New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

South Bronx Early College Academy Charter School

Renewal Site Visit Dates: December 7 and 8, 2022
Date of Final Draft Report: April 4, 2023
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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

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ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	South Bronx Early College Academy Charter School
Board Chair	Davon Russell
District of location	NYC CSD 8
Opening Date	Fall 2015
Charter Terms	• Initial Term: August 31, 2015 - June 30, 2020 • First Renewal Term: July 1, 2020 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 6 - 8 / 330 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6 - 8 / 330 students
Facilities	766 Westchester Avenue, Bronx - Private Space
Mission Statement	*The South Bronx Early College Academy Charter School (Early College Academy) will provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State Common Core standards-aligned curriculum. The Early College Academy will establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning. Students will graduate from the Early College Academy prepared for success in college and for active and thoughtful citizenship.*
Key Design Elements	• Small school culture and extended day/year • Differentiated and personalized instruction • Use of research-based, standards-aligned curricula and instructional strategies • Comprehensive advisory and classroom support • Comprehensive college preparation and opportunities for early college • Parent and family support
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

Noteworthy: South Bronx Early College Academy (SBECA) experienced a leadership change at the start of the 2022-2023 school year. Accompanying the change in leadership have been adjustments to the master schedule and student support structures, allowing for more effective communication among staff. There has been increased attention to instructional coaching and the use of individualized learning plans as well as an alteration of the philosophy behind and execution of the Advisory program. Since its founding, the school has benefitted from its partnership with the Women's Housing and Economic

[1] The information in this section was provided by the NYS Education Department Charter School Office.

Development Corporation (WHEDco), which provides extensive counseling and social-emotional supports to the community.

As we move beyond the challenges of the past three years, we would like to acknowledge the heroic work of our charter schools that provided effective academic and social-emotional supports during the 2021-2022 school year, including participation in the New York State Testing Program (NYSTP) Grades 3-8 Assessments, all while keeping students and staff safe.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students

and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	**Year 2 2021 to 2022**	**Year 3 2022 to 2023**
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	330	330	330

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2023 to 2024	**Year 2 2024 to 2025**	**Year 3 2025 to 2026**	**Year 4 2026 to 2027**	**Year 5 2027 to 2028**
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Proposed Enrollment	330	330	330	330	330

METHODOLOGY

A two-day renewal site visit was conducted at SBECA on December 7 and 8, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, student support staff, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted eight classroom observations in Grades 6 - 8. The observations were approximately 20 minutes in length and conducted jointly with the principal and vice principal. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the Renewal SV Protocol.

[2] This proposed chart was submitted by South Bronx Early College Academy Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **2022 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2022 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **School's SY 2022-2023 renewal application;**
- **School's 2019 and 2020 Notices of Deficiency/Concern;**
- **Any supplementary evidence or data submitted to NYSED by the school;**
- **School-provided email feedback from informal walkthrough observations;**
- **School-provided formalized teacher observation feedback;**
- **School-provided lesson and unit plans for observed classes;**
- **School-provided sample student portfolio for Individualized Learning Time;**
- **School-provided sample Scope and Sequence;**
- **School-provided sample professional development resources;**
- **School-provided sample student quarterly report for parent-advisor-student meeting; and**
- **School-provided enrollment trajectory document.**

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	**Description**
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from December 7 to December 8, 2022 at SBECA, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

	2019 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	**Approaches**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	**Meets**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- South Bronx Early College Academy (SBECA) is in year eight of operation and serves students in Grades 6-8. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: SBECA's leadership, teachers, student support staff, and board of trustees all demonstrate commitment to the mission and vision of their school. During the current charter term specifically, the school's trajectory has improved for Benchmarks 2, 7, 8, and 10. For Benchmark 2, the attention to curriculum alignment, structures facilitating coaching and feedback, and revamped invention support for students have all demonstrated growth in the school's instructional program. Reorganization efforts by the new leadership and resulting staff buy-in have improved SBECA's rating on Benchmark 7. Demonstration of and enthusiasm for the Key Design Elements (KDEs) of SBECA's charter have moved the school's rating to a Meets for Benchmark 8. Finally, urgency and accuracy in correcting safety and legal shortcomings of the past have moved the designation of Benchmark 10 to a Meets.

  Although the school is not currently Meeting Benchmark 1, students at SBECA outperformed students in NYC CSD 8 for all student population groups in 2021-2022 on Grades 6-8 math and Grade 8 science assessments. Additionally, English language learners (ELLs) and students who are economically disadvantaged (ED) outscored both the district of location and state on these assessments for both the 2018-2019 and 2021-2022 school years. English language learners also outperformed the state on both the Algebra I and Living Environment Regents exams in 2021-2022.

  SBECA shows exemplary performance in its Benchmark 3 indicators related to school climate, culture, and family engagement. Additionally, its consistently strong enrollment (Benchmark 9) attests to the devotion of both the school, students' families, and the greater community, including the school's partner organization, WHEDco, to the overall mission of SBECA.

- **Summary of Areas in Need of Improvement**: According to New York State Charter School Office (NYS CSO) measures, SBECA remains at an Approaches for Benchmark 1, due to student performance on the New York State Testing Program (NYSTP) Grade 6-8 English language arts (ELA) assessment and on the Algebra I and Living Environment Regents exams (for all student population groups except for ELLs).

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has remained at Approaches due to the school's consistent underperformance to their district of location and NYS on the NYSTP 3-8 Assessments in ELA.

As noted above, SBECA's student outcomes in 2021-2022 exceeded those for NYC CSD 8 on the NYSTP 3-8 Assessments for math and science, but not in Grades 6-8 ELA. When looking at grade-level academic proficiency, eighth grade students in all student population groups outperformed the district of location in 2021-2022 ELA, math, and science assessments. Of particular note is the eighth grade ELL subgroup performance on ELA, math, and science middle school assessments. In both 2018-2019 and 2021-2022, ELLs at SBECA outperformed both the district of location and state for all three assessments, ranging from +6 percentage points above ELLs across NYS in ELA in 2018-2019 to +51 percentage point above the same population in math during the same year. ELL performance on the Algebra I and Living Environment Regents exams in 2021-2022 exceeded those of ELLs across NYS. However, for other student population groups last year, SBECA's differentials to NYS on the same two Regents exams were negative, ranging from -19 percentage points for students with disabilities (SWDs) in Algebra I to -32 percentage points for all students in Algebra I.

See the Benchmark 10 summary below for information regarding Notices of Deficiency relating to student academic proficiency that NYSED issued to SBECA during its first charter term.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.

4. Supports for Diverse Learners	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students. c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School

- MS:
  - Co-teaching occurs in all core academic classes.
  - Alterations of the daily schedule in the 2022-2023 school year have allowed for literacy instruction to be conducted with more fidelity, and for Independent Learning Time (ILT) to provide more small group instruction and student support.
  - Sharing data and progress monitoring with the students themselves helps them take ownership of academic goals.
  - Instructional coaching and team support systems are embedded into the school's organizational structure.
  - Independent reading has been implemented through the "SBECA Reads" program, increased variety of books available, once a week in English Language Arts class and twice a week in ILT.
  - The school's expanded use of project-based learning (PBL) promotes deeper learning across content areas while building skills in research, writing, communication, and time management.

Academic Program for SWDs and ELLs:

- SWDs:
  - School's co-teaching model promotes inclusivity. Pull-out services occur as necessary.
  - Due to the personalized nature and supportive learning environment at SBECA, some students qualify for a reduction of Special Education services upon enrollment.
- ELLs:
  - Small group, push-in, and pull-out services meet the needs of ELL students at SBECA.
  - Many staff members are bilingual and provide additional supports to students and families as they navigate the middle school years.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has developed effective systems around teaching and learning and continues to improve its use of data to inform individualized instruction and evaluate the academic program. The school maintains dedicated staff who are trained to provide comprehensive student supports through intervention and enrichment.

