

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION SUMMARY
CAPITAL PREPARATORY BRONX
CHARTER SCHOOL*

*REPORT DATE: APRIL 2, 2025
VISIT DATE: OCTOBER 1, 2024*



Charter Schools Institute
The State University of New York

CONTENTS

1 CHARTER SCHOOL BACKGROUND

2 EXECUTIVE SUMMARY

5 ACADEMIC PERFORMANCE DATA

7 FISCAL DASHBOARD

9 COMPLIANCE REPORTING

10 COMMUNITY SATISFACTION AND RETENTION

12 APPENDICES

A: Charter School Overview

B: Benchmark Summary

C: Student Demographics

D: Fiscal Benchmarks Summary



CHARTER SCHOOL BACKGROUND

CAPITAL PREPARATORY BRONX CHARTER SCHOOL

755 Co-op City Boulevard Bronx, New York | Grades: 6-11 | NYC Community School District 11 | Co-op City



MISSION

Capital Preparatory Bronx Charter School provides historically disadvantaged students from the Bronx with the college and career readiness skills needed to become responsible and engaged citizens for social justice.

CAPITAL PREPARATORY CHARTER SCHOOLS NY BOARD OF TRUSTEES¹

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KEY DESIGN ELEMENTS

High expectations rooted in the school's Five Learner Expectations;



Partnerships with local colleges;



A student-centered and data-driven instructional approach;



A two sport requirement for all students; and,



A longer school day and year;



Robust professional development.



Social justice as a central theme throughout the model;



CURRENT CHARTER INFORMATION

Year Opened: 2020

Serves: 6th-11th

Chartered Enrollment: 600

Charter Expires on: July 31, 2025

FUTURE CHARTER INFORMATION

Serves: 6th-12th

Chartered Enrollment: 700

Charter Expiration July 31, 2030

1. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL

The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of Capital Preparatory Bronx Charter School (“Capital Prep Bronx”) for a period of five years with authority to provide instruction to students in 6th through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 700 students. The Institute makes this recommendation as Capital Prep Bronx meets the requirements for renewal set forth in the Policies for 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”).²

The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of Capital Prep Charter Schools NY (“Capital Prep Schools”), the New York not-for-profit charter school education corporation.

EXECUTIVE SUMMARY

Capital Prep Bronx delivers a rigorous academic program interconnected with social-emotional learning content, advisory, and a social justice thematic focus. The school opened in 2020 delivering instruction virtually and successfully weathered the challenges of the pandemic with support from Capital Preparatory Schools, Inc. (“Capital Prep” or the “network”), its not-for-profit charter management organization (“CMO”). Now in its fifth year of operation, the school has established itself as a strong school option in the Co-op City community enrolling the majority of its students from the local area and employing some leaders and teachers from the area. Additionally, the education corporation is fiscally and operationally sound, with effective budgeting and governance practices to support long-range planning and oversight.

Capital Prep Bronx admits students at every grade level and establishes systems to identify student needs and close existing achievement gaps. As the school first enrolls students in 6th grade, students come to Capital Prep Bronx with a wide range of academic experiences and learning needs. The school’s assessment system diagnoses students’ areas for growth and provides actionable information for teachers to modify planning and instruction. Instructional leaders establish rigorous expectations for teaching and learning and support teachers through a robust coaching cycle. The school supplements this system with a well-defined social justice thematic focus evident in curricular documents, lesson plans, teachers’ instruction, and particularly in the school’s advisory blocks. During daily advisory lessons, students engage in rich discussions, which often address real-world problems in their community or introduce them to skills necessary for pursuing college or career post-secondary options. As a result, the school fosters an environment for students to develop their voice, self-advocacy skills, and ownership of learning.

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

EXECUTIVE SUMMARY

FINDINGS & INFORMATION

Is the charter an academic success?

Capital Prep Bronx is an academic success having met or come close to meeting its Accountability Plan goals during its initial charter term. Capital Prep Bronx comes to its initial renewal with a strong track record of achievement on New York State exams and a culture that emphasizes the core elements of its mission including college preparation and social justice. Capital Prep Bronx demonstrates academic success in the following ways:

- In English language arts (“ELA”), the school exceeded the targets for all its comparative and growth measures during every year of the term. Notably in 2022-23, 78% of the school’s students enrolled for at least two years scored at or above proficient exceeding the absolute target by three percentage points and the district results by 29 percentage points.
- Capital Prep Bronx implements a high quality at-risk program to support its students with disabilities. As a result, the school’s students with disabilities outperformed their district peers in ELA and mathematics in each year from 2021-22 to 2023-24.
- In mathematics, the school posted proficiency rates on the state’s mathematics exam that exceeded the district results by at least 10 percentage points in 2021-22 and 2022-23. In 2023-24, although Capital Prep Bronx posted a proficiency rate under the district average, approximately half of the school’s 8th grade students sat for the Regents Algebra I exam in lieu of the typical 8th grade mathematics exam. That year, 94% of those students scored at or above proficiency exceeding the district results by 59 percentage points.

Is the charter an effective, viable organization?

Capital Prep Schools and Capital Prep Bronx are effective, viable organizations, and the board provides effective oversight to ensure the network and school-based staff members deliver the academic program with fidelity. The CMO’s regional instructional and operational leaders support Capital Prep Bronx’s school-based personnel to manage the day-to-day operations of the school and develop teachers to meet the needs of all students. The ample network presence in the school and support from the regional New York team enabled Capital Prep Bronx to successfully weather a leadership transition over summer 2024. The school internally promoted an academic dean to the role of principal to begin the 2024-25 school year. The current instructional and operational leadership teams implement the school’s key design elements and establish a culture focused on academic achievement. While roles and responsibilities are clear, Capital Prep Bronx intentionally fosters an all-hands-on-deck adult culture that ensures network and school-based staff members are mission-driven and contribute to the quality student experience.

Is the charter fiscally sound³?

