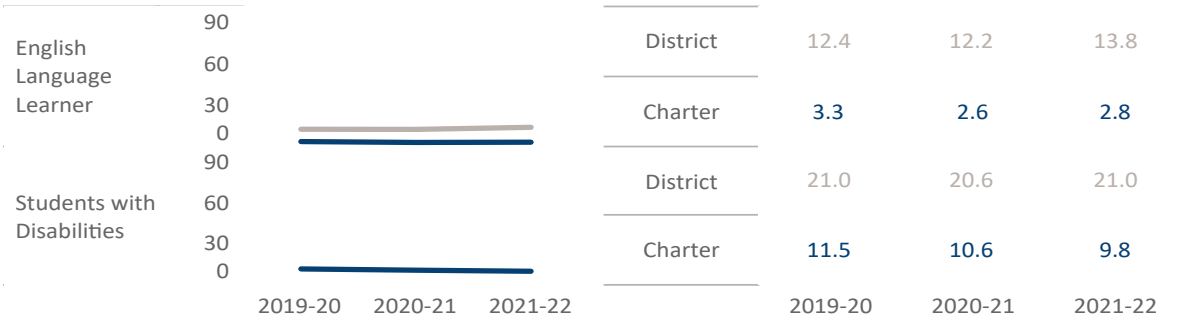


CHARTER SCHOOL BACKGROUND

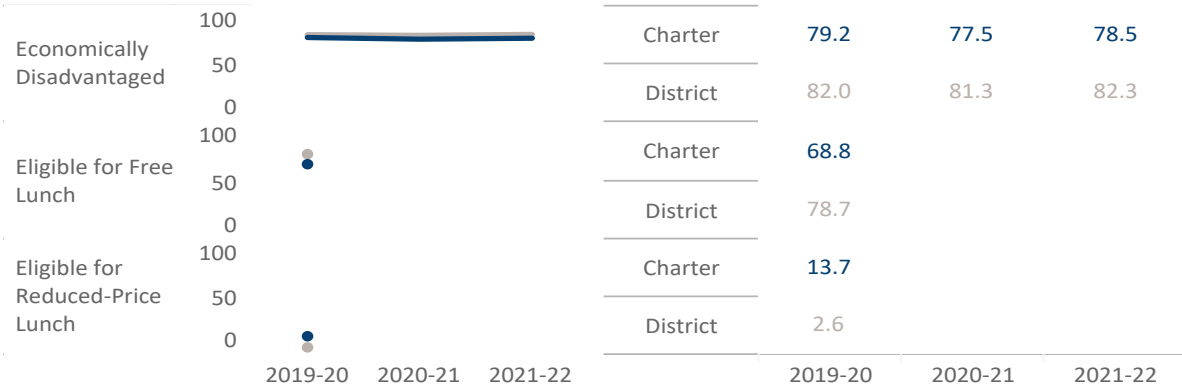
Bronx Charter School for Better Learning II

Bronx CSD 11

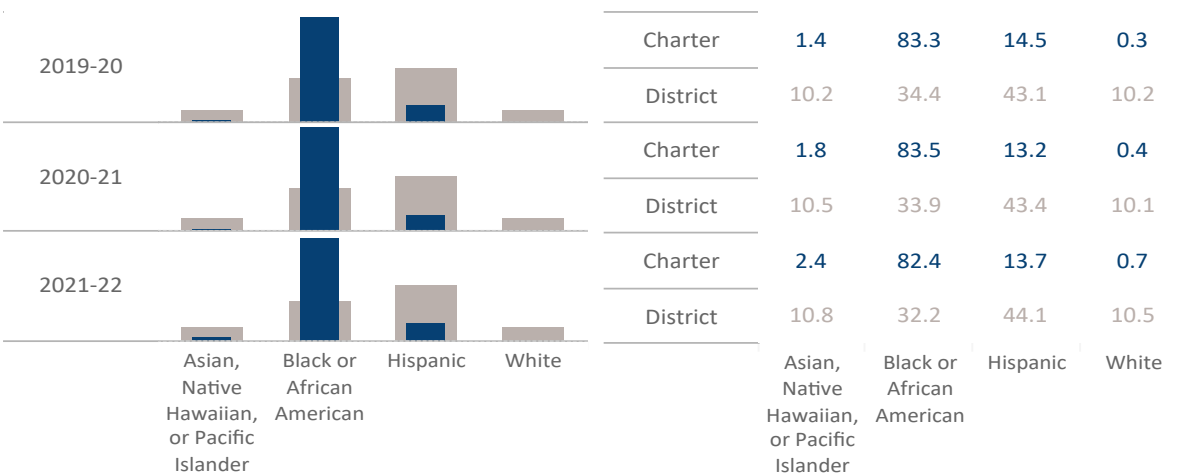
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

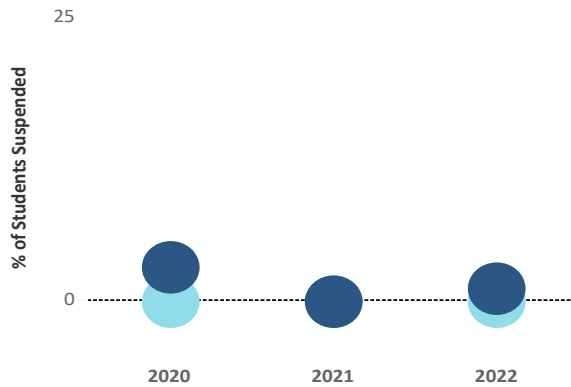


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



CHARTER SCHOOL BACKGROUND

Bronx Charter School for Better Learning II



Bronx CSD 11

	ISS Rate	OSS Rate
2020	0.0	3.0
2021	0.0	0.0
2022	0.0	1.1

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

	2020	2021	2022
2019-20			
2020-21	88.5	0	0
2021-22	88.4		

Bronx Charter School for Better Learning II's Enrollment and Retention Status: 2021-22

	Target	Charter	
enrollment	economically disadvantaged	86.4	79.2
	English language learners	9.9	3.2
	students with disabilities	16.3	9.6
retention	economically disadvantaged	93.8	88.0
	English language learners	92.9	50.0
	students with disabilities	93.5	91.9

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



DP

DATA PRESENTATION

PAGES: 21-35

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COMPLIANCE
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DEMOGRAPHICS

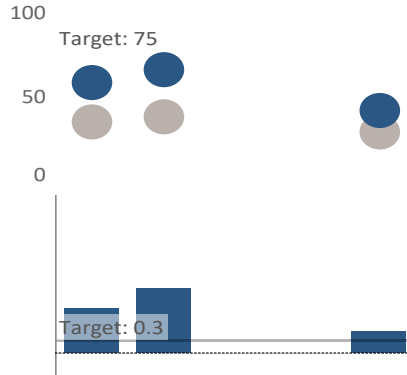


ACADEMIC PERFORMANCE

BRONX CHARTER SCHOOL FOR BETTER LEARNING: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

Bronx Charter School for Better Learning EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	35	58
2019	38	65
2020	N/A	N/A
2021	N/A	N/A
2022	29	42

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.

Test Year	Ed. Corp. Weighted ES
2018	1.00
2019	1.43
2020	N/A
2021	N/A
2022	0.49

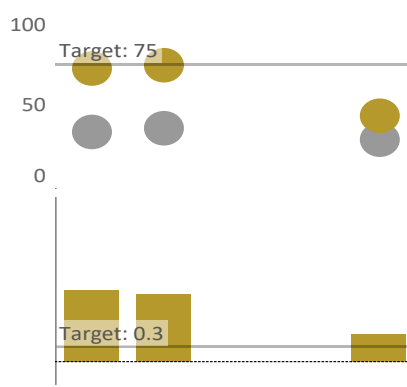
Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth
2018	49.6
2019	55.6
2020	N/A
2021	N/A
2022	N/A

EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	33	73
2019	36	75
2020	N/A	N/A
2021	N/A	N/A
2022	28	43

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.