1. Element: ***Curriculum***:
    - **Indicator a:** Teacher-developed curriculum and lesson plans are aligned with New York State learning standards. They are stored on Google Drive by grade and subject, according to teacher focus group members. Much planning for this curricular depository occurred prior to the school year. Administration was involved in assisting teachers with curriculum mapping and unit planning to start the school year. Teacher focus group members reported that their curriculum is a living document, constantly being refined. There is a growing program of electives at SBECA, including instruction on topics from urban gardening, drama, and horror literature. Plans for higher levels of art and music instruction are in development in response to student interests, according to teacher focus group members.
    - **Indicator b:** SBECA's collaborative team structure is conducive to both horizontal and vertical alignment of curriculum. According to school leadership, the alignment focus is currently an "instructional roadmap" or overview for each unit, stemming from the belief that effective teaching must be developed intentionality toward an end goal. These unit overviews are developed by teacher teams. Through the various layers of instructional coaching and feedback (from veteran teachers on teams and administration) at SBECA, teachers receive feedback on each portion of their 75-minute class.
    - **Indicator c:** SBECA has had a history of success in providing differentiated instruction to students in all subgroups as evidenced by their commitment to the co-teaching model. CSO staff observed various differentiation techniques during classroom observations, such as flexible grouping, scaffolding, push-in support, personalized goal setting, peer tutoring during class time, team teaching, and one teach/one support.
    - **Indicator d:** School-provided lesson and unit plans for observed classes and sample Scope and Sequence demonstrate the presence of all lessons and student materials on Google Drive. Courses have a Scope and Sequence on Google Drive, which maps out course progression over the year. This technological format ensures easy access by all staff members and ease of revision. Upon their entry, school leaders spent time observing and assessing existing practices. As PBL has been a school focus, curricular revisions include PBL implementation beyond culminating tasks. As demonstrated in school-provided email feedback to teachers, school leadership encourages educators to elevate student thinking by creating a "productive struggle for the students."

2. Element: ***Instruction***:
    - **Indicator a:** SBECA staff share a common definition of high-quality instruction. As noted above, feedback regarding classroom observations and lesson plan development by school leaders promotes the implementation of instructional strategies by all teachers that is student-centered and leads students to a deeper understanding of concepts. All teachers are also expected to incorporate literacy skills into their lessons and promote student interest reading. Outside each office and classroom, there is a sign stating what book the staff member is currently reading, demonstrating the importance of reading and lifelong learning. Current school leadership desires to fine tune the staff's commitment to practices such as this.
    - **Indicator b:** School leadership believes the primary way their teachers can foster engagement for all students is to shorten whole class instruction. Prior to classroom observations, school leadership shared their expectations for how a class period is utilized: First 15 minutes: Do Now for 5-10 minutes, independent work, engaging hook, share out, whole class, direct instruction. There is a special focus on students beginning their core assignment within the first 15 minutes of class. This practice was observed in classrooms by CSO staff. Project-based learning with real-

life connections and hands-on learning, such as hiking trips, also foster student engagement as does the science department's in-house urban garden.

- **Indicator c:** Ensuring equity and access for all students via differentiation is a priority for SBECA staff. Differentiation was observed in each classroom visit by CSO team. One classroom observation, for example, showed flexible, fluid grouping and coordination between a paraprofessional and teacher. The paraprofessional circulated around the room and sent students to the content area teacher, who was running small-group interventions based on student needs throughout independent practice time. Teacher focus group members cited using i-Ready data to differentiate their lessons. Student support focus group members shared that they held training for teachers on differentiation and student needs during the summer. In that training, each teacher team discussed how to best help students and families, based on reading an Individualized Education Plan (IEP), with all personally identifiable information removed, and filling out an "IEP at a glance" with examples of what these supports should look like in their classrooms. During Wednesday team meetings, differentiation is informally discussed, and formalized professional development is provided for teams who are struggling with particular students. Frequent teacher check-ins, student observations, and collaborative brainstorming with each team's student support point person assist with planning for differentiation.
- **Indicator d:** Professional development is provided throughout the year (as shown in school-provided professional development documents); however, school leadership believe "the best PD is in the day-to-day coaching." With common co-planning time and coaches serving as co-teachers, and pedagogical modeling by veteran teachers, there is always a team member who can provide specific feedback and real-time assistance to teachers. Previously, coaching was done pn an occasional basis. Now, it is the professional development model and a routine part of SBECA. Five staff members have specific periods designated for coaching other teachers. Team meetings are designed to facilitate conversations to support growth. Teachers have a week of professional development in August, along with meeting with their team leads and school leadership in the summer and throughout the year.

3. Element: ***Assessment and Program Evaluation***:
    - **Indicator a**: Formative, diagnostic, and summative assessments are utilized, including do now's, exit tickets, quizzes, mid-term and final exams, unit performance task assessments, i-Ready, New York State Testing Program (NYSTP) Grade 3-8 assessments, Regents exams, and the New York State English as a second Language Achievement Test (NYSESLAT). Backwards planning of instruction is a critical foundation of curriculum development, as shared by school leadership. Participants in the student support focus group stated that they assist teachers in de-scaffolding students throughout the year. This can be a difficult task, but one that prepares students for the upcoming rigors of high school.
    - **Indicator b:** SBECA uses qualitative and quantitative data to inform instruction and improve student outcomes. Last year's state test data and September i-Ready data are used for ILT. In small group reading intervention settings, System 44 and Read 180 (phonics and reading inventories) are implemented. The data from those assessments is compared to student i-Ready results. As observed in a small group reading classroom, teachers try to glean as much data as possible from one-on-one testing to ascertain skill deficiencies.
    - **Indicator c:** Data is examined to evaluate the quality and effectiveness of school program and is modified based on individual and student subgroup needs. During a lesson observation, a teacher worked with students individually to discuss their reading level "bracket" and set goals for two

months in the future. One student stated, "I'd probably be better than that in June." Students talk openly about their reading level and enjoy and appreciate that personalized time focused on their success. While instructional coaching remains an important part of SBECA, assessments, midterms, and final exams are in the process of being more centrally developed. Teacher focus group members cited the sharing of data across disciplines as helpful to overall student learning, such as having a science teacher benefit from knowing student data in math and their ability to decode informational texts.

- **Indicator d:** Student progress at SBECA is assessed in multiple measures, indicated above. Implementing open-ended, rigorous questioning in classrooms and create more student-centered classrooms has been a driving force for school leadership. PBL and student portfolios are a work in progress at SBECA, as stated by both leadership and staff focus groups and as demonstrated in a sample student portfolio. In order to help the staff learn about PBL, school leadership gave teachers projects to complete. This created a first-hand opportunity for teachers to see what this kind of learning is like as a student.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** SWDs and ELL students are identified when school staff check ATS upon student enrollment. Families let the school know diverse student needs, as well, via new student surveys. SBECA is clear with SWD families that they, for example, do not offer a 12:1:1 setting, but do offer an ICT setting. Parents ultimately make the decision to enroll their student at this school. SBECA, according to student support staff focus group participants, works closely with the Committee for Special Education (CSE) for misalignment meetings, ensuring the school remains in legal compliance. ELL needs are determined through ATS, a home language survey, and other data points. CSE feedback (provided to the CSO for renewal schools) states the following about SBECA: *The school generally has a good relationship with families, but some parents have complained during IEP meetings that they were unaware of some student struggles. The school has a strong understanding of SDI. Supports are described in IEPs and teachers collaborate with each other and adapt lessons to students' individual needs. The school and the CSE collaborate well together. The school timely provides the relevant reports and information and enters the present levels of performance and goals into the IEPs. The school has not had any MDRs this year.* Participants in the student support focus group responded to this feedback by stating they have become more intentional in sharing information like how to log into different communication applications and reach out to families before CSE meetings. The team stated that they rely on each other to leverage their relationships with families and utilize the family engagement coordinator, as well. The new structure of the school into grade-level teams, they believe, will facilitate this communication with families.
    - **Indicator b:** The school provides support for all students' unique needs. In terms of SWD and ELL students, ICT support is present in core content classes and ILT exists for additional interventions. ELL providers either pull out students or push into classes. ELL support is also populated into small reading groups. SBECA's extensive social work and counseling supports are positioned to provide any IEP-mandated counseling. The school's founding partner, The Women's Housing and Economic Development Corporation (WHEDco), assists with community supports for ED youth and their families.
    - **Indicator c:** Communication between interventionists and classroom teachers is enhanced by the team structure at SBECA. A general education member of the teacher focus group shared that from their perspective, the organization of student IEPs and ELL supports by level enable general

education teachers to have a true sense of student abilities and areas where growth is needed, thanks to the communication and clarity provided by interventionists.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Measures of Culture, Climate, and Student Engagement*	a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [4] b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [5] c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

[4] See https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf.