Capital Prep Schools is fiscally adequate based on the Institute’s review of the renewal documentation as is its school Capital Prep Bronx. The education corporation implements a sound budget creation process that takes input from all departments of the network. The education corporation’s finance team meets quarterly with the board to monitor variances and monthly to discuss interim financial updates and results. Despite struggles with enrollment, the education

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 blue – gray – orange. 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.

EXECUTIVE SUMMARY

corporation maintains adequate revenue to cover its expenses. Capital Prep Schools had no material internal control weaknesses in the 2023-24 annual financial audit and established a separate dissolution account with the appropriate amounts as required by the charter agreement.

Capital Prep Schools demonstrates adequate financial performance throughout the current charter term with net assets (\$6.9 million) and cash (3.6 months on hand) reserves growing each year. The education corporation maintains adequate teacher to student ratios and adjusts accordingly to reflect enrollment fluctuations. Capital Prep Schools prioritizes spending on updates to curriculum, technology updates for students and teachers, and facility costs associated with its new long-term facility lease.

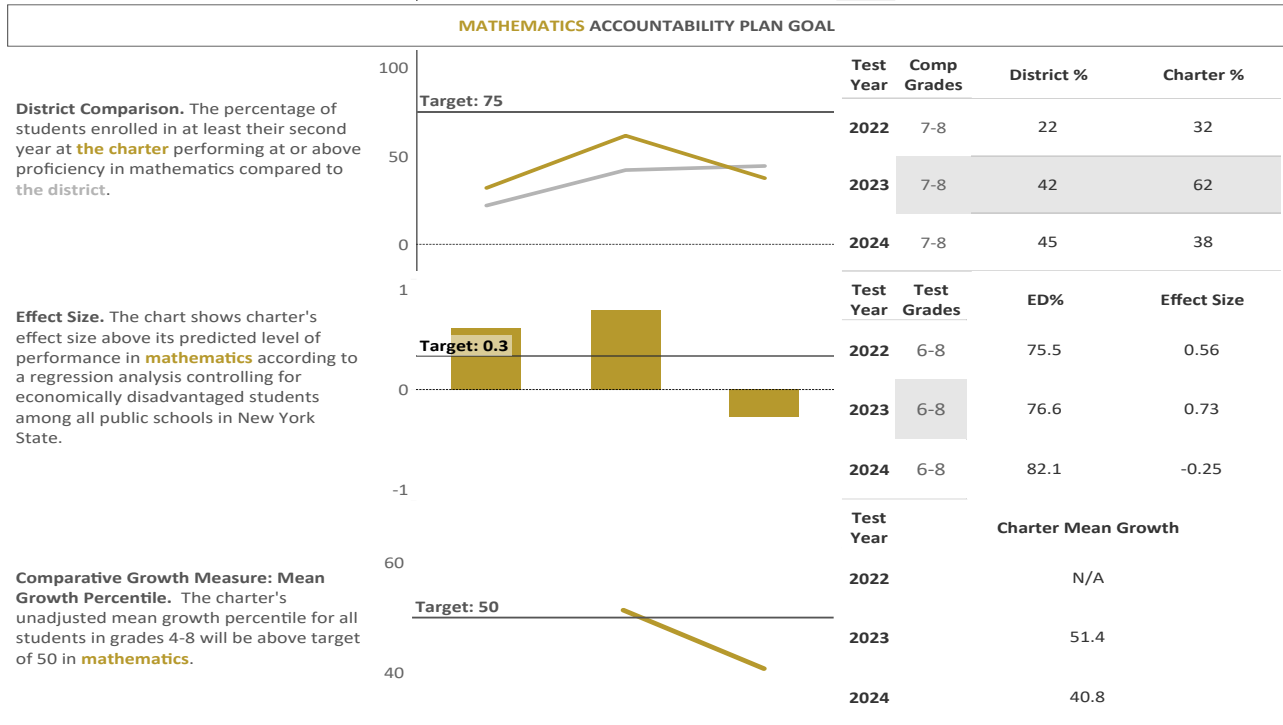
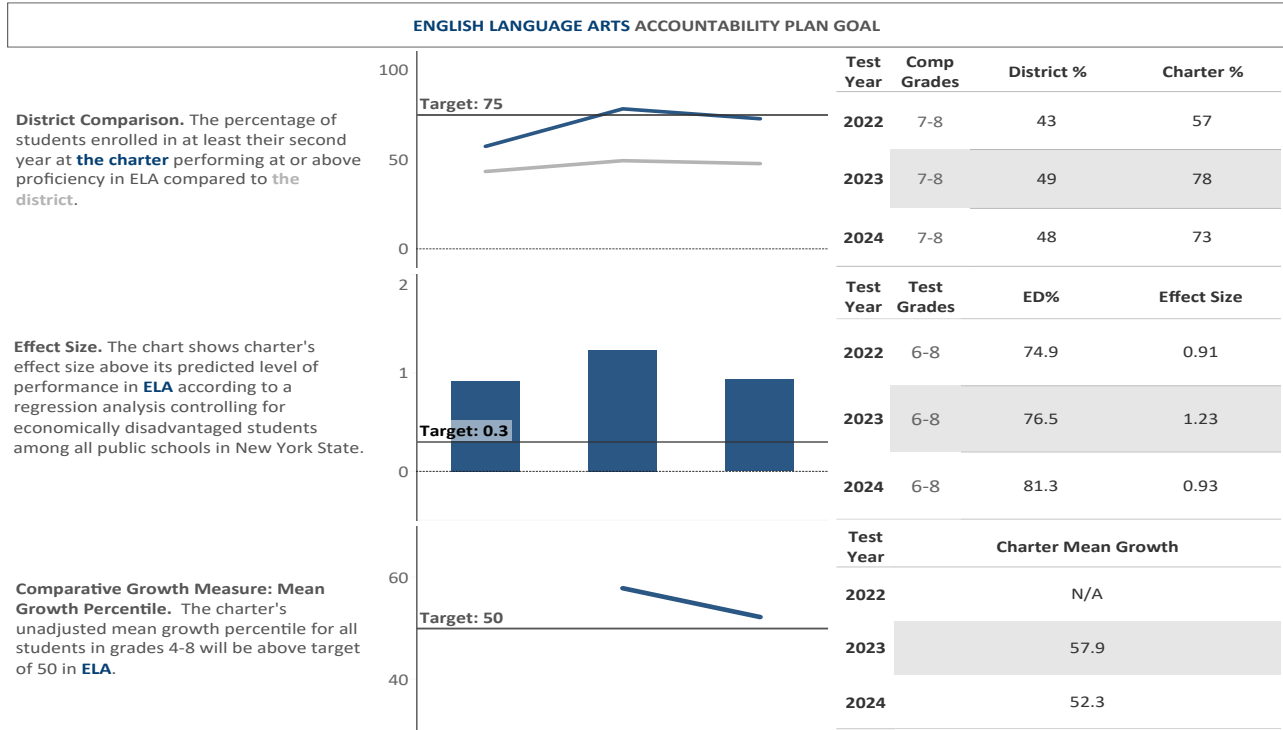
If the SUNY Trustees renew the charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?