Test Year	Ed. Corp. Weighted ES
2018	1.52
2019	1.44
2020	N/A
2021	N/A
2022	0.59

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



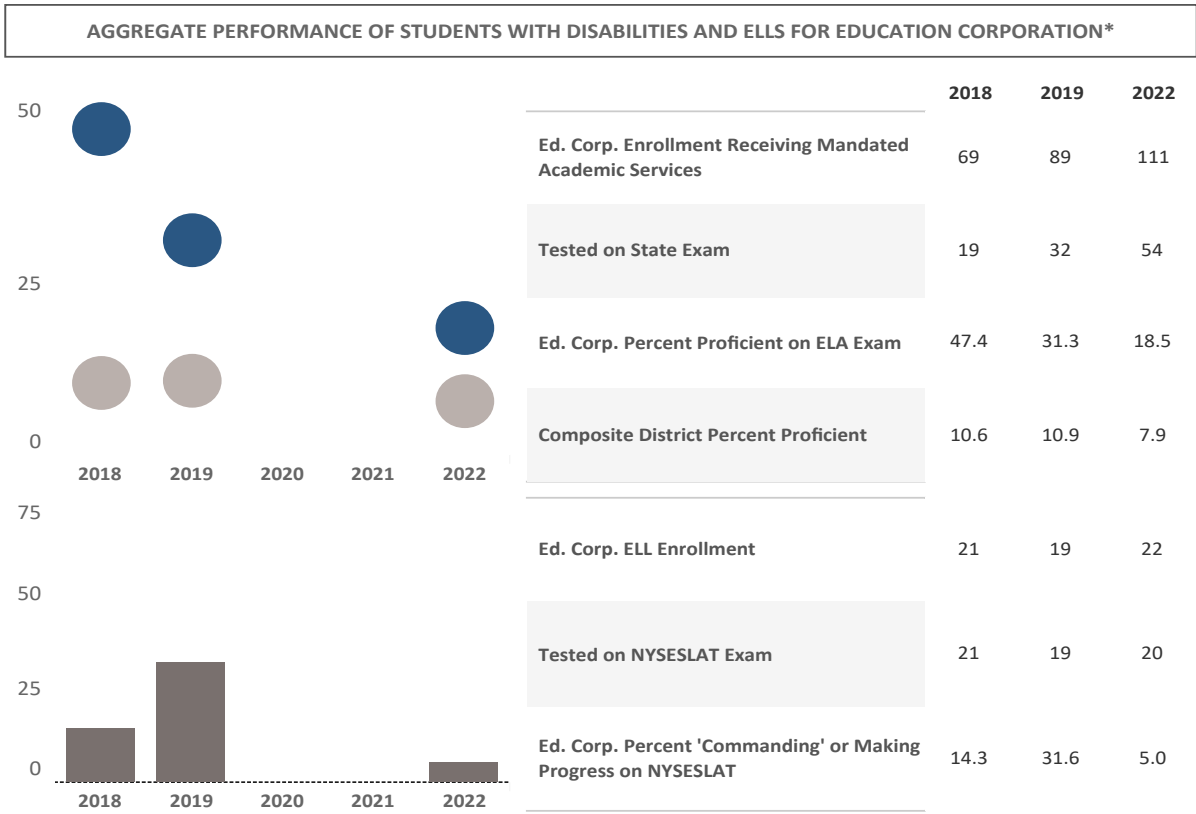
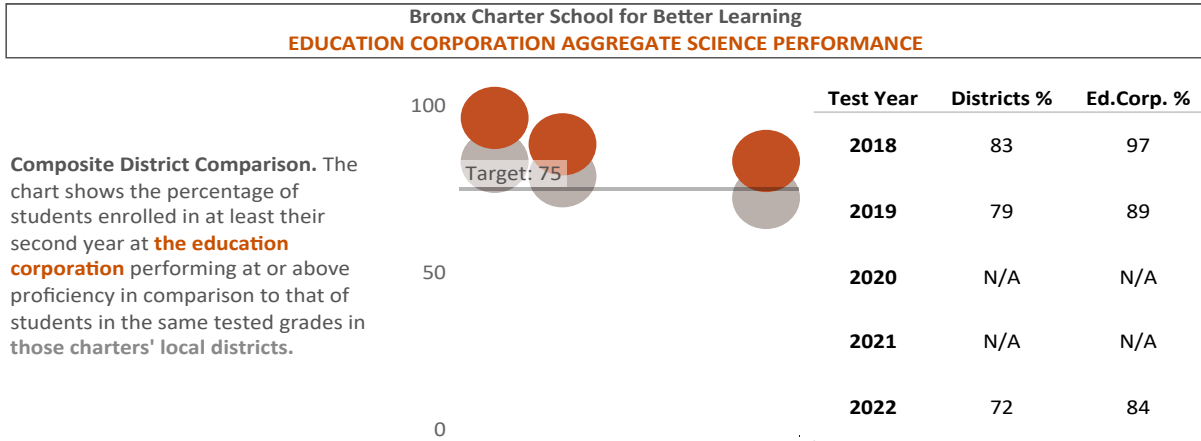
Test Year	Ed. Corp. Mean Growth
2018	53.2
2019	60.6
2020	N/A
2021	N/A
2022	N/A

* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



ACADEMIC PERFORMANCE

BRONX CHARTER SCHOOL FOR BETTER LEARNING: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS



*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

ACADEMIC PERFORMANCE



HAS THE EDUCATION CORPORATION MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

BBL Schools is an academic success and the two charters in the education corporation met or came close to meeting their academic Accountability Plan goals over the charter term. Notably, BBL exceeded the target for all comparative measures under its ELA and mathematics goals in every year of the five year Accountability Period with available data suitable for analysis. The charters also met the science and Every Student Succeeds Act (“ESSA”) goals.

BBL posted a consistent record of high achievement in ELA and mathematics from 2017-18 through 2021-22. The charter’s students enrolled in at least their second year posted proficiency rates that exceeded the district in both subjects during every year with data suitable for analysis. BBL also posted effect sizes that exceed the target of 0.3 over the term. This level of performance indicates that the charter performed higher than expected to a large degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. The charter also posted mean growth percentiles that exceeded or came close to the target of 50 in each year with available data.

BBL II first enrolled students in testing grades during the 2018-19 school year. That year, the charter’s 3rd grade students enrolled in at least their second year posted high absolute proficiency rates that exceeded the district performance by 19 percentage points in ELA and 40 percentage points in mathematics. Notably, the charter posted a 78% proficiency rate in mathematics, which also surpassed the absolute target of 75%. The charter also performed higher than expected compared to demographically similar schools in both subjects according to the Institute’s effect size analysis. In 2021-22, BBL II continued to outperform the district and posted effect sizes near or just above the target of 0.3 in both subjects.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

BBL Schools has an assessment system that improves instructional effectiveness and student learning. Both charters administer the MAP assessment three times annually for ELA and mathematics in all grades, STAR assessments monthly as a progress monitoring tool for special education populations, and unit tests and quizzes aligned to the schools' curricular programs. For students in 2nd – 5th grade, BBL Schools also administers EdVista, a comprehensive program for analyzing assessment data to improve alignment, two times annually to ensure exposure to New York State test aligned practice.

The assessment team, which is composed of six teachers (three from each charter) creates the assessment calendar, trains teachers to administer and score assessments, and supports teachers in accessing data following each administration. Teachers and leaders analyze data from assessments during monthly data day meetings and analyze in house assessments and observations during weekly data meetings. Through the assessment team, BBL Schools makes assessment data available to teachers, school leaders, and board members. Leaders, including the executive director and principals, provide the board with assessment data on a regular basis to monitor progress toward academic achievement goals.

Teachers at BBL Schools effectively use assessment results to meet student needs. Based on assessment data, teachers group students into small groups to foster more individualized instruction. In collaboration with academic and professional development leaders, teachers continuously adjust small groupings in response to assessment data. During monthly data days and weekly meetings, grade and content teams adjust pacing and content with the support of academic leaders. The head of curriculum and instruction meets weekly with professional developers to identify trends in assessment data across content areas and tailor upcoming professional development sessions to target those trends. Leaders also assess teachers' use of data during formal observations. While there is evidence that school leaders use assessment data to develop professional development strategies, leaders have the opportunity to use assessment results to formally evaluate teachers.

BBL Schools communicates regularly to families about students' progress and growth through quarterly report cards, biannual conferences for students, and PowerSchool. Families of at-risk students receive data from STAR assessments every six to eight weeks.

CURRICULUM

BBL Schools' curriculum effectively supports teachers in planning high quality instruction aligned to grade-level standards. BBL Schools' mathematics curriculum is based on the Gattegno Mathematics approach, which uses rods in the lower grades to ensure students develop models for thinking mathematically in the earliest stages, and is further developed with a focus on writing and conceptual understanding of mathematics in the upper grades. The ELA curriculum is based on the Words in Color program in Kindergarten and novel study in the upper grades. Teachers also utilize Inquiry Journeys and Science 21 for social studies and science curriculum materials, respectively.

ACADEMIC PERFORMANCE

BBL Schools' supporting tools provide a bridge between the curricular framework and lesson plans that ensure teachers know what to teach and when to teach it. Teachers meet with academic leaders weekly to review lesson plans, plan purposeful lessons, and constantly respond to individual student needs with guidance from leadership. Teachers have access to scope and sequence and unit plan documents housed on Performance Plus and Google drive and plan together during weekly team meetings. Academic grade level and content leaders attend weekly team meetings to ensure pacing alignment across classrooms.

Both schools have a process for developing and reviewing their curricular programs in collaboration with the education corporation. Leaders recently made changes to the ELA curriculum in response to notable declines in reading levels in the upper grades. While the charters did this with the intention of making the curriculum more accessible through the teaching of the same skills and standards, BBL Schools has an opportunity to continue outlining its plan toward BBL Schools pre-pandemic level of rigor.