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
	a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify. e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication	a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community. b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children. c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the

Element	*Indicators*
	educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

South Bronx Early College Academy Charter School	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	308	114	37%	50%	-13
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A	N/A
Teacher Survey	33	33	100%	80%	20

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

2022 Annual Survey of Charter School Parents**/Guardians, Teachers, and Students**

South Bronx Early College Academy Charter School		Response Rate	Survey Population	Total Responses
Parent	*Does not meet 90% or 95% Confidence*	28%	298	84
Student	*Not Applicable*	.	0	.
Teacher	*Does not meet 90% or 95% Confidence*	58%	33	19

NOTE: The survey population for parents and students is based on 2021-2022 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2022 Annual Report.

The response rate for the 2021 CSO Parent survey did not meet the target rate and the response sample sizes for the 2022 CSO Parent and Teacher surveys did not meet the minimum 90 percent confidence level therefore the aggregate responses are not statistically dependable. The 2021 Teacher survey aggregate responses, with a response rate of 100 percent are statistically dependable.

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. SBECA has a clear approach to student behavior management and uses multiple forms of communication with families to inform them of their child's progress. Social-emotional wellness is a point of pride for the school and its community partner organization.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - **Indicator a:** As of December 8, 2022, the average daily attendance rate for students at SBECA was 87.22 percent, according to school-provided sample student quarterly reports and school-provided enrollment trajectory document. Attendance data is examined by classroom teachers. Attendance is taken on a form and goes to a spreadsheet, where percentages and trends are shown. This data can help reveal student attendance issues which may not otherwise stand out. SBECA has stopped using ATS for attendance. For the 2022-2023 school year, they have developed

and implemented a new data system. This data is not limited to the Operations department of the school but is shared with teachers daily. The Operations team goes through this data and makes phone calls to parents. The granular data (such as the exact time a student arrives late to school) provided by this new system helps the school partner with parents on issues. Then, these attendance issues can be shifted to the student support services (SSS) team to further diagnose the problem. In addition to attendance data, i-Ready statistics, NYSTS 3-8 testing data, report card information, record of parent log in to GradeLink, and permission slips are all parts of this new data system. Teacher focus group members reported that by attending class, students feel more a part of what's happening. When students are more engaged, the behavior takes care of itself, according to the teacher focus group. This group of teachers also commented on the quarterly reports they receive on attendance, tardies, and i-Ready scores. In the past, the data was collected but was not often shared. They like having access to the "clean and concise" student dashboard and take stock in the data provided.

- **Indicator b:** As of December 8, 2022, SBECA had forty-four student suspensions for the 2022-2023 school year. This statistic includes both in and out of school suspensions. The highest number of suspensions was in seventh grade (twenty-five suspensions). School leadership stated they try not to isolate students from the learning environment. Every single incident referral gets filtered through the SSS team. Teacher focus group members reported that together with their teams, they are "accountability partners" and have been empowered to keep the problems "in house." Teacher focus group members reported that instead of kicking students out of class, the students are expected to stay and do the work. Deans or leaders will bring a student back to class if a more inexperienced teacher just kicks him/her out. SSS team members reinforce the need for staff members to have accountability conversations with students. Student support focus group members reported parental involvement in cases where there are chronic issues and that parents generally want to help. As a testament to the high degree of trust between students and staff, families will bring up situations to partner with the school to resolve. With suspensions, counselors are involved with providing and executing the consequences.
- **Indicator c:** The school has a NYSED approved process in place to measure and evaluate school climate and culture and monitors results accordingly.

2. Element: ***Behavior Management and Safety:***
    - **Indicator a:** Deans speak with teachers about restorative practices and building relationships in the classroom. The teacher focus group cited a tremendous improvement in student behavior from last year, which was a difficult year in light of the pandemic. Teacher focus group members stated that they felt more empowered and have been given authority to handle disciplinary issues themselves. This practice, they believe, builds good classroom buy-in and minimizes disruptions. Teacher focus group members also saw benefits to advisory periods as they give students a person to connect to and gain support from. Teachers also utilize a building-wide chat to connect students to in-building support in real time.
    - **Indicator b:** Tiered behavioral interventions that support social-emotional development are present at SBECA. In the past, teacher and student support focus group members felt that the school was tracking data, but not doing anything with it. It was the same students and same teachers having issues. SBECA stopped using Kickboard this year. That program did collect a lot of data but allowed people to hand off the issue instead of talking to the student and figuring out the nature of the issue. SSS team members oversee the referral process, which means that Deans are not the first tier, the classroom teacher and then the team is. Team members decide next steps; SSS team members develop a behavior intervention plan at a team meeting, citing what

triggers and individual approaches would work for the student. Data related to the behavioral intervention plan is shared on a spreadsheet as the counselor and teachers help one another.

- **Indicator c:** According to the 84 parents who responded to the CSO 2022 Parent Survey (representing 28 percent of the parent/guardian population and not meeting the minimum 90 percent confidence level for aggregate responses), 76 percent of respondents agree that SBECA is a safe environment for their children (with 12 percent neither agreeing nor disagreeing). When a teacher fills out an incident report, they have to answer specific questions and go through various steps, including parent contact, and reflecting on the student's disability. Recognizing the varying developmental needs of students at different grade levels, SSS team members tailor their approaches accordingly. SBECA is implementing restorative conversations (student/teacher, student/student). As a result of having conversations rather than an immediate jump to punitive consequences, school leadership cites a decrease in disruptive incidents. As stated by teacher and student support focus group members and shown to CSO staff by school leadership, the extensive questions teachers must answer prior to writing up a student for a disciplinary/behavioral infraction are steps toward improving SBECA's responsiveness. Monitoring students' online actions via software is another step toward improving internal processes to support student safety.
- **Indicator d:** This school addresses bullying as a community via town hall meetings led by grade-level deans. During an Advisory Period observation, one student spoke about a fellow classmate saying, "I think he's persuasive because he tries to convince people of things." SBECA has cultivated an environment where students respectfully comment on each other's character and skills. Teacher focus group members identified their Dignity for All Students' coordinator as a person in the Operations department who deals with Human Resources. In cases of bullying and harassment, student support team members stated that student check-ins and cross-department collaboration are utilized as well as referrals to a guidance counselor and parent outreach. According to the 2022 CSO Parent Survey, seventy-two percent of parent respondents indicated the school has systems in place to keep the learning environment free from bullying, harassment, and discrimination. Twenty percent of parent respondents disagreed. Since that survey has been issued, SBECA has taken efforts to improve and increase the communication and partnership between school and home.
- **Indicator e:** Classroom environments at SBECA are conducive to learning and generally free from disruption. During eight classroom observations, CSO staff noted that students were engaged and on task.

3. Element: ***Family Engagement and Communication:***
    - **Indicator a:** SBECA teachers and leadership alike state that their families want to be engaged and they communicate regularly with home. This year, teacher focus group members cited a huge shift with advisory by having advisor, parent, and student meetings. Parents were reported to be happy that there are multiple adults who really know how their child is doing. SBECA partnered with Fordham University for a cybersecurity presentation in Spanish. All families who attended were Spanish-speaking. This presentation was an effort to help make families aware of how they can be more vigilant of their children's lives online. This presentation also let families know about BARK, a program that tracks harmful student searches online. Group text chats are a source of many issues and family partnership is needed, according to student support focus group members. SBECA has a multitude of resources in Spanish.