Capital Prep Bronx's plans for the future are reasonable, feasible, and achievable. The school will continue to implement the same core elements that led to its success over the current charter term. The board and network staff members have established a strategic plan that prioritizes maintaining high student achievement at Capital Prep Bronx as the CMO expands its scope of support to Capital Preparatory Charter School New Rochelle. Additionally, as Capital Prep Bronx continues to grow into a full high school program, the organization is building a new facility with projected completion for the 2027-28 school year. In the interim period, the school is examining options for temporary modular space to accommodate increased enrollment as the school grows into 6th – 12th grade by 2025-26. Capital Prep Schools proposes a reasonable and achievable budget plan for the next charter term. The Institute has confidence that the education corporation will continue to be fiscally adequate in the proposed charter term.



ACADEMIC PERFORMANCE

CAPITAL PREPARATORY BRONX CHARTER SCHOOL

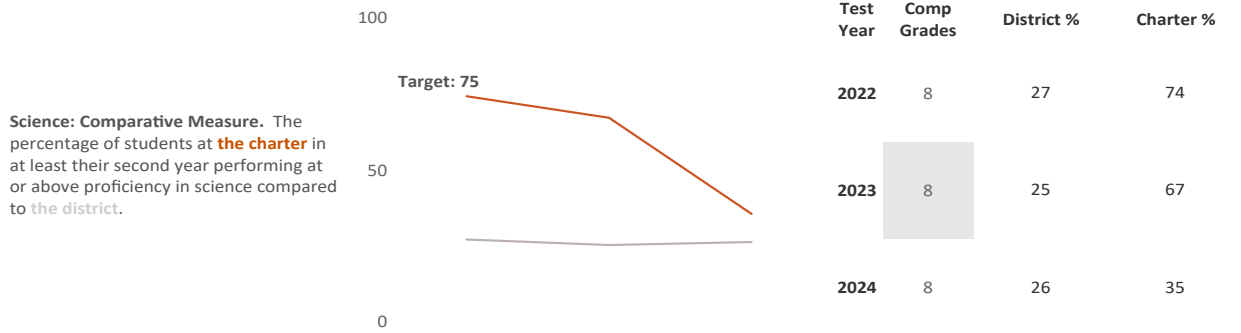




ACADEMIC PERFORMANCE

CAPITAL PREPARATORY BRONX CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	215	202	303	300	308	297
School Tested %	91.9%	87.1%	97.4%	96.8%	99.7%	96.1%
District Tested %	84.3%	82.3%	87.0%	87.5%	85.4%	87.1%

SPECIAL POPULATIONS PERFORMANCE*

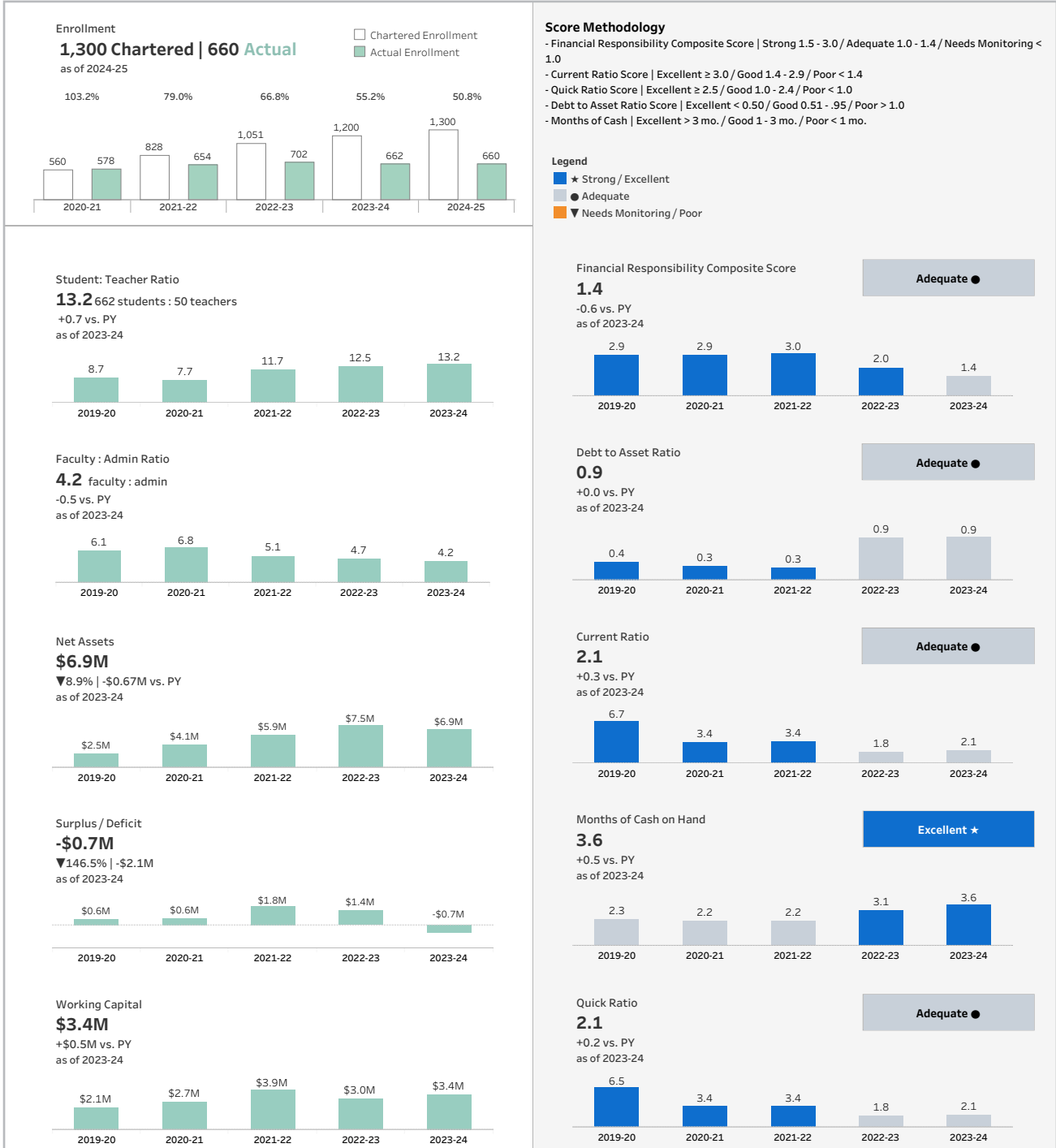
	2022	2023	2024
Students with Disabilities Tested on State Exam	20	32	30
Charter Percent Proficient on ELA Exam	20.0	31.3	33.3
District Percent Proficient	14.3	15.9	16.2
Tested on NYSESLAT Exam	2	3	4
Charter Percent 'Commanding' or Making Progress	s	s	s