PEDAGOGY

High quality instruction is evident throughout most BBL Schools classrooms. Lesson objectives are clear, purposeful, and aligned to lesson activities. In most lessons observed, teachers consistently check for understanding and maintain classroom environments with a strong focus on academic achievement. During whole class instruction, teachers consistently use strategies such as choral responses and hand signals to gauge student learning. During independent work, teachers circulate to check in with individual students and offer substantive feedback on their work. Teachers also use effective questioning techniques, such as asking students if they agree with one another or asking students to identify teacher mistakes in order to monitor student learning during lessons and adjust instruction according to data collected from student responses.

Teachers skillfully implement the Gattegno Method, the core instructional program at BBL Schools, and students are highly engaged during lessons and demonstrate enthusiasm for learning. Both charters establish a supportive academic culture wherein students feel excited to learn and explain their thinking. Teachers encourage opportunities for problem solving by asking students to respond to one another's thoughts and challenge each others' thinking through the use of rods and charts in mathematics lessons and the use of authentic texts as well as Words in Color strategies in ELA lessons. Teachers at BBL Schools also manage classroom environments effectively. For example, in a 1st grade classroom, teachers utilize sign-sound correlation charts, part of the Words in Color program, to build reading and writing skills. Strategies include using word segments to sound out and build proper spellings and understanding of the English language. Students transition from one activity to the next with minimal disruption to the class or loss of learning time through the implementation of procedures such as chimes and hand signals to indicate transitions. BBL Schools is continuing to improve teacher skills in differentiation strategies. While institute staff consistently observed small groups, BBL Schools has an opportunity to support teachers with strategies for differentiation in larger classroom settings.

ACADEMIC PERFORMANCE

INSTRUCTIONAL LEADERSHIP

BBL Schools' instructional leadership team is strong and effectively supports teachers to deliver high quality instruction to students. Teachers receive consistent instructional support from multiple leaders throughout the school year. BBL Schools establishes an environment of high expectations for teacher performance in which all teachers believe that students can succeed. Leaders and teachers consistently express key priorities for the schools: instructional rigor, data-based decision making, meeting individual student needs, and student empowerment. The structure of the leadership team fully supports the development of teachers. Academic leaders at each charter act as coaches for teachers. BBL Schools' professional developers, who work across both charters, tailor professional development to teacher needs based on data and support academic leaders. Currently, in response to the high number of new teachers at BBL II, professional developers spend an extra day each week with effective implementation of BBL Schools' academic program. The head of curriculum and instruction manages professional developers while former BBL Schools' instructional leaders serve as external consultants to provide leaders and teachers with support on classroom management and school culture.

To develop and support teachers in delivering high quality instruction to students, academic leaders and professional developers mentor teachers through weekly informal observations and modeling lessons. In addition, each teacher works with their academic leader on goals outlined in their individual professional development plan ("IPDP"). Academic leaders review and update each teacher's IPDP at various times throughout the year based on teacher growth. Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. Teams meet weekly by grade in Kindergarten – 2nd grade and by content in 3rd – 5th grade to plan curriculum, discuss lesson planning, and respond to data with teachers. Professional developers attend these weekly meetings as needed to ensure consistency and alignment across both charters.

Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers. Teachers attend two weeks of professional development sessions focusing on curriculum and pedagogy before the start of school. BBL Schools also offers optional professional development sessions to teachers throughout the summer. New teachers attend mandatory professional development sessions after school, which are also open to veteran teachers as needed. In addition, external consultants provide professional development support in classroom management and pedagogy throughout the school year.

Professional development activities are interrelated with classroom practice. The model for professional development, like its pedagogical approach for students is tailored to teacher needs and adjusted throughout the school year based on data and observations. Across both charters, instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teacher strengths and weaknesses. The principal and assistant principal conduct one to three formal and one to two informal observations using a common rubric aligned with BBL School's mission and pedagogy. The number of observations is dependent on the tenure of the teacher and each observation includes a pre and post meeting. After each round of evaluations,

ACADEMIC PERFORMANCE

leaders formally meet to define trends and inform the content of upcoming professional development sessions. Instructional leaders hold teachers accountable for quality instruction and student achievement through weekly grade and content team meetings, professional development sessions, and both formal and informal evaluations that are monitor progress toward academic achievement targets and goals.

AT RISK PROGRAM

BBL Schools has clear procedures to identify at-risk students, including students with disabilities, English language learners (“ELLs”), and those struggling academically, and has systems to meet the educational needs of all at-risk students. The pupil assistant team (“PAT”) implements a tiered response to intervention (“RTI”) program. The charters also follow New York State identification procedures, like the home language identification survey and oral language survey, and administer the New York State identification test for English language learners (“NYSITELL”) to eligible students annually to identify ELLs.

BBL Schools provides an integrated co-teaching (“ICT”) model for instruction for students with disabilities, with an ICT teacher at every grade at both charters. For related services, the charters utilize district providers for occupational, physical, and speech therapies. Each charter employs three guidance counselors who are part of a larger guidance department that also includes a director of student supports, a middle school liaison, and two parent coordinators. Teachers have access to and are aware of each student’s individualized education program (“IEP”), and ICT teachers collaborate with teachers and leaders to incorporate IEP goals into lesson plans.

The charters provide special education teacher support services (“SETSS”). For instance, BBL II utilizes a grade-level SPED teacher and RTI coordinator to provide their one eligible student with SETSS. Leaders provide additional opportunities for academic support. For instance, beyond the 30 minutes flex block in school schedules, both charters implement varied instructional approach (“VIP”) blocks. During these times, students receive supplementary support during school hours. Additionally, BBL Schools provides summer and twice a week after school programming (including ELA and mathematics tutoring) to supplement in-school instruction.

BBL provides a variety of social emotional learning (“SEL”) resources and supports to its students, staff members, and families. Through the guidance department, guidance counselors create and facilitate monthly SEL lessons drawing upon the Collaborative for Academic, Social, and Emotional Learning Framework (“CASEL”) and Responsive Classroom to each Kindergarten – 5th grade class across both schools. The charters provide one on one or small group counseling to identified at-risk students. The charters provide quarterly workshops to its staff members and families. Both groups engaged in a trauma recovery workshop to build mindfulness and resiliency, and the education corporation invited families also were invited to participate in immigration and general education development (“GED”) trainings, for example. BBL Schools connects families with food banks and pantries, local libraries for tutoring opportunities, and has an affiliation with Calvary Hospital – NY Hospice to provide grief counseling support. Further, the charters provide staff members with professional development topics like co-teaching models and PAT support to memberships for external opportunities and certifications with the NYC Charter Collaborative, the American and New York State School Counselors Associations, and the Mental Health First Aid and Professional Education System Institute.

ACADEMIC PERFORMANCE

ORGANIZATIONAL CAPACITY

BBL Schools establishes a clear, purposeful organizational structure to support the delivery of the charters' programs. Leadership teams have clear lines of accountability and teachers know whom to go to for resources. The education corporation's new supervisor of operations and accountability and the director of advancement divide and oversee most of the operational responsibilities ensuring that the principals, assistant principals, and academic leads can primarily focus on the delivery of the academic program.

BBL Schools continues to ensure alignment in its systems, policies and procedures for monitoring both charters effectively. For instance, the charter is reviewing handbooks and policies, researching a variety of social emotional learning approaches, and soliciting teacher input to ensure clear alignment across both charters and BBL communities. The education corporation also just created a new system for onboarding teachers in order to improve teacher retention.

Staff members at BBL Schools cite the strong adult culture, opportunities to grow, and frequent professional development and support as top reasons for staff member retention. In addition to a variety of leadership roles for classroom teachers and other opportunities to grow like mentorship programs, BBL Schools invests in financial incentives for teaching staff including increasing bonuses, increased pay for teacher assistants ("TAs"), and tuition and certification reimbursements. At the time of the Institute's visit, the charter was almost fully staffed with only a guidance counselor and two art teacher vacancies. The education corporation maintains adequate enrollment at both charters and is reflective about a need to increase ELL enrollment. While the education corporation is in the process of expanding its recruitment efforts to attract more ELL families, the education corporation has a plan in place to increase its academic supports in the case of an influx of ELLs in the future.

BOARD OVERSIGHT & GOVERNANCE

BBL Schools' board works effectively to achieve the charters' Accountability Plan goals. The board is comprised of 11 members with backgrounds in education, law, finance, development, and governance. Over the charter term, the board developed its capacity to oversee two charters and maintained rigorous oversight of the schools' programs. The board works in concert with the executive director to provide effective oversight of each charter's progress toward meeting the Accountability Plan goals.

The board establishes clear priorities, objectives, and long range goals and monitors the organization's progress toward meeting these goals. The executive director reports to the board with a detailed monthly report covering all major aspects of the charters' operations including: enrollment; staffing changes and current status; student disciplinary actions; facility issues; fire drills, health, and safety issues; and referrals to the charter's PAT or to the CSE for evaluation for special education services. The board also receives regular updates from its various committees, including the finance/audit committee, complaint committee, teacher employment committee, fundraising/development committee, policy/governance committee, and strategic

ACADEMIC PERFORMANCE

planning committee. The executive director also provides the full board with New York State and standardized assessment results along with relevant comparative data that allows the board to understand the charters' performance in the context of other the performance of other similar schools in the state and across the country.