- **Indicator b:** SBECA staff employ a spreadsheet to log parental contact, as shown to CSO team members by school leadership and referenced during the teacher focus group. All team members have access to this extensive documentation, which is directly linked to the dashboard. GradeLink information is shared with families. The Operations team follows up when they see parents have not logged in. The half hour advisor-parent-student meeting was attended by about seventy five percent of families. Parents received an information sheet with attendance, i-Ready and NYSTP 3-8 data to help lead the conversation. This accountability and linking families to their student's data has brought "significant improvement," according to teacher focus group members. It has particularly challenged the status quo for older students.
- **Indicator c:** Family satisfaction is assessed using surveys, forums, and feedback and considers these results when making schoolwide decisions. In the opinion of the teacher and student support focus group members, SBECA continues to enjoy tremendous family and community connections due to the commitment of its staff and longstanding partnership with WHEDco.
- **Indicator d:** Family connections have been a strength throughout the history of this school. Student support staff focus group members spoke about how the school mediates between students and their families and is seen as an authoritative voice of reason on the behavioral issues that arise in students' lives.
- **Indicator e:** NYSED school report card data is shared with parents and the broader school community to promote transparency and accountability. Board of trustee, teacher, and student support staff focus groups all commented on the transparency and accountability that are priorities for the new leadership. This atmosphere of transparency and accountability is trickling down to all facets of the school, including students.**Indicator f:** New York State exam participation rate compared to the district of location for SBECA is connected to its distinctive curriculum. Students have the opportunity to leave this middle school with three Regents exams and enter high school with credits gives an advantage to students. Families must be continually educated on these distinctives of SBECA, according to leadership and student support staff focus groups. Although no additional details are given, in the renewal application, SBECA states that they comply with reporting requirements in communicating state assessment information with the school community.

4. Element: ***Social-Emotional and Mental Health Supports***:
    - **Indicator a: "**Every student, every day" is more than a motto at SBECA. During an observation of the Advisory period, a student shared that they wanted to become a police officer. Their Advisory period teacher responded, "I could see that," further demonstrating the individualized commitment to students by SBECA staff. "It takes a village and now students know who their village is," according to participants in the student support staff focus group. Unlike other schools, teachers commented on the strength of having student data collected throughout the and then speaking about specific students on Wednesdays. WHEDCco provides access to case managers for legal aid, housing advocacy, etc. The school's family engagement coordinator works closely with WHEDco and full-time social workers are on site for students and adults alike. Partnerships between deans and counselors have been strengthened this school year and have led to more effective conflict resolutions through a cohesive, restorative approach
    - **Indicator b:** School leaders look at students holistically, with a particular focus on social work or counseling needs. SBECA, according to school leadership, is taking a more holistic view of serving students and using data in conjunction with advisor-parent partnership. Through examination of

attendance, grades, etc., they seek to diagnose issues early on and work with the students and their families.

- **Indicator c:** By supporting a smooth integration of family and community with the school, SBECA implements programs that promote social emotional health of students. Parents are invited to monthly coffee chats in front of the school in the mornings, according to teacher focus group members. Parents share their concerns. SBECA also puts on monthly family workshops that encourage social-emotional learning. School staff constantly interface with their new dashboard of data of students' behavior and achievement across classes to locate students who may otherwise not get attention. Counselors, deans, and school leadership get notified of students' written correspondence and decide courses of action in order to detect troubling behavior (suicidal ideations, etc.) in real time, even after school hours.
- **Indicator d**: Professional development at SBECA is focused on creating an environment where teachers can ask for help. Teacher focus group members commented that the frequent in-moment coaching, and team meetings contribute to an all-hands-on-deck approach where the adults in the school building are supporting one other, as well as their students.
- **Indicator e:** Through their partnership with WHEDco and staff connection to families, the social-emotional needs of McKinney-Vento eligible students are seriously, swiftly, and effectively addressed. This school provides uniforms for those students who need them.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this benchmark has improved. The school received a rating of Approaches for Benchmark 4 in its Spring 2021 Mid-Term Site Visit Report. At that point, the school had school incurred a significant lease liability, a non-cash expense, during the year ending June 30, 2020, which impacted its composite score; the school was otherwise in adequate financial condition. Based on the school's composite scores for the four years prior and two years since 2019-2020, the school has otherwise maintained good financial health.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

South Bronx Early College Academy Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. South Bronx Early College Academy Charter School's 2021-2022 composite score is 2.49.

Composite Scores
2017-2018 to 2021-2022

Year	***Composite Score***
2017-2018	1.22
2018-2019	1.69
2019-2020	.79
2020-2021	1.19
2021-2022	2.49

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed South Bronx Early College Academy Charter School's 2021-2022 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. f. The board engages in ongoing professional development. g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter. h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Board members demonstrate significant commitment, skills, and expertise to meet the needs of the school while engaging in appropriate and consistent oversight of the school's performance and management.

1. Element: ***Board Oversight and Governance:***

Indicator a: Prior to the COVID pandemic, the board of trustees were examining a performance-based evaluation process for evaluating themselves. Board members check in on one another to ensure meeting attendance and availability and do recognize their need for a formal assessment. Despite the recent shift in principals, the board uses the Multidimensional Principal Performance Rubric (MPPR) to evaluate school leadership annually. In this rubric, the board responds to the principal's self-evaluation. The board states that they are proud of the leadership team the new principal has built and they have trust in his sound daily decisions. The board president is also connected to community partner Women's Housing and Economic Development Corporation (WHEDco). When discussing SBECA's relationship with WHEDco, the board chair, who is also the president of WHEDco, states he recuses himself. The principal provides an evaluation of WHEDco's services, including the counselor and academic and youth services team in the afterschool program. The board is proud of their partnership with WHEDco and how both WHEDco and the school have stayed true to their mission.

- **Indicator b:** There are eight members (plus one pending) of the board of trustees. One member has extensive experience in urban education as a former official in the NYCDOE Division of Teaching and Learning. Her expertise is utilized by the board and school alike as a "thought partner." Other areas of board member expertise include nonprofit administration, entrepreneurship, philanthropy, law, and understanding of the Bronx community.
- **Indicator c:** The board takes an active role in monitoring all operations of SBECA. Specifically, board focus group members spoke at length about student academic achievement. Board focus group members discussed partnering with new school leadership to revamp ILT time, as it was a concern on the CSO midterm report. The renewal application states that school leadership deliver presentations on topics ranging from the school's financial condition, student demographics, enrollment and attendance, family engagement, staffing, special school events/accomplishments and/or progress toward academic goals at board meetings.
- **Indicator d:** According to board focus group members, the board is committed to the mission of SBECA and is constantly building on its learning. The original design of SBECA was to develop a middle school to prepare students for admission into highly competitive high schools and they have stayed true to that. The board is proud that it took action to change its leadership and are confident in the commitment of the new head of school to social-emotional supports and student-centered practices.
- **Indicator e:** The board is quick to say that they "work with people on the ground to make sure policies are applicable and relevant; they "work together up and down the ladder" as they review policies annually to ensure consistency and relevancy, even in the midst of restructuring and hiring of new staff.
- **Indicator f:** Board focus group members state their team is a "learning organization" and especially relies on the educational expertise of one of their members. Board focus group members stated they continually bring up questions about best practices and, at times, seek out

formalized training, as they did with i-Ready data presentations. This training included the school principal, board education committee, and a person from the i-Ready company.

- **Indicator g:** Board focus group members state that changing school leadership shows that the board is aware of its governance role and were committed to ensure the new leadership "landed well." Three board members meet with the principal weekly. This meeting ensures effective alignment and communication between the board and school leadership. Any pertinent issues from these weekly meetings are disseminated to the board via a committee or a whole group meeting.
- **Indicator h:** The board is familiar with NYSED Charter School Performance Framework standards and ensures SBECA's compliance.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. Professional Climate	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

3. Contractual Relationships (if applicable)	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to the overhaul of the leadership structure and strategic addition of staff helping to increase the school's organizational capacity.

1. Element: ***School Leadership:***
   - **Indicator a:** The school leadership team is a point of pride for all involved with SBECA. Board of trustee focus group members mentioned numerous times how proud they were of the leadership team built by the new principal. In the teacher focus group, the vision of SBECA's administration and the hands-on leadership and pedagogical expertise they bring were decisive reasons for them leaving the New York City Department of Education. All stakeholder focus groups spoke about their commitment to helping students get into competitive high schools and, by extension, colleges.
   - **Indicator b:** SBECA's new leadership's focus on instruction is demonstrated by the addition of four new hires who have reduced teaching loads and have time in their schedules devoted to small group interventions and coaching of teachers. The Operations team believes the structural differences and communication mechanisms put in place facilitate greater teamwork and coordination. Participants in the student support staff focus group note that teachers know who to go to for student support with specifically designated team members for each grade.
   - **Indicator c:** Recruitment and retention of staff who are aligned with SBECA's vision has been a focus. The board is proud of the pedagogical expertise of the leadership team and believe their influence, as well as that of the newly hired coaches "will bear more fruit" than it already is. Having two teachers in every classroom requires effective recruitment. SBECA has a partnership with a few graduate schools.
   - **Indicator d:** School leadership is familiar with NYSED Charter School Performance Framework standards and has created internal processes which align to NYSED requirements and data collection from the school.