* 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".



FISCAL DASHBOARD

CAPITAL PREP CHARTER SCHOOLS NY



FISCAL DASHBOARD

CAPITAL PREPARATORY BRONX CHARTER SCHOOL



COMPLIANCE REPORTING



HAS THE SCHOOL 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. Throughout the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

Annual Reports

The education corporation submitted annual reports on behalf of its schools to the Institute and the New York State Education Department (“NYSED”) on time but has not posted the most recent report for Capital Prep Bronx directly on the school’s website as of the date of submission as required by the Act. The Institute will ensure compliance prior to the start of the next charter term.

FOIL

The education corporation has a complete Freedom of Information Law (“FOIL”) policy and a subject matter list but the education corporation needs to update the subject matter list with a link to the Committee on Open Government. The Institute will work with the education corporation to post the subject matter list as soon as practical.

SAVE

The education corporation needs to update the district-wide school safety plan to adhere to current requirements. The Institute will work with the education corporation to update its current plan as soon as practical.

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.

The education corporation and network work to hire qualified staff members who reflect the Capital Prep Bronx learner expectations and to draw a diverse pool of candidates to ensure a diverse teaching staff. The network invests resources in building relationships with institutions to establish educator pipelines including Relay Graduate School of Education, University of Connecticut, University of Hartford, Sacred Heart University, New York Institute of Technology, and New York University. The school provides uncertified teachers with individualized plans to obtain certification and conducts quarterly meetings with staff members to ensure continued progress toward certification in a timely manner.

At the time of the renewal review, the school employed 31 lead teachers. Of the 31 lead teachers, 23 were uncertified, which is eight over the allowable limit. Eighteen of the 23 uncertified teachers met the appropriate qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

Parent Survey Data

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey from the 2023-24 school year. Of the 64% of Capital Prep Bronx families who responded, 87% expressed satisfaction with the school.

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 English language learners (“ELLs”). The 11 family representatives in attendance spoke highly of their experiences with Capital Prep Bronx. Families expressed deep appreciation for the school’s advisory and social justice programming citing that this component of the school’s program resulted in students displaying greater confidence, independence, and awareness of social issues affecting their communities. The school systematically communicates with families about students’ academic progress and school events through a digital platform that families report accessing without obstacles. Advisory teachers maintain regular contact with families to share both positive and constructive feedback on student performance. Additionally, families report great appreciation for Capital Prep Bronx’s college preparation supports. According to focus group participants, the school offers ample guidance to students regarding applying for scholarships, seeking financial aid, attending open houses and college visits, and completing career exploration internships. The school also offers dual enrollment opportunities, which parents appreciate could enable students to graduate from high school with college credit.

Public Comments

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

The NYCDOE held its required hearing on the renewal application for Capital Prep Bronx via videoconference on October 28, 2024. The founder and principal both discussed the school’s mission to support the whole child emphasizing high expectations, the integration of social justice into the curriculum, and efforts to individualize learning. School leadership highlighted the students’ performance on the state exams in ELA, mathematics, and science, as well as the school’s college preparatory program. Six students spoke in support of the renewal, sharing how the school has provided opportunities to accelerate high school and college credit accrual, build confidence, develop leadership skills, compete in local and

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

state competitions and science fairs, and lead community service projects. Five parents also spoke in support of the renewal, highlighting their children’s accomplishments and praising the school’s commitment to students and their families, social justice, and the community. No one spoke in opposition to the renewal.

Enrollment and Retention

Capital Prep Bronx makes good faith efforts to recruit and retain subpopulations to meet its enrollment and retention targets. The school comes close to meeting its enrollment and retention targets for economically disadvantaged students. However, the school does not meet its enrollment targets for ELLs and students with disabilities. The school and network are focused on increasing marketing strategies for the recruitment of those groups.

Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2023-24, 76% of Capital Prep Bronx students returned from the previous year. Student persistence data from previous years of the charter term is available in the 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.