Along with setting clear goals and aligning individual objectives to those goals that drive the high performance of the organization, the board annually evaluates its own performance and that of the executive director on progress toward meeting established objectives. The board indicates a desire for board training resources during a future charter term, if renewed, to continue increasing its capacity to govern effectively. In addition, the board effectively communicates with the school community. A parent representative from BBL Schools maintains a permanent seat on the board. Board members, on an individual basis, periodically visit the school and observe day-to-day activities as well as special events.

COMPLIANCE REPORTING



HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable, laws, rules and regulations, and provisions of its charter. During the current charter term, BBL Schools demonstrates a clear record of compliance with the terms of each charter including the timely submission of required reporting to the Institute.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

Annual Reports

The education corporation submitted its annual reports to the Institute and NYSED on time but has not posted the most recent report to its website as required under the Act. The Institute will ensure the charters post most recent annual report prior to the start of the next charter term.

Bylaws

The education corporation's bylaws require revision regarding the appointment of members to standing committees. The Institute will support the education corporation with updating its bylaws before the next charter term.

Complaint Policy

The education corporation's formal complaint policy impermissibly provides for too many steps prior to a complainant bringing a complaint directly to the board. The Institute will ensure the charter updates its policy prior to the start of the next charter term.

Code of Ethics/Conflict of Interest Policy

The education corporation's conflict of interest policy is missing several required components. The Institute is working with the education corporation to ensure a more comprehensive policy is adopted.

FOIL

At the time of the renewal submission, the education corporation did not have Freedom of Information Law ("FOIL") subject matter list with link to the Committee on Open Government available on its website. The Institute will work with the education corporation to update the policy prior to the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

COMPLIANCE REPORTING

At the time of the visit, the charters were within the allowable limit and all uncertified teachers met the appropriate qualifications under the Act. The education corporation partners with the New York City Charter Center to assist in tracking individual pathways to certification and provides tuition reimbursement to individuals pursuing degrees in education.

COMMUNITY SATISFACTION

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

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	PARENT-PRINCIPAL TRUST	OUTREACH TO PARENTS	INCLUSIVE LEADERSHIP
68%	94%	95%	94%	96%

Parent Survey Data

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey from the 2021-22 school year for each school due for renewal. In 2021-22, 68% of families who received the NYCDOE survey responded. Of the families who responded, 94% expressed satisfaction with the charters.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 15 families in attendance at the focus group indicated strong satisfaction with BBL Schools’ academic program. Parents expressed praise for the personalized attention and instruction their children receive, the high level of communication, and access that all families have to the principal and school leadership. Parents also expressed appreciation for the BBL Schools’ extracurricular and arts programs.

Public Comments

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

The NYCDOE held its required hearing on BBL and BBL II’s renewal applications on December 8, 2022 by videoconference. School leadership spoke of the program’s 20 years of success academically, financially, and legally. Leaders spoke of the uniqueness of the program and its cooperation with its co-located programs. Leaders highlighted how the schools have transformed the community as many employees are from the surrounding community, and the education corporation supports staff members in attaining career goals within the charters. Leaders spoke about how students have power and see it as the charters’ responsibility to create an environment that caters to that power. Staff members spoke about how the schools thrive, even during remote periods, and how the schools support the community and take great care to include

COMMUNITY SATISFACTION

trauma informed instructions, which was paramount during and after the pandemic. Staff members spoke about how they work collaboratively and grow in their teaching careers; how parents and alumni continue to express their gratitude for the school; and, how the environment not only creates learning, joy, and creativity for students but for staff members. Staff members are grateful for the high standards coupled with a family oriented setting. A parent spoke of how the school is integral to the community due to its location and how the unique curriculum reaches every student. No one spoke in opposition to the application.

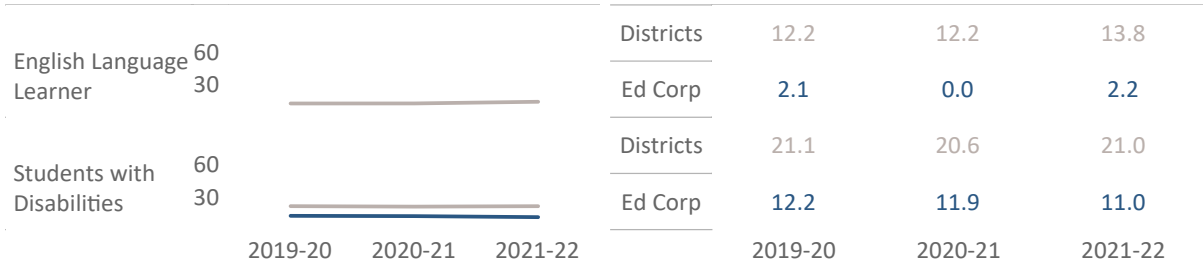
Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 88% of BBL Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

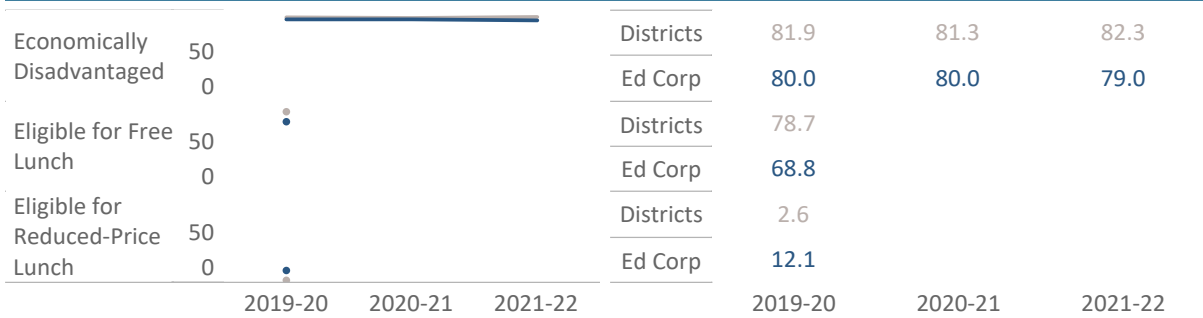
STUDENT DEMOGRAPHICS

Bronx Charter School for Better Learning Aggregate Education Corporation Enrollment and Persistence

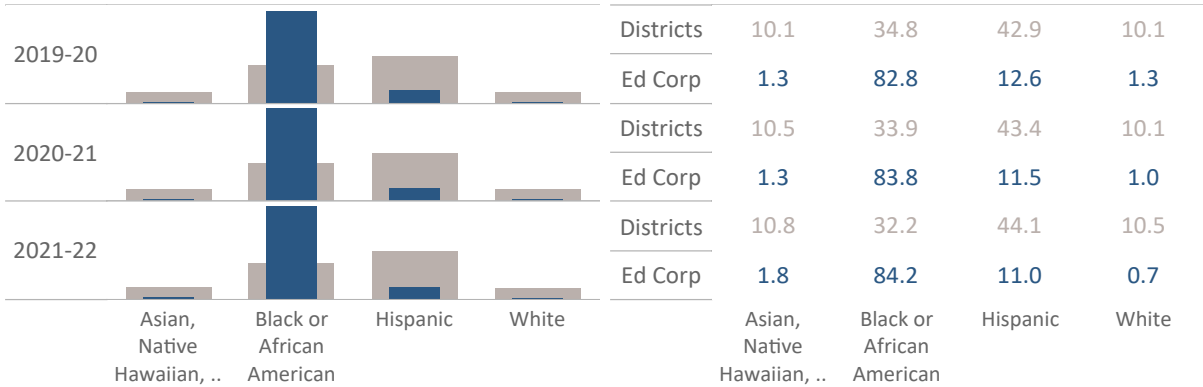
Aggregate Education Corporation Demographics: Special Populations



Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity



Aggregate Education Corporation Persistence in Enrollment

2019-20	89.4
2020-21	93.6
2021-22	87.8

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each school's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

BBL Schools makes good faith efforts to recruit and retain economically disadvantaged students, students with disabilities, and ELLs. Though BBL Schools does not currently meet its enrollment and retention targets for these student subgroups, the education corporation constantly reflects on its efforts and attempts new strategies to make progress toward meeting its enrollment and retention goals. The school intends to implement the following strategies to ensure it meets its targets in any future charter term:

- Distributing promotional materials in target zip codes across a broad variety of community organizations serving at-risk subgroups;
- Generating bilingual advertisement campaigns on social media (e.g. Facebook and Twitter);
- Placing advertisements on billboards and in local newspapers;
- Holding outreach meetings for prospective students and parents;
- Offering open houses at both BBL Schools' charters;
- Cultivating networks among local businesses, District 11 city council members, and the Hispanic Parents Association;
- Conducting outreach at local preschools, day care centers, and afterschool programs;
- Maintaining a rigorous RTI program to support struggling students;
- Offering year round professional development to increase the instructional capacity of teachers; and,
- Providing ample small group instruction for ELL students, engaging them in rich language use, collaboration, problem solving, and targeted content-based learning.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

BBL Schools is fiscally sound as are its charters, BBL and BBL II, based on the Institute’s analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation demonstrated fiscal soundness over the majority of the charter term.³ The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to BBL Schools because a charter is not a legally distinct fiscal entity. Operating multiple schools allows for the realization of efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology, and public relations.