2. Element: ***Professional Climate: start here***
   - **Indicator a:** School leaders, staff, management, and the board have clearly defined roles and responsibilities and work together to execute SBECA's mission. One to two board members meet with the principal weekly and, according to focus group members, do it in a way that is "not directive, because he's the leader." Rather, they work with him as a "thought partner." Student support focus group members stated that communication at SBECA is much more effective now as there are clear roles, point people for each grade level, and an overall spirit of collaboration amongst adults in the school.

- **Indicator b:** Last year, there was a focus on developing more student-centered pedagogy through the use of PBL at SBECA. School leaders were looking to increase student voice, engagement, agency, creativity, and collaboration is through its expanded implementation in all content areas. Connecting learning to real life applications is still a focus for the school, and, as noted across focus groups, school leadership is using the more individualized structure of coaching and professional development to enhance a more student-centered approach to instruction and elicit more student engagement. Teachers in the focus group stated that the support gained from frequently meeting with their coach and having the coach model instructional techniques is valuable. Co-teachers help one another; the daily schedule allows teachers to observe other classrooms and to collaborate with other staff members.
- **Indicator c:** SBECA is well-staffed, including its array of guidance counselors, social workers, and operations team members. The school is able to maintain its co-teaching structure, with two teachers in each classroom and has a director of social work who is provided by WHEDco. At the time of the site visit, the school had two vacancies (one in math and one in science) that leaders were actively looking to fill. SBECA does not currently offer tuition reimbursement or certification incentives to employees, although school leaders noted that those were recruitment and retention strategies that they were interested in exploring. The fact that SBECA participates in the New York City Teachers' Retirement System was a huge draw for many new hires.
- **Indicator d:** School leadership stated that the organizational and daily structures put in place this year promote a more collaborative environment and, in turn, a more coherent vision. Teacher focus group members noted the value in observing one another teach as a step toward improving their own craft. They stated that administration provides true instructional leadership by offering useful feedback and modeling, acting as yet another personal, collaborative partner.
- **Indicator e:** School leadership reports they use a Danielson-based rubric for formalized evaluations. Formalized feedback comes in the format of checklists, overall observations, commendations, and recommendations. Student names are used in evaluation feedback, demonstrating school leadership's familiarity with students and individualized attention to potential student challenges in the classroom. Informal observations occur throughout the week. Teacher focus group members stated that people come through class "all the time." As demonstrated in sample school-provided emails and information from the teacher focus group, feedback from these walkthroughs is given to the teacher in an email, detailing "glows" or celebrations and "grows" or next steps for teacher implementation.
- **Indicator f:** Members of the teacher focus group are satisfied with the level of coaching available at SBECA. In terms of staff feedback, surveys are implemented for generalized information. However, participants in the teacher focus group noted that feedback on professional development is not solicited. Teachers also expressed a desire to visit other like-minded schools to see the innovative practices being used by other teachers.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** N/A
   - **Indicator b:** SBECA has a contractual relationship with its founding partner, WHEDco. The board reported, during the focus group discussion, that a Memorandum of Understanding (MOU) delineates the roles and responsibilities of the partnership. To avoid any conflict of interest on the part of board members who are affiliated with the non-profit organization, the principal conducts the evaluation of services provided by WHEDco.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. Recognizing the efforts surrounding instructional coaching, extended school day/school year programming, and changes in the design, flow of communication, and opportunities for increased partnership between and among staff has led to this increased rating.

1. Element: ***Missions and Key Design Elements:***
   - **Indicator a:** The mission of SBECA is as follows: *South Bronx Early College Academy Charter School will provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State Common Core standards aligned curriculum. The Early College Academy will establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning. Students will graduate from the Early College Academy prepared for success in college and for active and thoughtful citizenship*. The vision of the school is *"Every Student, Every Day."* The spirit and substance of the school's mission was expressed clearly and consistently across focus groups. The vision was even stated out loud, in unison, without any prompting, by many individuals at the close of the teacher focus group. Teacher focus group members were proud of the fully inclusive approach SBECA provides, specifically, counseling and services to families. Teachers shared their hopes for students to attend competitive high schools and colleges. School leadership shared their belief that this school is truly moving towards this vision of being effectively personalized for all students.
   - **Indicator b:** According to the school's Spring 2021 Mid=term Site Visit Report and the Spring 2022 Check-In Memo, up until the start of this school year, the school had been fully implementing four of the six KDEs. This renewal site visit provided evidence that all six of the school's KDEs are now being fully implemented.

1) Use of Research-based, Standards-aligned Curricula and Instructional Strategies: An extensive battery of diagnostic assessments, a curriculum that all instructional stakeholders have access to is constantly growing and being refined, and a culture of coaching strongly demonstrates SBECA's commitment to implementation of research-based, standards-aligned curricula and pedagogical techniques.

2) Comprehensive Advisory and Classroom Support: Integrated co-teacher (ICT) support in every core academic class and ILT time that includes targeted reading intervention and data-informed small group instruction are designed to assist students. School staff are proactive in addressing student needs, even conducting i-Ready testing in the summer. Participants in the student support staff focus group described SBECA's approach to reading intervention as being a "total overhaul." Examples of the extensive supports offered at the school include the provision of a social worker who is available to every student and adult in the building, an advisory period with personalized attention, and PBL and portfolio-based learning.

3) Comprehensive College Preparation and Opportunities for Early College: The school provides students with the opportunity of graduating from SBECA with up to three Regents classes. College pennants are in the lobby of the school and line every hallway. Every door has a college sticker on it as a visual representation of the school's desire for students to attend competitive high schools and, subsequently, universities. SBECA has a growing selection of elective courses and even offers a once-a-week film-making course in partnership with Reel Works.

4) Parent and Family Support: Participants in the board focus group expressed their vision that SBECA's unique programing offers a "comprehensive way to educate children" and stated that their "hope is that everyone thrives because of the interconnectedness and the home-school connection." Workshops, which are provided in home languages, aim to address issues facing students and give families the tools they need to support their students at home. Student-led open houses and meetings with parents and advisory teachers forge even stronger alliances between home and school. This year, students and families celebrated their on-going connection to the school at a summer barbeque.

5) Small School Culture and Extended Day/Year: SBECA students benefit from a safe school environment with their own school building that is clean, spacious, and filled with art that is representative of students' cultures as well as a sizeable rooftop area where they can play outside. Teacher focus group members commented that the small size of the school means that adults know everyone. In the summer of 2022, SBECA received a grant from "Summer Boost" that enabled students to be at school five days a week. In the summer, they used the Lavinia curriculum in reading and math, benchmarked students in pre and post assessments, and even took trips on Fridays. Teacher focus group members touted the benefits of taking students on experiences such as college visits to SUNY Purchase, hiking and science instruction at Black Rock Forest, fun at an indoor trampoline park, and a visit to the Metropolitan Museum of Art. Teachers participating the focus group shared their belief in the beneficial power of these experiences for their students, and expressed their desire for the school to have a bus to more efficiently transport students to these experiences. In January 2023, SBECA will start Saturday programming. This summer and fall, SBECA partnered with Bespoke Education, a test-prep company that was implementing a pilot program that offered Saturday classes to students in seventh and eighth grades with the goal of preparing them for the specialized high school entrance exams.

6) Differentiated and Personalized Instruction: Teacher focus group members noted how cross-grade collaboration and an all-encompassing commitment toward student support promotes the unique, holistic growth of every student. Participants in both the student support staff and teacher focus groups noted the school's familiarity with students' families. Participants across focus groups stated that when a student walks into the building, it is their home. Attention is given to the socialization of new students and coaching of teachers. SBECA strives to merge enrichment and fun as they push students of all achievement levels toward greater success.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Meets

Element	*Indicators*
1. *Targets are met*	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. *Targets are not met*	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over the charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. It was an Approaches due to its ELL enrollment numbers and its lack of a systematic approach for evaluating recruitment and outreach strategies. At the time of this renewal, the school continues to maintain comparable enrollment and retention numbers for its SWD and ED student populations when compared to its district of location, while also significantly increasing its enrollment and retention of ELLs. Additionally, SBECA has consistently maintained sufficient overall enrollment.