Capital Preparatory Bronx Charter School's Enrollment and Retention Status: 2023-24		Target	Charter
enrollment	economically disadvantaged	79.4	78.6
	English language learners	16.3	1.1
	students with disabilities	22.6	14.0
retention	economically disadvantaged	84.0	80.6
	English language learners	87.1	50.0
	students with disabilities	84.9	85.7

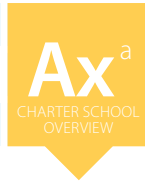
Capital Prep Bronx

Ax

APPENDICES

PAGES Ax 1-12

CO ^A CHARTER OVERVIEW	BS ^B BENCHMARK SUMMARY	SD ^C STUDENT DEMOGRAPHICS	FB ^D FISCAL BENCHMARKS
PAGE Ax 1	PAGE Ax 2	PAGE Ax 8	PAGE Ax 10



CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	160	176	110%	6-7
2021-22	240	232	97%	6-8
2022-23	400	393	98%	6-9
2023-24	500	449	90%	6-10
2024-25	600	475	79%	6-11

CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2020-21	First Year Visit (virtual)	June 8, 2021
2021-22	School Evaluation Visit	April 7, 2022
2023-24	Initial Renewal	October 1, 2024

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 1, 2024	Sinnjinn Bucknell	Managing Director of Accountability
	Kathleen Haywood	School Evaluator
	Ciani Jones	Senior Analyst

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

Capital Prep Bronx met or came close to meeting its key academic Accountability Plan goals over the charter term. The school posted high comparative and growth achievement in the majority of years of the term with data suitable for analysis. The school has not yet enrolled students in 12th grade and, as such, has not produced high school accountability outcomes. However, the school's first and second year cohorts demonstrate high rates of credit accumulation, a strong leading indicator of future high graduation outcomes. The school also met its science and Every Student Succeeds Act ("ESSA") goals.

In English language arts ("ELA"), the school exceeded all comparative and growth targets in every year. From 2021-22 through 2023-24, the school's students enrolled in at least their second year outperformed the district by at least 14 percentage points. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Capital Prep Bronx performed higher than expected to a large degree each year. The school also posted mean growth scores that surpassed the target of 50 in each year with data suitable for analysis.

In mathematics, the school outperformed the district in the majority of years with available data. The school also posted effect sizes that exceeded the target of 0.3 in 2021-22 and 2022-23 indicating that the school performed higher than expected compared to demographically similar schools. Although the school's proficiency rate on the state's mathematics exam and corresponding effect size declined in 2023-24, Capital Prep Bronx posted high achievement on the Regents Algebra I exam for some of its 8th grade students in lieu of the typical state assessment. In 2023-24, 94% of students who sat for the Regents in 8th grade passed exceeding the district results by 59 percentage points.

ASSESSMENT

Capital Prep Bronx has an assessment system that drives effective teaching and learning. The school administers a suite of assessments comprised of nationally-normed assessments, internally created interim assessments, and formative assessments such as exit tickets. In order to develop individual learning plans for each student, the school administers the NWEA MAP as a universal screener at the beginning of the school year. Periodically throughout the year, teachers use the results of formative and benchmark assessments to update these individual plans and to identify opportunities to adjust curriculum and instruction.

Capital Prep Bronx has effective systems to collect student data, conduct analyses, and hold teachers accountable to making necessary adjustments to instruction. To monitor student growth toward grade level content standards, Capital Prep Bronx administers quarterly interim assessments in ELA and mathematics and subsequently holds data meetings with instructional leaders and teachers to identify holistic trends, inform student groupings for targeted intervention, and modify curricular planning. For students identified as performing below grade level, the school implements an accelerated learning model to close gaps in foundational skills. Teachers also collect periodic assessment data related to priority standards between interim assessment administrations using network created assessments embedded within the scope and sequence for each content area. Instructional leaders communicate clear expectations for frequent formative

assessments during classroom lessons in the form of do now's, exit tickets, and other informal checks for understanding. During regular classroom walkthroughs, directors of curriculum use common rubrics to monitor consistency and quality of implementation of these formative assessment techniques.

In alignment with a number of the school's key design elements that foreground student agency, Capital Prep Bronx empowers students to take ownership of and accountability for learning by engaging them in the progress monitoring process. Students track academic progress using data walls organized by state learning standards and attend office hours with teachers to discuss guidance on addressing areas of growth. During advisory periods, students analyze their quantitative results to identify areas of weakness and create personal action plans with oversight from their teachers.

CURRICULUM

Capital Prep Bronx offers a comprehensive curricular framework that effectively supports teachers in delivering purposeful, focused lessons. In alignment to its mission and key design elements, the school also integrates support for students' affective development and social justice thematic content in the curricular materials provided to teachers. The network's curriculum and instruction team comprises a suite of content area directors of curriculum and instruction ("DCIs") who oversee curricular development and implementation at Capital Prep Bronx as well as the education corporation's other schools. In conjunction with the school's academic deans and teachers, the network selects, modifies, and evaluates curricular components. During weekly academic team meetings, DCIs work closely with teachers and deans to review benchmark assessment outcomes and make adjustments to curricular materials such as yearly scope and sequence documents, priority standards, weekly pacing and assessment guides, vertical alignment progressions spanning 6th – 12th grade, and the network's library of lesson plan supports.