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

The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

3. 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.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers each charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated annually.	SEPTEMBER 2021

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charter, are generally filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+

FISCAL ANALYSIS

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students. +

Grant expenditure reports. +

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of each charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	+
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to each charter.	N/A

FISCAL ANALYSIS

The Institute reviewed the education corporation's annual audit dated June 30, 2022. BBL Schools reported operating surpluses and reflects fiscally strong with \$11.1 million in net assets and 5.4 months of cash on hand to pay liabilities due shortly. BBL Schools funded and maintained the required \$150,000 in a separate dissolution account per the charter agreements.

FISCAL ANALYSIS

BRONX CHARTER SCHOOL FOR BETTER LEARNING

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

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2003-04

	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	7,978,641	8,634,041	9,037,311	8,945,369	9,274,379
Students with Disabilities	518,608	699,003	810,799	828,514	777,363
Grants and Contracts					
State and local	240,126	195,977	187,991	196,515	183,996
Federal - Title and IDEA	430,544	404,550	385,307	393,546	398,279
Federal - Other	313,612	149,695	46,054	364,969	721,807
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	2,782,314
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	9,481,531	10,083,266	10,467,462	10,728,913	14,138,138
Expenses					
Regular Education	7,658,872	8,112,748	7,482,401	6,503,782	9,871,210
SPED	1,287,108	1,507,103	1,667,568	1,562,547	2,233,853
Other	-	-	-	-	-
Total Program Services	8,945,980	9,619,851	9,149,969	8,066,329	12,105,063
Management and General	525,726	459,477	548,689	608,320	734,377
Fundraising	118,044	96,219	83,441	60,252	202,892
Total Expenses - GRAPHS 2, 3 & 4	9,589,750	10,175,547	9,782,099	8,734,901	13,042,332
Surplus / (Deficit) From School Operations	(108,219)	(92,281)	685,363	1,994,012	1,095,806
Support and Other Revenue					
Contributions	102,066	150,594	150,265	99,725	74,802
Fundraising	59,027	10,810	1,000	17,129	-
Miscellaneous Income	61,592	10,507	21,614	19,085	4,031
Net assets released from restriction	-	-	-	-	(250)
Total Support and Other Revenue	222,685	171,911	172,879	135,939	78,583
Total Unrestricted Revenue	9,704,216	10,255,177	10,640,341	10,864,852	14,216,971
Total Temporarily Restricted Revenue	-	-	-	-	(250)
Total Revenue - GRAPHS 2 & 3	9,704,216	10,255,177	10,640,341	10,864,852	14,216,721
Change in Net Assets	114,466	79,630	858,242	2,129,951	1,174,389
Net Assets - Beginning of Year - GRAPH 2	1,228,164	1,342,630	1,422,260	2,280,502	4,441,947
Net Assets - End of Year - GRAPH 2	1,342,630	1,422,260	2,280,502	4,410,453	5,616,336

FISCAL ANALYSIS

BRONX CHARTER SCHOOL FOR BETTER LEARNING

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

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service					
Administrative Staff Personnel	285,003	259,289	278,973	272,914	397,177
Instructional Personnel	5,028,280	5,574,886	5,471,041	4,786,871	5,660,662
Non-Instructional Personnel	660,290	830,913	863,060	765,983	888,834
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	5,973,573	6,665,088	6,613,074	5,825,768	6,946,673
Fringe Benefits & Payroll Taxes	1,627,336	1,844,293	1,713,130	1,625,318	1,670,650
Retirement	192,800	184,330	195,215	183,624	163,870
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	-	-	-	2,782,314
Staff Development	98,100	72,633	41,592	14,664	54,392
Professional Fees, Consultant & Purchased Services	773,227	487,072	346,635	293,407	427,256
Marketing / Recruitment	7,071	30,962	50,356	57,840	36,442
Student Supplies, Materials & Services	265,877	312,530	238,967	137,941	184,987
Depreciation	139,216	136,311	144,175	133,716	202,168
Other	512,550	442,328	438,955	462,623	573,579
Total Expenses	9,589,750	10,175,547	9,782,099	8,734,901	13,042,331

CHARTER ANALYSIS

ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	395	543	549	550	550
Final Chartered Enrollment (Includes any revisions)	550	543	549	550	550
Actual Enrollment - GRAPH 4	534	544	551	554	551
Chartered Grades	K-5	K-5	K-5	K-5	K-5
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2017-18	2018-19	2019-20	2020-21	2021-22
Increase over prior year	14,564	15,348	16,188	16,143	16,858
	3.7%	5.1%	5.2%	-0.3%	4.2%

PER STUDENT BREAKDOWN

Revenue	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	17,758	18,523	18,981	19,361	25,669
Other Revenue and Support	417	316	313	245	143
TOTAL - GRAPH 3	18,175	18,838	19,295	19,606	25,811
Expenses					
Program Services	16,754	17,671	16,592	14,556	21,977
Management and General, Fundraising	1,206	1,021	1,146	1,206	1,702
TOTAL - GRAPH 3	17,960	18,692	17,739	15,762	23,679
% of Program Services	93.3%	94.5%	93.5%	92.3%	92.8%
% of Management and Other	6.7%	5.5%	6.5%	7.7%	7.2%
% of Revenue Exceeding Expenses - GRAPH 5	1.2%	0.8%	8.8%	24.4%	9.0%
% of Revenue Expended on Facilities	0.0%	0.0%	0.0%	0.0%	19.7%

Student to Faculty Ratio

	2017-18	2018-19	2019-20	2020-21	2021-22
Student to Faculty Ratio	6.3	5.7	5.8	6.8	6.6

Faculty to Admin Ratio

	2017-18	2018-19	2019-20	2020-21	2021-22
Faculty to Admin Ratio	14.2	23.8	23.8	16.2	16.8

Financial Responsibility Composite Scores - GRAPH 6

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital	2017-18	2018-19	2019-20	2020-21	2021-22
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

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

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other
Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2015-16

	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
Operating Revenue					
Resident Student Enrollment	3,342,443	4,676,780	6,199,731	7,354,746	7,324,804
Students with Disabilities	181,831	379,767	499,769	564,281	642,562
Grants and Contracts					
State and local	20,197	13,592	-	-	-
Federal - Title and IDEA	174,000	201,436	231,932	301,251	310,416
Federal - Other	37,146	23,328	-	191,319	555,853
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	2,197,441
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	3,755,617	5,294,903	6,931,432	8,411,597	11,031,076
Expenses					
Regular Education	2,606,181	3,352,656	4,554,827	5,078,839	7,717,806
SPED	508,759	803,114	1,123,257	1,194,104	1,377,682
Other	-	-	-	-	-
Total Program Services	3,114,940	4,155,770	5,678,084	6,272,943	9,095,488
Management and General	318,263	377,963	351,571	492,556	700,883
Fundraising	72,883	80,572	78,462	58,723	180,675
Total Expenses - GRAPHS 2, 3 & 4	3,506,086	4,614,305	6,108,117	6,824,222	9,977,046
Surplus / (Deficit) From School Operations	249,531	680,598	823,315	1,587,375	1,054,030
Support and Other Revenue					
Contributions	9,787	8,390	22,879	254	2,384
Fundraising	18,829	450	-	-	-
Miscellaneous Income	2,569	-	-	1	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	31,185	8,840	22,879	255	2,384
Total Unrestricted Revenue	3,786,802	5,303,743	6,954,311	8,411,852	11,033,460
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	3,786,802	5,303,743	6,954,311	8,411,852	11,033,460
Change in Net Assets	280,716	689,438	846,194	1,587,630	1,056,414
Net Assets - Beginning of Year - GRAPH 2	1,095,703	1,376,419	2,065,857	2,912,051	4,499,681
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	1,376,419	2,065,857	2,912,051	4,499,681	5,556,095



FISCAL ANALYSIS

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

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

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other
Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
210,535	238,974	258,332	292,555	390,346
1,872,863	2,542,213	3,565,257	3,868,406	4,249,196
419,566	564,751	636,147	882,529	890,504
-	-	-	-	-
2,502,964	3,345,938	4,459,736	5,043,490	5,530,046
493,076	762,636	1,081,772	1,302,668	1,399,419
37,500	59,290	72,565	77,385	85,850
-	-	-	-	-
-	-	-	-	2,197,441
33,167	27,615	20,790	3,336	21,171
132,188	70,128	76,682	57,552	156,636
15,385	14,972	12,121	4,701	17,517
80,924	112,260	110,405	60,918	127,644
81,134	92,141	112,679	95,177	129,201
129,748	129,325	161,367	178,995	312,121
3,506,086	4,614,305	6,108,117	6,824,222	9,977,046