1. Element: ***Target are met:***
   - **Indicator a**: Throughout the charter term, SBECA has maintained sufficient enrollment to consistently meet the enrollment plan outlined in its charter. According to NYSED data, the school's total enrollment for the 2021-2022 school year was 298 students, representing 90 percent of its maximum approved enrollment of 330 students. The school is serving a comparable percentage of students in each of the three subgroup populations when compared with NYC CSD 8. The school's enrollment of students who are ED has remained steady at 90 percent throughout

the charter term, which was four percentage points above the district of location for the 2021-2022 school year. The school's ELL population increased significantly in 2021-2022, reaching 23 percent, which is a ten percentage-point increase from 2019-2020. (The school's enrollment of ELLs in 2020-2021 is under-represented due to a reporting error and is, therefore, not included in this summary.) While the school's SWD population is within a comparable range, just slightly below that of NYC CSD 8 (-4 percentage points), this number has decreased steadily since 2018-2019, going from a high of 29 percent to 23 percent in 2021-2022. SBECA's retention of all students as well as those in each of the three subgroup categories is comparable to the district of location, ranging from nine percentage points above NYC CSD 8 for ELLs to one percentage point below for students who are ED.

2. Element: ***Targets are not met:***
   - **Indicator a:** N/A
   - **Indicator b:** The school has implemented extensive recruitment strategies and program services to attract and retain students from each of the three subgroup populations. During this charter term, the school has developed strategies to increase its ELL population. According to the renewal application, strategies implemented to increase ELL enrollment include:
     - Expanding the school's capacity to provide translations to languages other than Spanish (particularly in French and Twi);
     - Utilizing bilingual staff in student recruitment efforts; and
     - Hosting recruitment and outreach events targeted toward immigrant populations by partnering with faith- and community-based organizations.

     Participants in the board focus group stated that the school is spending more money on recruitment and that its partnership with Scola, a student recruiting firm, "has been instrumental." The renewal application and focus group members note that parents recommending this school to other parents is their primary recruitment tool. When discussing student recruitment and retention, participants across focus groups spoke of the importance of the school's individualized instruction, advisory program, ICT model, afterschool programming, cohort structure, and the multitude of social, emotional, and physical health supports that the school provide in partnership with WHEDco. One member of the leadership focus group noted, "It takes a village and now students know who their village is."

   - **Indicator c:** Despite recent challenges, including the COVID-19 pandemic and the loss of some local elementary schools as feeder schools following their expansion to serving middle school grades, SBECA's counselors, family coordinator, and teaching staff use multiple means of communicating the benefits of this learning environment to potential families. According to the renewal application, the principal and director of operations evaluate recruitment strategies at the end of the recruitment season. They also engage in real-time monitoring of recruitment efforts, including subgroup enrollment and adjusting as necessary. Any strategies that were deemed unsuccessful are either modified for future use or eliminated. The school's 2021-2022 Action Plan states that it will re-organize its efforts so that the identification of potential applicants can begin in January, with direct outreach going to all current families.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	• The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. • The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. • The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. • The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. • The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. • The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. The new leadership team's commitment to open communication and transparency has led to swift attention to legal compliance and an effective rectification of lingering legal issues.

1. Element: ***Legal Compliance:***
   - **Indicator a:** SBECA has compiled a record of substantial compliance with all applicable laws and regulations. The July 2021 Mid-term Site Visit Report indicated issues with timely submission of reports, including employee rosters, posting current SED-approved policies, and multiple issues with fire inspection paperwork. These issues have all been rectified, thanks to the efforts of the new school leadership. The new school leadership is proactive in communication with the CSO, and the school seeks out legal advice from experts on the board and outside counsel, as well.

Under the new school leadership, an 2021-2022 Action Plan has been implemented to ensure compliance with all state regulations. This plan, according to the renewal application, includes accurate and timely submission of compliance documents, maintaining compliance with teacher certification requirements, and ensuring the school receives fingerprint clearance for all staff members prior to their hiring date. As the renewal application states, SBECA's Board reports that it reacted decisively to SED's criticism by strengthening its oversight of school operations and reporting and by working with the principal and legal counsel to implement a comprehensive review and updating of all school policies.

- **Indicator b:** The school leadership acknowledges that in the past, SBECA had missed deadlines and that corrective action had to be required multiple times on one issue. The new cadre has aligned their internal documents to NYSED CSO reporting requirements to be more efficient and to discontinue the legal paperwork deficiencies of the past. In February 2019, the CSO issued SBECA a Notice of Deficiency (NoD) based on student academic proficiency data from the 2017-2018 administration of the Grades 6-8 state assessments in ELA. In March 2020, the CSO issued a second notice to the school based on student academic proficiency outcomes on the 2018-2019 ELA and math state assessments for Grades 6-8. At that time, student proficiency in ELA was below that of the school's district of location, NYC CSD 8, for all students as well as students with disabilities (SWDs) and those who are economically disadvantaged (ED) and below the New York State average for all students and all subgroup populations. That year, SBECA's English language learner (ELL) population outperformed NYC CSD 8 in ELA. This second NoD also included the school's newly identified deficiency for students' overall performance in math on the 2018-2019 state math assessments, which was below that of NYC CSD 8 and the New York State average for all students and all subgroup populations. (State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 pandemic constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark.) The school's initial corrective action plan (CAP) for ELA was approved June 2019. The school's CAPs created in response to the 2019-2020 NoD were approved by the CSO in October 2020.
- **Indicator c:** In the past, fingerprinting information was not correctly documented in SBECA's internal systems. In the 2020-2021 school year, four teachers were hired and three did not have fingerprint clearance. The new school leader has worked with staff to ensure that proper procedures for ensuring fingerprint clearance, such as filing and checking documentation, are followed. During the renewal visit, school leadership pulled five employee files at random for CSO staff to examine. Each of the five files included the printed fingerprint clearance sheet. Additionally, the employee's job offer date was after receipt of the fingerprint clearance. According to NYSED data, in the 2020-2021 school year, SBECA employed 20 teachers who were certified and 13 who were not. Although this falls within the legal limitations, the school is working to make sure that new hires moving forward are certified and that the school is offering support and incentives to current teachers who are interested in earning their certification. School leadership also mentioned that some of the teachers hired more recently have dual certification, a tremendous benefit to a small school like SBECA.
- **Indicator d:** SBECA has sought out NYSED Charter School Office approval for material and non-material revisions. The most recent non-material revision requests, submitted to the CSO with this renewal application, involve alignment to NYSED-required changes to the school Code of Conduct and Dignity for All Students Act policy. In December, SBECA submitted two revision

requests after months of consultation with the school's CSO liaison. The first was a non-material revision request to reduce the number of instructional days for students and total calendar days for staff from 190 to 187. This revision was approved by the CSO in January 2022. In April 2022, the Board of Regents approved the school's second revision request, which was material, to amend its organizational chart to reflect changes in supervisory roles to supports the school's capacity building.