Capital Prep Bronx uses a variety of commercially available curricular resources for ELA and mathematics, as well as network-developed proprietary material to provide teachers with an effective curricular framework. In ELA, the network incorporates Lavinia Group's Close Reading for Meaning and Insight Humanities at the middle school level to expose students to complex texts aligned to the network's social justice mission. In high school, the network crafts modules based on EngageNY and College Board resources to introduce pre-Advanced Placement ("pre-AP") foundational skills in 9th and 10th grade. Students across grade bands follow the Pauker Method of Structured Writing and Thinking ("Pauker") to support research and writing skills. In mathematics, Capital Prep Bronx uses Eureka Math from Great Minds as its foundational curriculum, and leaders establish expectations that classroom instruction prioritize depth of knowledge rather than breadth of topics with an emphasis on skill mastery, inquiry, and social justice. In science, the network offers the Amplify Science curriculum and adapts earth science and biology materials from New Visions, chemistry materials from Prentice Hall, and Physics: Principles and Applications from Pearson. In social studies, students take social justice classes alongside traditional coursework comprised of McGraw Hill resources and proprietary curricula. When the school identifies students as far below grade level in mathematics or ELA, Capital Prep Bronx delivers remedial content via Khan Academy and adaptive learning platforms such as Reading Plus, i-Ready, IXL and NWEA MAP Accelerator.

Capital Prep Bronx effectively supplements its core academic curriculum with college preparation supports, advisory, and student-centered learning. Upon enrollment, counselors work with each student to develop an individual learning plan that outlines student goals for academic, career, social-emotional, and physical

development throughout a student’s tenure. The school assigns students to a mixed grade advisory cohort in which they remain through graduation. The network provides curriculum for advisory focusing on recurring, thematic topics such as reflecting on work products or building soft skills for college. Teachers lead students through essential questions that foster peer dialogue around identifying, analyzing, and addressing inequities within the Co-op City community. The advisory programming culminates with a social justice project in which students implement a plan of action to address a social injustice. Teachers use a common rubric to monitor student affective development that outlines a student’s vertical progression through the developmental phases. As the school grows into a full high school program, leaders and teachers anticipate graduates will present social justice capstone projects to a school and community audience.

PEDAGOGY

Capital Prep Bronx teachers deliver high quality instruction that results in demonstrable student growth and achievement. Teachers provide instruction with clear objectives that align to meaningful activities. While the efficacy of teachers’ checks for understanding and high-order content delivery varies across classrooms, lessons are universally focused on academic achievement and maximize instruction time. Student engagement is high across classrooms, and teachers have the opportunity to leverage this engagement to further increase student discourse.

In virtually all classrooms, teachers deliver purposeful lessons with rigorous objectives aligned to the school’s curriculum. Teachers embed structures into lessons, such as do now’s and exit tickets, to consistently check for whole class understanding. In addition, most teachers employ a variety of techniques to surface student misconceptions and check for understanding such as circulating the room, cold calling, and chorale responses. While these techniques are generally successful, some teachers missed opportunities to make whole class adjustments to instruction based on information gathered through these checks. Further, in some lessons teachers did not provide adequate coverage with their questioning techniques and often called on a small subset of students to answer questions.

Classrooms at Capital Prep Bronx are focused on academic achievement, and teachers implement effective management techniques resulting in high levels of student engagement with minimal disruptions. Teachers make smooth transitions between lessons and between activities, maintaining an urgent pace in their instruction. Given that students are engaged in the material and classrooms are orderly, teachers have the opportunity to increase the frequency of questioning that pushes students to engage in higher order thinking and problem solving skills. In most classrooms, student discourse is limited with only infrequent peer to peer interactions regarding content. Capital Prep Bronx is working to increase the frequency and quality of student-led discussions.

INSTRUCTIONAL LEADERSHIP

Capital Prep Bronx implements strong systems in place to ensure that the school has effective instructional leadership to support teaching and learning. After the school’s founding principal left the school during 2023-24 due to unforeseen personal circumstances, the school quickly pivoted to an interim leader with support from its existing robust leadership team. The school promoted the interim principal to the role permanently for the 2024-25 school, and the principal leads the school’s day-to-day operations and drives the instructional vision. The principal and instructional leadership team cultivate an environment of high expectations for

teacher performance and buy-in to the school’s mission and ethos, particularly its local community focus and infusion of social justice themes into academics. The principal holds teachers accountable to the school’s expectations through regular classroom observations and clear evaluation criteria that result in performance improvement plans when necessary.

At the time of the visit, the school’s leadership team prioritized differentiation in curricular planning and implementing the Pauker pedagogical method throughout lessons. Across classroom observations and lesson plan review, the visit team observed evidence of teachers implementing these priorities in their instruction. Further, all staff members consistently communicate the school’s priorities and expectations.

The school delivers regular, effective coaching of teachers, which additionally results in observations that fuel decisions for future professional development planning. The academic dean, dean of students, and principal each conduct one-on-one coaching meetings with a caseload of teachers and hold bimonthly teacher advisory meetings with their caseload as a whole group. Leaders use a common observation protocol to conduct weekly observations and lead pre- and post-conferences with teachers to identify strengths and areas for growth. In order to norm their evaluative lens and surface trends, the instructional coaches conduct co-observations and observe the same teachers informally. Based on their coaching observations, the leaders modify schoolwide professional development topics and prioritize specific pedagogical foci in their protocols.

AT RISK PROGRAM

Capital Prep Bronx has effective procedures to identify and support at-risk students including students with disabilities, English language learners (“ELLs”), and students struggling academically. The school administers universal benchmark assessments at least three times per year to monitor progress and identify students for early intervention. In order to identify ELLs and students who may need an individualized education program (“IEP”), the school implements effective, compliant procedures.

Capital Prep Bronx provides a broad range of services and interventions for students with disabilities, ELLs, and academically at-risk students. For students with disabilities, the school implements an integrated co-teaching (“ICT”) model and Special Education Teacher Support Services (“SETSS”). Contracted service providers deliver related services such as counseling and speech therapy. However, citywide shortages of special education staff members and related service providers, particularly speech-language therapists, have impacted service delivery. Capital Prep Bronx works urgently to fill vacancies and plan for delivering all required interventions while working with the district Committee on Special Education (“CSE”) to address missed related services.