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (Includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
225	300	375	456	456
225	300	375	456	456
224	297	379	453	432
K-2	K-3	K-4	K-5	K-5
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

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

2017-18	2018-19	2019-20	2020-21	2021-22
14,527	15,320	16,158	16,133	16,855
3.4%	5.2%	5.2%	-0.2%	4.3%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

2017-18	2018-19	2019-20	2020-21	2021-22
16,737	17,847	18,294	18,549	25,506
139	30	60	1	6
16,876	17,877	18,354	18,549	25,512

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

2017-18	2018-19	2019-20	2020-21	2021-22
13,881	14,008	14,986	13,833	21,031
1,743	1,546	1,135	1,216	2,038
15,625	15,553	16,121	15,048	23,069
88.8%	90.1%	93.0%	91.9%	91.2%
11.2%	9.9%	7.0%	8.1%	8.8%

% of Revenue Exceeding Expenses - **GRAPH 5**

8.0%	14.9%	13.9%	23.3%	10.6%
------	-------	-------	-------	-------

% of Revenue Expended on Facilities

0.0%	0.0%	0.0%	0.0%	19.9%
------	------	------	------	-------

Student to Faculty Ratio

6.6	6.1	7.7	7.4	6.7
-----	-----	-----	-----	-----

Faculty to Admin Ratio

6.8	12.3	12.3	15.3	13.0
-----	------	------	------	------

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

2017-18	2018-19	2019-20	2020-21	2021-22
0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

BRONX CHARTER SCHOOL FOR BETTER LEARNING (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
Cash and Cash Equivalents - GRAPH 1	1,639,048	4,030,726	5,361,448	7,338,163	10,430,477
Grants and Contracts Receivable	234,372	229,444	478,691	1,421,812	1,274,848
Accounts Receivable	443,405	188,092	407,426	245,603	367,965
Prepaid Expenses	51,259	60,594	22,087	933,048	66,084
Contributions and Other Receivables	-	-	-	35,440	-
Total Current Assets - GRAPH 1	2,368,084	4,508,856	6,269,652	9,974,066	12,139,374
Property, Building and Equipment, net	420,630	444,538	364,470	416,476	703,781
Other Assets	1,238,739	156,129	156,754	157,381	158,010
Total Assets - GRAPH 1	4,027,453	5,109,523	6,790,876	10,547,923	13,001,165

Accounts Payable and Accrued Expenses	159,491	240,019	57,605	96,686	332,234
Accrued Payroll and Benefits	1,121,374	1,330,661	1,526,535	1,529,510	1,511,151
Deferred Revenue	27,539	50,726	14,183	11,593	16,593
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	1,308,404	1,621,406	1,598,323	1,637,789	1,859,978
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	1,308,404	1,621,406	1,598,323	1,637,789	1,859,978

Without Donor Restrictions	2,709,697	3,328,956	5,160,808	8,878,640	11,109,943
With Donor Restrictions	9,352	159,161	31,745	31,494	31,244
Total Net Assets	2,719,049	3,488,117	5,192,553	8,910,134	11,141,187
Total Liabilities and Net Assets	4,027,453	5,109,523	6,790,876	10,547,923	13,001,165

Resident Student Enrollment	11,321,084	13,310,821	15,237,042	16,300,115	16,599,183
Students with Disabilities	700,439	1,078,770	1,310,568	1,392,795	1,419,925

State and local	260,323	209,569	187,991	196,515	183,996
Federal - Title and IDEA	604,544	605,986	617,239	694,797	708,695
Federal - Other	350,758	173,023	46,054	556,288	1,277,660
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	4,979,755
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	13,237,148	15,378,169	17,398,894	19,140,510	25,169,214

Regular Education	10,265,053	11,465,404	12,037,228	11,582,621	17,589,016
SPED	1,795,867	2,310,217	2,790,825	2,756,651	3,611,535
Other	-	-	-	-	-
Total Program Services	12,060,920	13,775,621	14,828,053	14,339,272	21,200,551
Management and General	843,989	837,440	900,260	1,100,876	1,435,260
Fundraising	190,927	176,791	161,903	118,975	383,567
Total Expenses - GRAPHS 2, 3 & 4	13,095,836	14,789,852	15,890,216	15,559,123	23,019,378
Surplus / (Deficit) From School Operations	141,312	588,317	1,508,678	3,581,387	2,149,836

Contributions	111,853	158,984	173,144	99,979	77,186
Fundraising	77,856	11,260	1,000	17,129	-
Miscellaneous Income	64,161	10,507	21,614	19,086	4,031
Net assets released from restriction	-	-	-	-	(250)
Total Support and Other Revenue	253,870	180,751	195,758	136,194	80,967

Total Unrestricted Revenue	13,491,018	15,558,920	17,594,652	19,276,704	25,250,431
Total Temporarily Restricted Revenue	-	-	-	-	(250)
Total Revenue - GRAPHS 2 & 3	13,491,018	15,558,920	17,594,652	19,276,704	25,250,181

Change in Net Assets	395,182	769,068	1,704,436	3,717,581	2,230,803
Net Assets - Beginning of Year - GRAPH 2	2,323,867	2,719,049	3,488,117	5,192,553	8,941,628
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	2,719,049	3,488,117	5,192,553	8,910,134	11,172,431

FISCAL ANALYSIS

BRONX CHARTER SCHOOL FOR BETTER LEARNING (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service	495,538	498,263	537,305	565,469	787,523
Administrative Staff Personnel	6,901,143	8,117,099	9,036,298	8,655,277	9,909,858
Instructional Personnel	1,079,856	1,395,664	1,499,207	1,648,512	1,779,338
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	8,476,537	10,011,026	11,072,810	10,869,258	12,476,719
Fringe Benefits & Payroll Taxes	2,120,412	2,606,929	2,794,902	2,927,986	3,070,069
Retirement	230,300	243,620	267,780	261,009	249,720
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	-	-	-	4,979,755
Staff Development	131,267	100,248	62,382	18,000	75,563
Professional Fees, Consultant & Purchased Services	905,415	557,200	423,317	350,959	583,892
Marketing / Recruitment	22,456	45,934	62,477	62,541	53,959
Student Supplies, Materials & Services	346,801	424,790	349,372	198,859	312,631
Depreciation	220,350	228,452	256,854	228,893	331,369
Other	642,298	571,653	600,322	641,618	885,700
Total Expenses	13,095,836	14,789,852	15,890,216	15,559,123	23,019,377

CHARTER ANALYSIS

ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	620	843	924	1,006	1,006
Final Chartered Enrollment (includes any revisions)	775	843	924	1,006	1,006
Actual Enrollment - GRAPH 4	758	841	930	1,008	983
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2017-18	2018-19	2019-20	2020-21	2021-22
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	17,455	18,284	18,701	18,995	25,597
Other Revenue and Support	335	215	210	135	82
TOTAL - GRAPH 3	17,790	18,499	18,912	19,130	25,680

Expenses

Program Services	15,904	16,379	15,938	14,230	21,561
Management and General, Fundraising	1,365	1,206	1,142	1,211	1,850
TOTAL - GRAPH 3	17,269	17,585	17,080	15,441	23,411
% of Program Services	92.1%	93.1%	93.3%	92.2%	92.1%
% of Management and Other	7.9%	6.9%	6.7%	7.8%	7.9%
% of Revenue Exceeding Expenses - GRAPH 5	3.0%	5.2%	10.7%	23.9%	9.7%
% of Revenue Expended on Facilities	0.0%	0.0%	0.0%	0.0%	19.8%

Student to Faculty Ratio

	6.4	5.8	6.5	7.1	6.6
--	-----	-----	-----	-----	-----

Faculty to Admin Ratio

	10.8	18.0	18.0	15.8	14.9
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Financial Responsibility Composite Scores - GRAPH 6

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.4	2.6	3.0	3.0	3.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	1,059,680	2,887,450	4,671,329	8,336,277	10,279,396
As % of Unrestricted Revenue	7.9%	18.6%	26.5%	43.2%	40.7%
Working Capital (Current) Ratio Score	1.8	2.8	3.9	6.1	6.5
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	1.8	2.7	3.9	5.5	6.5
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.3	0.3	0.2	0.2	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score	1.5	3.3	4.0	5.7	5.4
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Excellent	Excellent	Excellent	Excellent

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER DUE FOR RENEWAL, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

BBL Schools is an academic success supported by an effective, viable organization. The education corporation is fiscally sound and presents sound financial plans. As such, the plans for BBL Schools for the next charter term are reasonable, feasible, and achievable.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

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

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve BBL Schools in the next charter term.