- **Indicator e:** As described in Benchmark 9, the school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.
- **Indicator f:** The school seeks guidance from its legal counsel when updating documents and handling issues that arise, as evidenced by a letter from its legal counsel to the NYSED Charter School Office, informing the CSO of its updated Code of Conduct and DASA policy. As the renewal application states, SBECA has relied on legal advice from the attorneys on its Board and from outside counsel to improve its record of compliance.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2021-2022 Enrollment
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL	320800861068	298

ESEA Accountability Designation (2021-2022):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT # 8
Total Public School Enrollment of Resident Students attending Charter	23%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	6-8
Address:	766 WESTCHESTER AVE BRONX NY 10455
Website:	www.sbecacs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA VEGA FERRER
Active Date:	7/1/2015
Authorizer:	NYS BOR
CEO:	DAVID KRULWICH
CEO Phone:	(929) 291-7700
CEO Email:	dkrulwich@sbecacs.org
BOT President:	DAVON RUSSELL
BOT President Phone:	(718) 839-1118
BOT President Email:	drussell@whedco.org
Institution ID:	800000082489

***An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.**

BoR Charter School Office Information

Regional Liaison:	Laura Hill
Performance Framework:	2019
Current Term:	7/1/20-6/30/23
2018-2019	Check-in
2019-2020	Renewal
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	28%	298	84
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	58%	33	19

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

South Bronx Early College Academy CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle School	+/- 5	Bronx Dance Academy School	-16	+6	-29	.
		Esmt-IS 190	-3	-3	-25	.
		JHS 118 William W Niles	-20	-18	-51	.
		Lackawanna MS	+14	+8	-16	.
		MS 935	-25	-3	.	.
		Mott Hall CS	-4	-6	-26	.
		Mott Hall Community School	-6	+2	-41	.
		North Bronx School of Empowerment	+13	+7	-17	.
		Pelham Academy of Academics and Community Enga	-18	-18	-47	.
		Science and Technology Academy: A Mott Hall Schoo	-25	-33	-67	.
		Mean	-9	-6	-35	.
	+/- 7.5	Academy of Applied Mathematics and Technology	-11	-7	-46	.
		Andries Hudde	-2	+7	-16	.
		Brighton Academy	+26	+15	-1	.
		Bronx Green MS	-10	+3	.	.
		Bronx Mathematics Preparatory School (The)	-1	+1	-38	.
		Bronx School of Young Leaders (The)	-3	0	-33	.
		Creo College Preparatory CS	-8	-13	.	.
		East New York MS of Excellence	+2	+3	-31	.
		Emolior Academy	-6	-1	-15	.
		Frederick Douglass Academy V MS	+2	+6	-35	.
		Hamilton Grange MS	-3	-8	.	.
		IS 303 Leadership & Community Service	+2	+4	.	.
		Isaac Newton MS for Math and Science	-14	-5	.	.
		JHS 131 Albert Einstein	-3	+7	-42	.
		JHS 218 James P Sinnott	+3	+1	-18	.
		JHS 292 Margaret S Douglas	-4	-7	-45	.
		JHS 8 Richard S Grossley	-14	-4	-34	.
		Jonas Bronck Academy	-37	-18	-80	.
		Kappa	-4	+6	-15	.
		Knowledge and Power Preparatory Academy III	-15	-3	-25	.
		Knowledge and Power Preparatory Academy Vi	-29	-12	.	.
		Leaders of Tomorrow	+3	+5	-15	.
		Lincoln MS	+16	+11	-10	.
		MS 129 Academy for Independent Learning and Lead	-8	-4	-42	.
		MS 137 America's School of Heroes	-26	-18	-50	.
		Mott Hall III	-25	-6	-32	.
		Parkside Preparatory Academy	-9	-3	-38	.
		Robert M Finley MS	-18	-21	-43	.
		School for Inquiry and Social Justice (The)	-12	-2	-46	.
		Senator James H Donovan MS	+3	-1	-35	.
		St. Hope Leadership Academy CS	0	+2	.	.
		Thomas C Giordano MS 45	-6	+6	-31	.
		University Prep Charter MS	-18	+3	-39	.

		Vista Academy	-16	-9	-62	.
		Mean	-7	-2	-34	.
	+/- 10	Accion Academy	+1	+8	-12	.
		Albert Shanker School for Visual and Performing Arts	-27	-20	-56	.
		Atmosphere Academy Public CS	-27	-22	-48	.
		Baychester MS	-3	+3	-19	.
		Bronx Park MS	-3	-1	-26	.
		East Lower School	+18	+11	.	.
		Emerson School (The)	0	0	-9	.
		Fannie Lou Hamer MS	+6	+8	-28	.
		Forte Preparatory Academy CS	-25	-45	-71	.
		Franklin Lower School	+21	+14	-8	.
		Grant MS	+8	+10	-15	.
		Highland Park Community School	-11	0	-12	.
		IS 10 Horace Greeley	-27	-17	-52	.
		IS 192 Linden (The)	-3	+5	-17	.
		IS 204 Oliver W Holmes	-17	-17	-49	.
		IS 211 John Wilson	-10	-9	-78	.
		IS 238 Susan B Anthony Academy	-9	-6	.	.
		IS 250 Robert F Kennedy Community MS (The)	-8	+1	-3	.
		IS 303 Herbert S Eisenberg	-20	-14	-46	.
		IS 318 Math, Science & Technology Through Arts	+8	+11	-17	.
		IS 349 Math, Science and Technology	-1	+1	-42	.
		IS 584	-3	+7	-56	.
		IS 61 William A Morris	-6	+2	-28	.
		IS 93 Ridgewood	-19	-8	-53	.
		JHS 14 Shell Bank	-5	-5	-34	.
		JHS 144 Michelangelo	-15	-6	-8	.
		JHS 202 Robert H Goddard	-29	-22	-55	.
		JHS 210 Elizabeth Blackwell	-16	-9	-21	.
		JHS 259 William Mckinley	-44	-53	-79	.
		JHS 383 Philippa Schuyler	-24	-6	-43	.
		JHS 50 John D Wells	-13	-24	.	.
		John F Kennedy MS	-6	-4	-38	.
		MS 582	-9	-5	.	.
		MS 890	-21	-15	-32	.
		MS of Media, Law and Fine Arts (The)	+9	+6	-8	.
		New Heights MS	-11	+1	-42	.
		New Millennium Bronx Academy of the Arts	-4	+12	-30	.
		PS/IS 224	+7	+10	-7	.
		Pugsley Preparatory Academy	-13	-8	-21	.
		Syracuse Stem At Blodgett	+24	+14	-4	.
		Van Siclen Community MS	+7	+8	-13	.
		Whitelaw Reid Academy of Arts and Business	-4	+4	-20	.
		Yonkers MS	-4	-14	-29	.
		Mean	-8	-5	-32	.
		Mean	-8	-4	-33	.

**See NOTES (1) and (11).*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

South Bronx Early College Academy CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	14%	17%	11%	14%	9%	3%	11%	9%
2016-2017	30%	34%	39%	30%	16%	16%	10%	13%
2017-2018	39%	28%	36%	38%	33%	18%	23%	34%
2018-2019	41%	20%	33%	40%	28%	15%	20%	28%
2021-2022	45%	24%	40%	43%	19%	13%	6%	19%