For ELLs, Capital Prep Bronx’s ELL teachers collaborate with general education teachers to deliver language acquisition supports and modify content area lessons. The school provides classroom teachers with comprehensive information on students’ English proficiency levels and individual learning plans. ELL teachers provide both push-in and pull-out services based on students’ academic performance and English proficiency levels. With aid from the ELL staff members, general education teachers modify lesson plans with appropriate scaffolding and other supports.

The school’s student assistance team, which includes teachers, social workers, the academic dean, and other staff members such as the executive director of special populations, convenes regularly to develop support plans for students identified as struggling academically based on assessment data. If a student continues to

struggle despite these interventions, the school initiates its clear, robust response to intervention (“RTI”) process. In tier I of Capital Prep Bronx’s RTI system, teachers deliver differentiated instruction within the general education setting using universal and benchmark assessments to monitor progress and guide decisions. Teachers employ flexible groupings and tailored strategies based on student needs. Weekly “whatever I need” lessons provide opportunities for remediation or enrichment. If tier I interventions prove insufficient, the school escalates students to tier II or tier III for more targeted support. Inclusion teachers provide supplemental instruction in small groups for students in tiers II and III, addressing specific academic or behavioral needs. When necessary, the school collaborates with families and the CSE to evaluate students for special education services.

ORGANIZATIONAL CAPACITY

Capital Prep Bronx’s organizational structure is effective at delivering the school’s academic program and allows instructional staff members to focus on developing the talent of teachers. Teachers and leaders are clear about roles, responsibilities, and lines of accountability including who ultimately makes decisions at the school. The school’s senior director of operations and network director of operations provide support to the instructional leadership team. Under guidance from network and regional leadership, the school’s principal sets the priorities and expectations for teachers. Within this structure, teachers know who to go to for specific support.

The network and school subscribe to a distributed leadership philosophy, which allows for smooth transitions and stability despite vacancies. After the longstanding founding principal left the role during the 2023-24 school year, the regional assistant superintendent, with support from other network staff members, provided continuous academic leadership while the school searched for a new principal. The current school principal, a veteran of Capital Prep Bronx, assumed the position for the 2024-25 school year and saw over 80% of teachers return from the prior year. The school works diligently to retain high quality teachers by foregrounding its mission and values and providing opportunities for teachers to expand their responsibilities. In 2024-25, the school employed two senior teachers who support with the instructional coaching caseload and serve to help establish the principal’s vision for high quality teaching.

Capital Prep Bronx’s robust ties to the local community and recruitment efforts result in strong student enrollment trends. The school backfills across all grades and maintains high daily attendance. Although student enrollment is stable, the school is still developing the optimal strategy to make progress toward meeting its enrollment and retention targets for students with disabilities and ELLs. Many staff members live in the Co-op City community and the school intends to serve a representative population of the local area. However, the network and school staff members acknowledge the need to expand its recruitment strategy to enroll a student body with a proportion of ELLs more reflective of the larger district.

BOARD OVERSIGHT & GOVERNANCE

The Capital Prep Schools board provides effective oversight of Capital Prep Bronx to achieve the school’s Accountability Plan goals while balancing its responsibilities for oversight of the education corporation as a whole. Board members’ experience includes operations, finance, Kindergarten-12th and higher education, advocacy, community organizing, philanthropy, human resources, and law. To continue improving its governance capacity, the board is thoughtful about seeking out facilities and real estate expertise and has codified new strategic priorities that encompass the oversight of all of its charters.

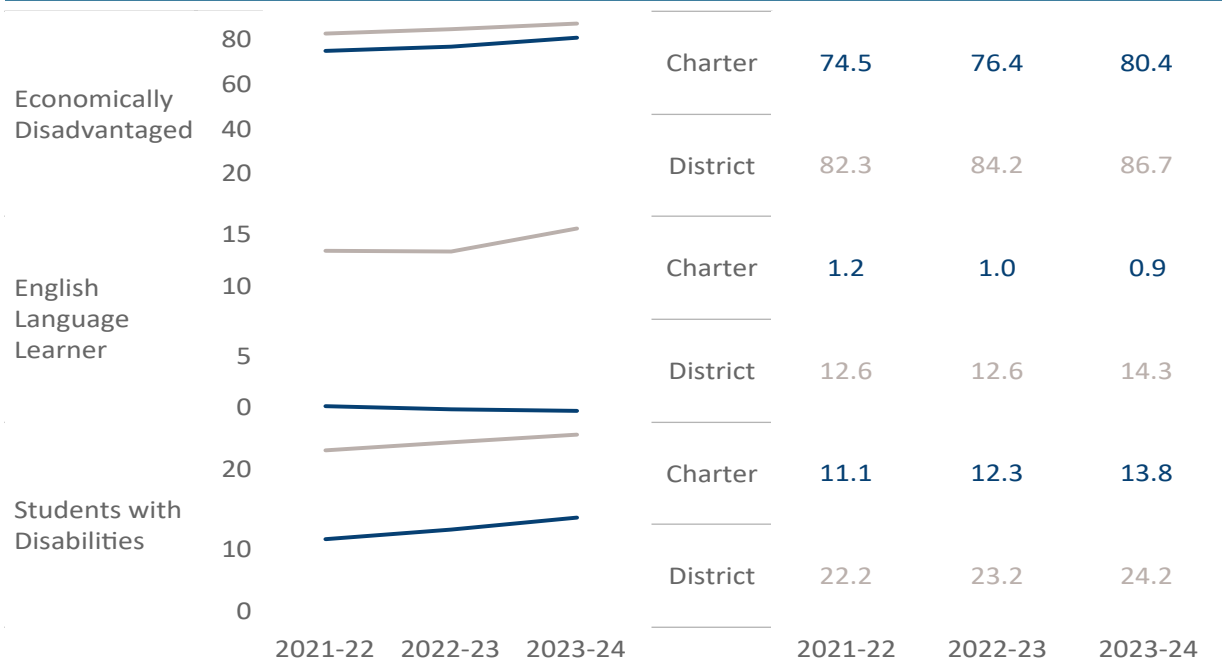
The board requests and receives abundant information from the network and school to inform its oversight and decision making processes. Capital Prep Bronx’s principal reports regularly to the board regarding the school’s academic initiatives, staffing data, and other non-academic data streams. While the board closely monitors the current set of academic data points such as normed assessment results and Regents attainment, board members are deeply reflective about metrics aligned to the school’s mission that could serve as lodestars for the school. In particular, board members identify college persistence and the necessity for remedial coursework at the post-secondary level as key measures. In order to validate the school’s reporting about the quality of programming on the ground, board members are frequently on the school site during scheduling board meeting days.