Fiscal Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, BBL Schools and each charter presents a reasonable and appropriate fiscal plan for the next charter term that are feasible and achievable.

BRONX CHARTER SCHOOL FOR BETTER LEARNING

Plans for the Educational Program. BBL will continue to implement the core elements of the Gattegno Method, BBL Schools' educational program, in Kindergarten – 5th grade alongside BBL II.

Facility Plans. The charter is located in NYCDOE co-located site and plans to remain in the same location for the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	550	542
Grade Span	K-5	K-5
Teaching Staff	52	43
Days of Instruction	180	180



FUTURE PLANS

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

Plans for the Educational Program. BBL II will continue to implement the core elements of Better Learning, BBL Schools’ educational program, in Kindergarten – 5th grade alongside BBL II.

Facility Plans. The charter is located in NYCDOE co-located site and plans to remain in the same location for the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	456	450
<i>Grade Span</i>	K-5	K-5
<i>Teaching Staff</i>	44	43
<i>Days of Instruction</i>	180	180

Bronx Charter School for
Better Learning

Ax

APPENDICES

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CHARTER
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BRONX CHARTER SCHOOL FOR BETTER LEARNING BOARD OF TRUSTEES

CHAIR

Kimberly Kelly

VICE CHAIR

Marvin Waldman

TREASURER

Marilyn Maye

SECRETARY

Ariel Dobkin

TRUSTEES

William Bernhardt

Dean Thomas

Marlon Henry

Gregory Kimble

Jem Pagan

Syrion Jack

Neal Myerberg

NETWORK LEADERS

EXECUTIVE DIRECTOR

Thomas Howard, Executive Director (February 2020 to Present)

Shubert Jacobs, Interim Executive Director (2019-20 to January 2020)

Kevin Brennan, Executive Director (2010-11 to 2018-19)

Theodore Swartz, Interim Executive Director (October 2009 to May 2010)

Richard Burke, Executive Director (2008-09 to September 2009)

Theodore Swartz, Executive Director (2005-06 to 2007-08)

Shubert Jacobs, Director (2003-04 to 2004-05)



CHARTER VISIT HISTORY

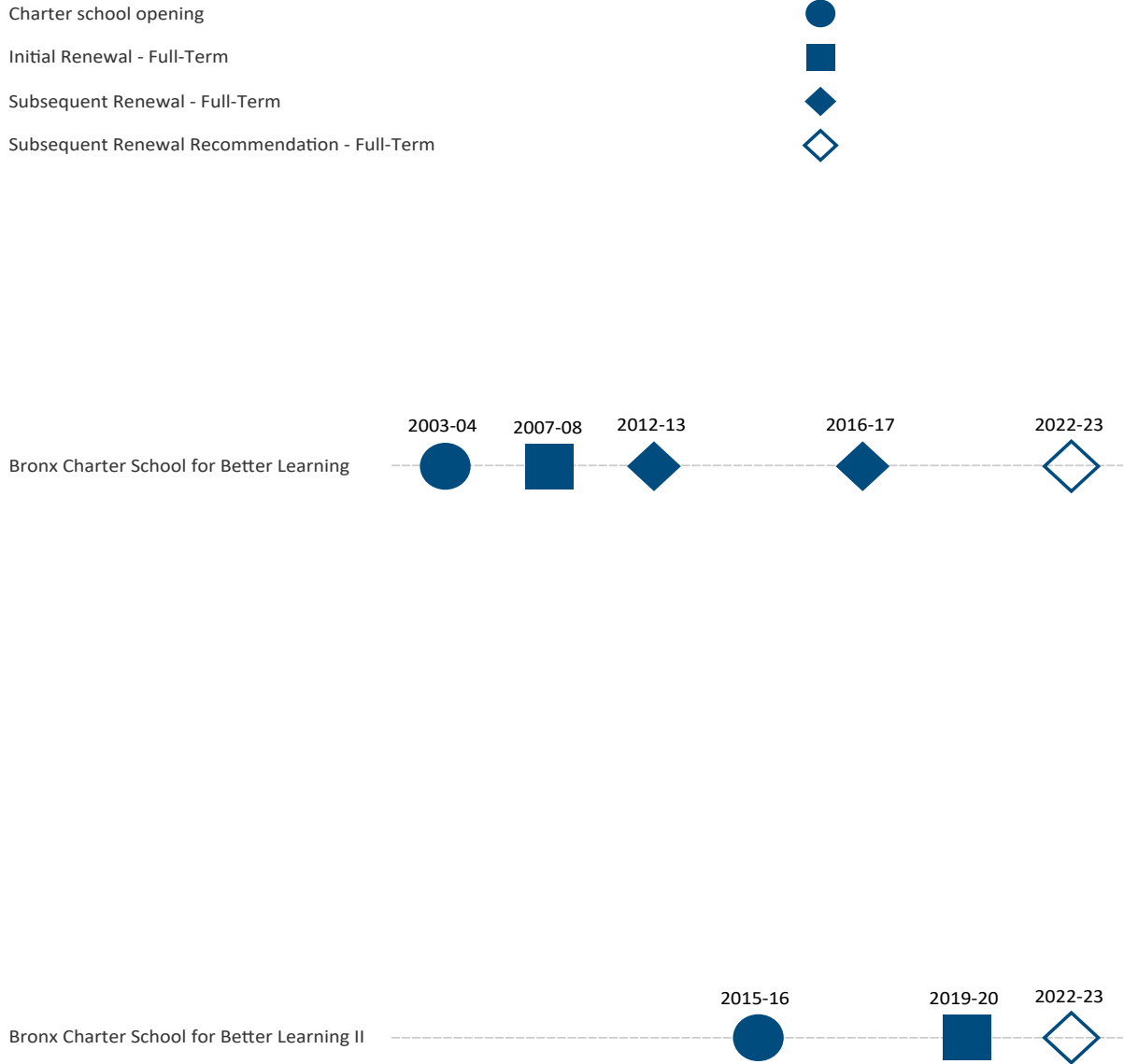
SCHOOL YEAR	VISIT TYPE	DATE
2003-04	BBL - Evaluation Visit	May 6, 2004
2004-05	BBL - Evaluation Visit	May 26, 2005
2005-06	BBL - Evaluation Visit	April 4-6, 2006
2007-08	BBL - Initial Renewal	September 18-20, 2007
2009-10	BBL - Evaluation	May 11-12, 2010
2011-12	BBL - Evaluation Visit	January 24-26, 2012
2012-13	BBL - Subsequent Renewal	October 1-2, 2012
2015-16	BBL II - First Year Visit	June 8, 2016
2016-17	BBL - Subsequent Renewal	April 4, 2017
2019-20	BBL II - Initial Renewal	September 19 - 20, 2019
2022-23	BBL - Subsequent Renewal BBL II - Subsequent Renewal	November 9-10, 2022

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 9-10, 2022	Vickie Masséus	School Evaluation Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability
	Dilek Ulukaya	Administrative Analyst
	Amy Proulx	External Consultant
	Katie Maron	External Consultant



EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

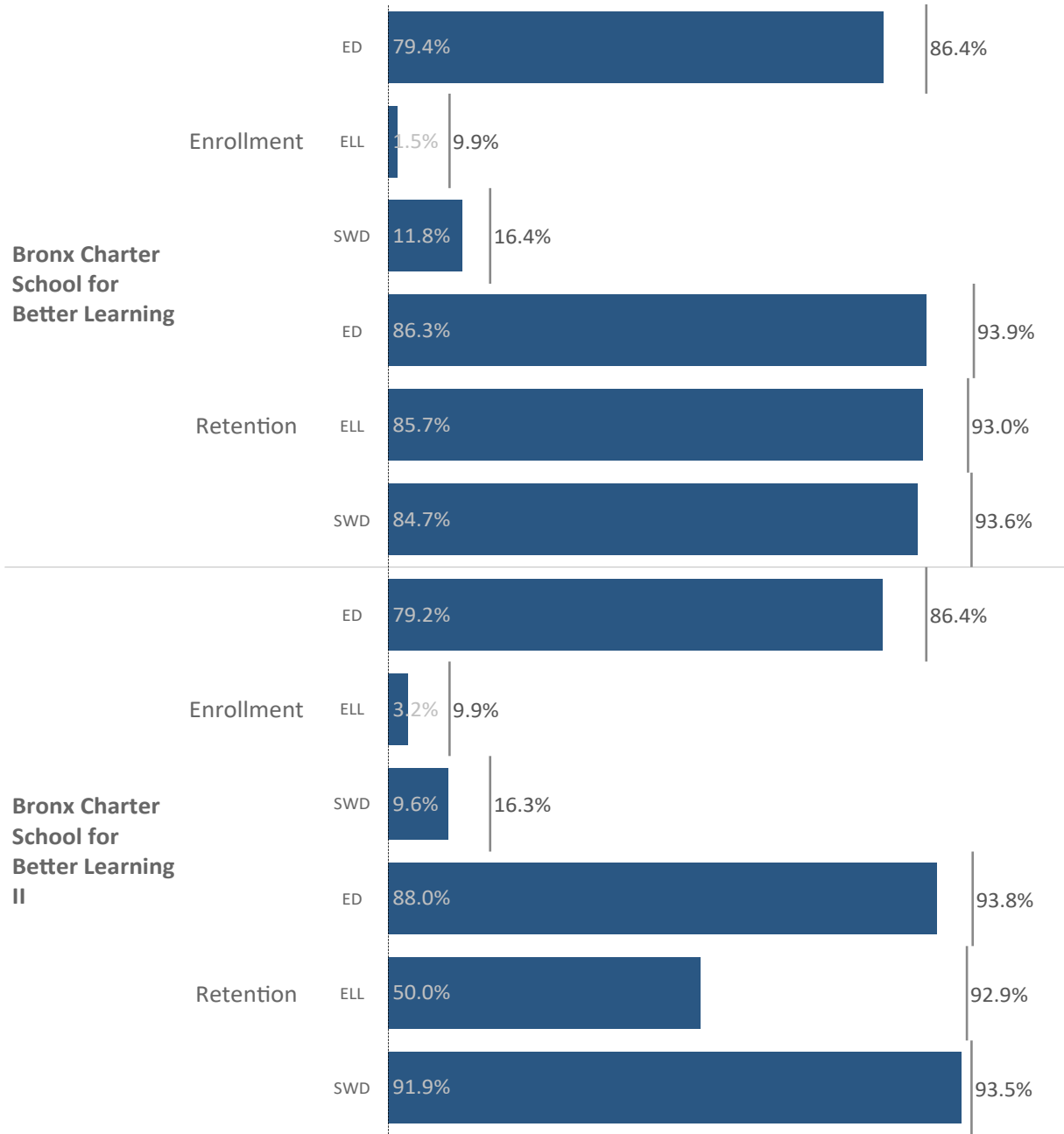


EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Bronx Charter School for Better Learning	Bronx CSD 11	Yes	550	K-5
Bronx Charter School for Better Learning II	Bronx CSD 11	Yes	456	K-5



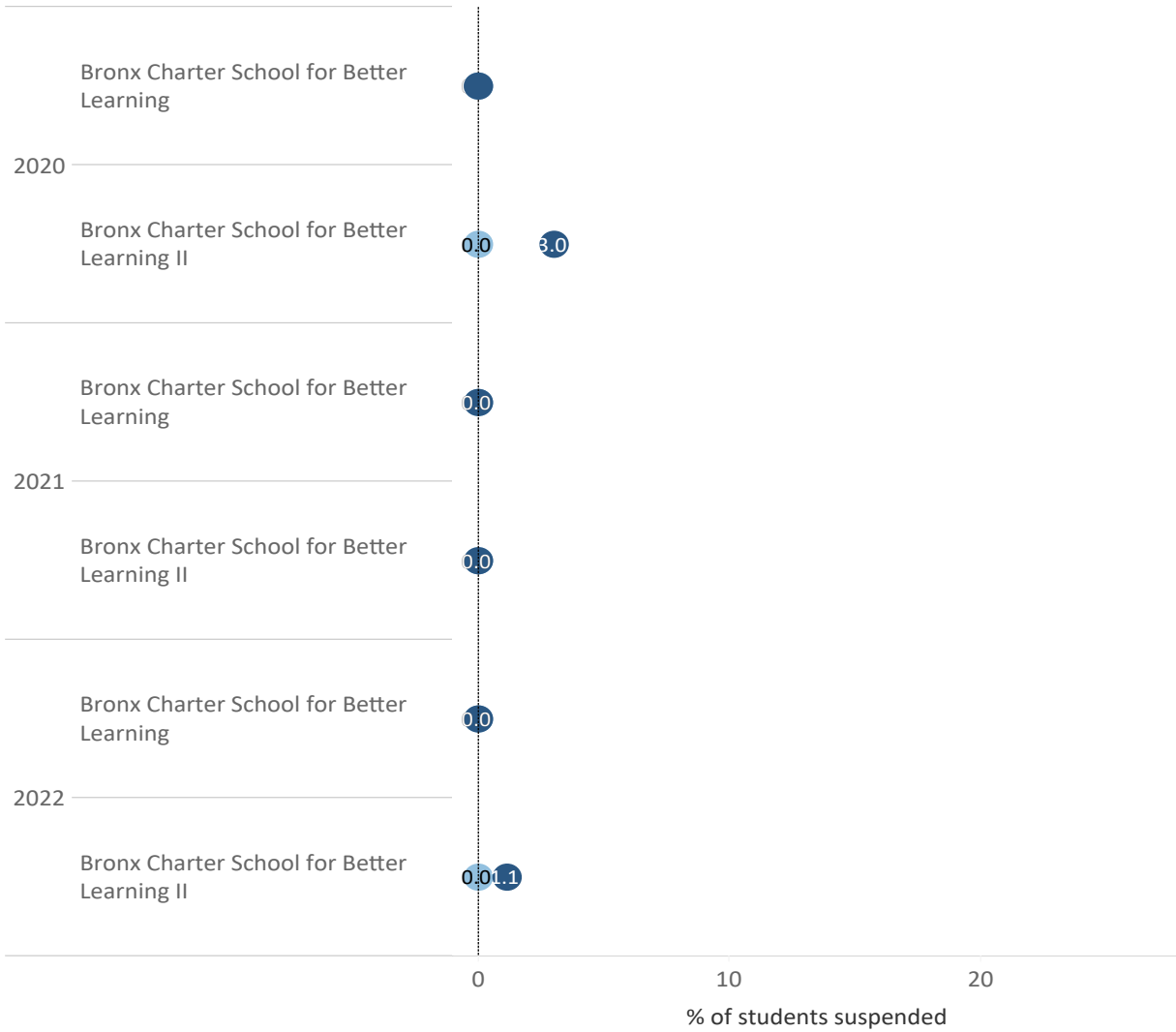
ENROLLMENT AND RETENTION TARGETS



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



Suspensions: The education corporation's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

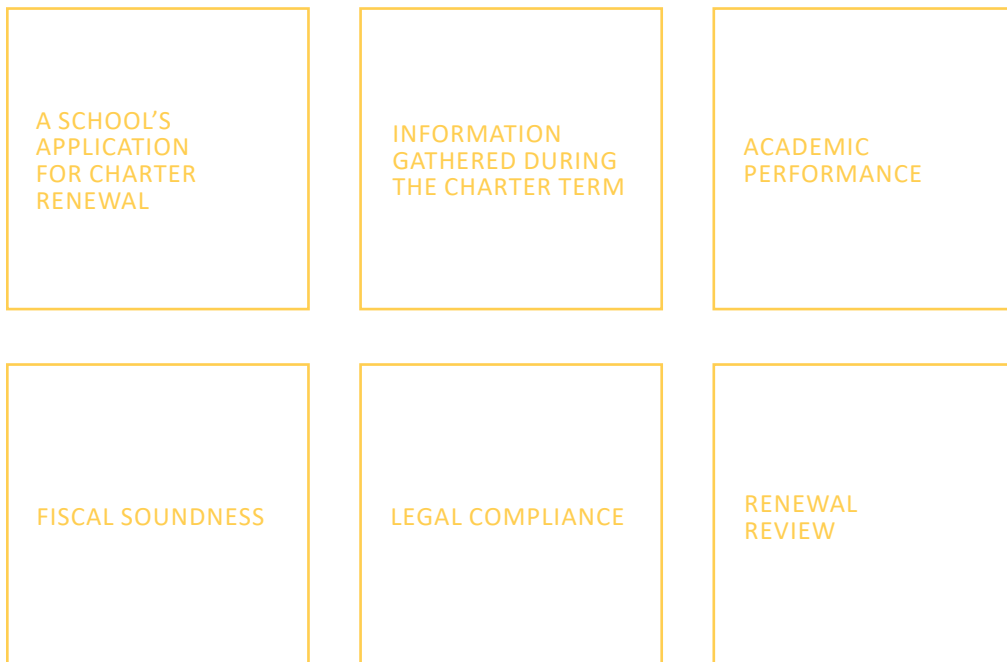
During the most recent school year, the education corporation expelled 0 students.

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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

1. Revised September 4, 2013 and available on the [Institute’s website](#).

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

RENEWAL QUESTIONS



IS EACH CHARTER AN ACADEMIC SUCCESS?

IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS EACH CHARTER FISCALLY SOUND?

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

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



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

2. Version 5.0, May 2012, are available on the Institute’s website [here](#).



IS THE SCHOOL AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER SCHOOL.

At the beginning of the Accountability Period,³ the school developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

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

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

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

Absolute, comparative, and growth achievement provide a basis for triangulating school performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the school's board and approved by the Institute is included in the charter and frames the analysis of the school's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a school's Accountability Plan to determine its level of academic success, including the extent to which each school has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a school includes additional measures in its Accountability Plan, the Institute considers all available evidence of school performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of school academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, schools reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



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