Informed by the substantial information provided by the school and network, the board closely monitors progress on short- and long-term priorities established in its strategic plan. The board holds the network accountable to providing adequate supports to the education corporation’s two existing schools while the organization plans to open its new school in a future school year. Further, board members closely monitor enrollment trends and recruitment efforts at Capital Preparatory Harlem Charter School in order to ensure the necessary financial stability to maintain the quality of academics offered at both schools. Given the relatively recent leadership transition at Capital Prep Bronx, board members are monitoring the principal’s development as well as the quality of supports provided by network academic support staff to ensure continued strong results.

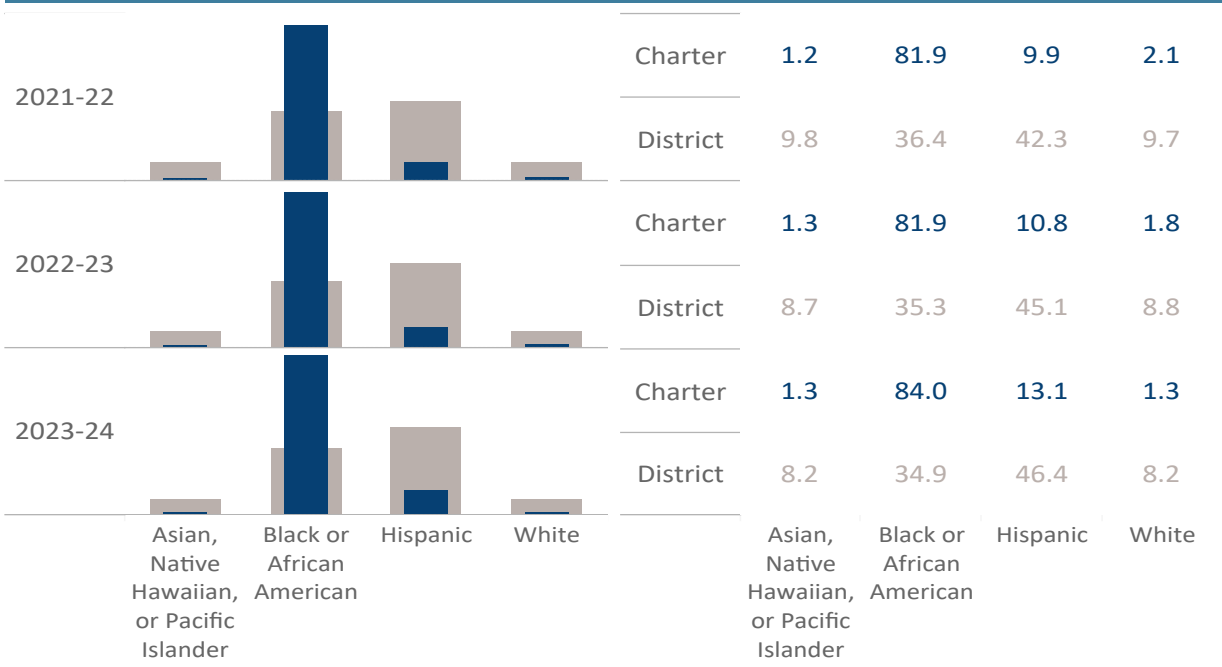
Capital Preparatory Bronx Charter School

Bronx CSD 11

Student Demographics: Sub-populations



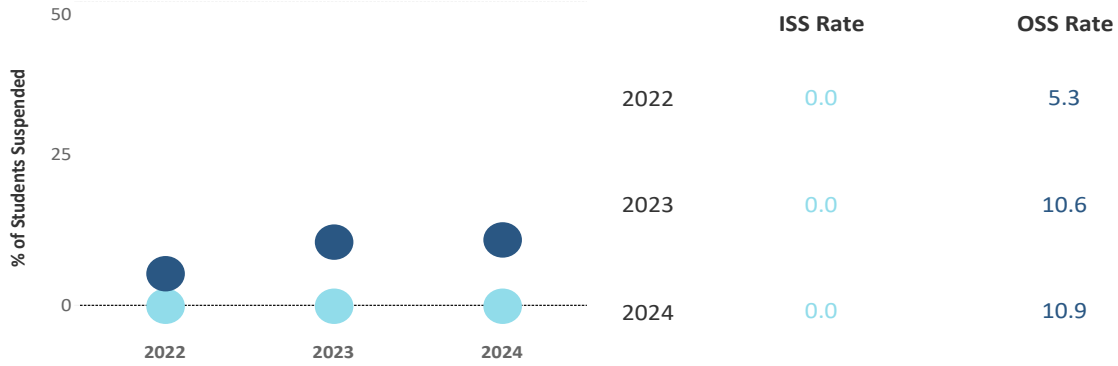
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Capital Preparatory Bronx Charter School



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

		2022	2023	2024
2021-22	71.2			
2022-23	78.2	2	0	0
2023-24	76.1			

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

FISCAL BENCHMARKS SUMMARY



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

The education corporation operates pursuant to a long-range financial plan in which it 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.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. 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.	+
The most recent audit report 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 the 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 education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.	SEPT 2023

“+” : 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.



DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied 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 will have generally been 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.	+
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.	N/A
Grant expenditure reports.	N/A

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

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the 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 and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A

APPENDIX D: FISCAL BENCHMARKS SUMMARY

INDICATORS	EVIDENT?
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+



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