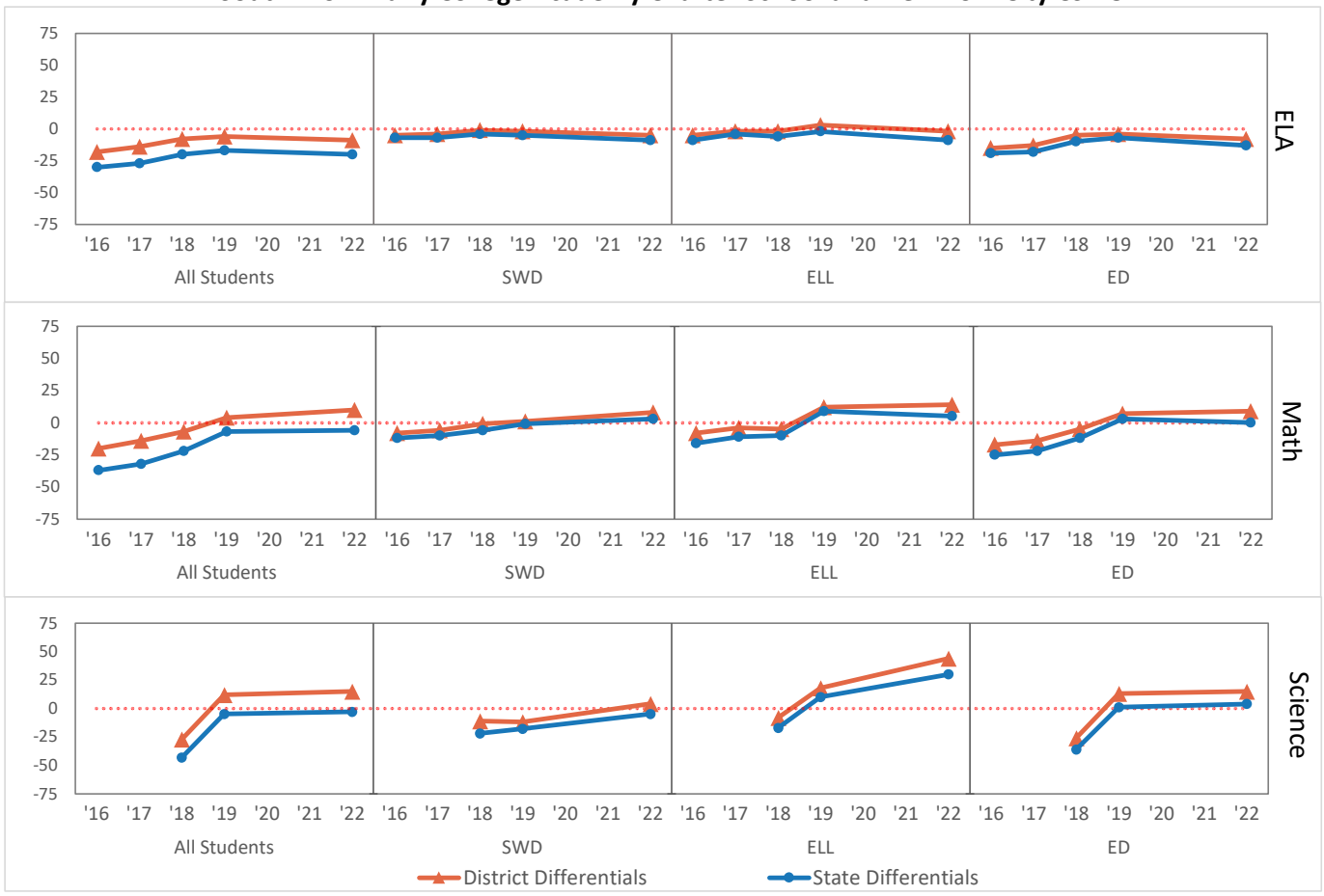
**See NOTES (2), (3), (7), and (8).*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
South Bronx Early College Academy Charter School and New York City CSD 8



**See NOTES (1), (2), (3), and (6).*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
All Students	2015-2016	4%	22%	-18	34%	-30	3%	23%	-20	40%	-37	-	-	-	-	-
	2016-2017	10%	24%	-14	37%	-27	7%	21%	-14	39%	-32	-	-	-	-	-
	2017-2018	26%	34%	-8	46%	-20	18%	25%	-7	40%	-22	16%	43%	-27	59%	-43
	2018-2019	28%	34%	-6	45%	-17	36%	32%	+4	43%	-7	51%	39%	+12	56%	-5
	2021-2022	32%	41%	-9	52%	-20	28%	18%	+10	34%	-6	47%	32%	+15	50%	-3
SWD	2015-2016	0%	5%	-5	7%	-7	0%	8%	-8	12%	-12	-	-	-	-	-
	2016-2017	2%	6%	-4	9%	-7	0%	6%	-6	10%	-10	-	-	-	-	-
	2017-2018	11%	12%	-1	15%	-4	6%	7%	-1	12%	-6	10%	21%	-11	32%	-22
	2018-2019	9%	11%	-2	14%	-5	12%	11%	+1	13%	-1	11%	23%	-12	29%	-18
	2021-2022	9%	14%	-5	18%	-9	13%	5%	+8	10%	+3	20%	16%	+4	25%	-5
ELL	2015-2016	0%	5%	-5	9%	-9	0%	8%	-8	16%	-16	-	-	-	-	-
	2016-2017	3%	5%	-2	7%	-4	3%	7%	-4	14%	-11	-	-	-	-	-
	2017-2018	14%	16%	-2	20%	-6	11%	16%	-5	21%	-10	14%	22%	-8	31%	-17
	2018-2019	17%	14%	+3	19%	-2	32%	20%	+12	23%	+9	37%	19%	+18	27%	+10
	2021-2022	20%	22%	-2	29%	-9	23%	9%	+14	18%	+5	55%	11%	+44	25%	+30
ED	2015-2016	5%	20%	-15	24%	-19	3%	20%	-17	28%	-25	-	-	-	-	-
	2016-2017	9%	22%	-13	27%	-18	5%	19%	-14	27%	-22	-	-	-	-	-
	2017-2018	26%	31%	-5	36%	-10	18%	23%	-5	30%	-12	14%	40%	-26	50%	-36
	2018-2019	28%	32%	-4	35%	-7	36%	29%	+7	33%	+3	48%	35%	+13	47%	+1
	2021-2022	30%	38%	-8	43%	-13	25%	16%	+9	25%	0	45%	30%	+15	41%	+4

**See NOTES (1), (2), (3), (6), and (7).*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	4%	20%	-16	35%	-31	3%	22%	-19	40%	-37	-	-	-	-	-
	2016-2017	8%	20%	-12	33%	-25	12%	23%	-11	40%	-28	-	-	-	-	-
	2017-2018	34%	37%	-3	49%	-15	27%	27%	0	44%	-17	-	-	-	-	-
	2018-2019	19%	37%	-18	47%	-28	18%	34%	-16	47%	-29	-	-	-	-	-
	2021-2022	24%	42%	-18	57%	-33	19%	20%	-1	39%	-20	-	-	-	-	-
Grade 7	2016-2017	11%	29%	-18	42%	-31	1%	19%	-18	38%	-37	-	-	-	-	-
	2017-2018	16%	29%	-13	40%	-24	19%	25%	-6	42%	-23	-	-	-	-	-
	2018-2019	31%	27%	+4	40%	-9	21%	29%	-8	44%	-23	-	-	-	-	-
	2021-2022	24%	39%	-15	48%	-24	12%	17%	-5	36%	-24	-	-	-	-	-
Grade 8	2017-2018	26%	37%	-11	48%	-22	9%	24%	-15	31%	-22	16%	43%	-27	59%	-43
	2018-2019	34%	39%	-5	48%	-14	73%	32%	+41	34%	+39	51%	39%	+12	56%	-5
	2021-2022	48%	42%	+6	50%	-2	49%	17%	+32	27%	+22	47%	32%	+15	50%	-3

**See NOTES (1), (3), (6), and (7).*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	0%	3%	-3	7%	-7	0%	7%	-7	11%	-11	-	-	-	-	-
	2016-2017	0%	6%	-6	7%	-7	0%	7%	-7	11%	-11	-	-	-	-	-
	2017-2018	19%	16%	+3	16%	+3	12%	9%	+3	15%	-3	-	-	-	-	-
	2018-2019	0%	13%	-13	15%	-15	3%	11%	-8	15%	-12	-	-	-	-	-
	2021-2022	6%	14%	-8	22%	-16	11%	7%	+4	11%	0	-	-	-	-	-
Grade 7	2016-2017	3%	6%	-3	11%	-8	0%	5%	-5	10%	-10	-	-	-	-	-
	2017-2018	0%	10%	-10	12%	-12	7%	8%	-1	13%	-6	-	-	-	-	-
	2018-2019	21%	7%	+14	10%	+11	4%	10%	-6	13%	-9	-	-	-	-	-
	2021-2022	4%	13%	-9	16%	-12	5%	4%	+1	10%	-5	-	-	-	-	-
Grade 8	2017-2018	14%	11%	+3	16%	-2	0%	4%	-4	10%	-10	10%	21%	-11	32%	-22
	2018-2019	7%	14%	-7	15%	-8	32%	11%	+21	11%	+21	11%	23%	-12	29%	-18
	2021-2022	17%	17%	0	17%	0	23%	4%	+19	8%	+15	20%	16%	+4	25%	-5

**See NOTES (1), (2), (3), (6), and (7).*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	0%	5%	-5	9%	-9	0%	8%	-8	16%	-16	-	-	-	-	-
	2016-2017	0%	5%	-5	6%	-6	7%	8%	-1	15%	-8	-	-	-	-	-
	2017-2018	10%	18%	-8	24%	-14	15%	18%	-3	23%	-8	-	-	-	-	-
	2018-2019	15%	16%	-1	22%	-7	15%	21%	-6	26%	-11	-	-	-	-	-
	2021-2022	13%	28%	-15	37%	-24	17%	10%	+7	21%	-4	-	-	-	-	-
Grade 7	2016-2017	6%	4%	+2	8%	-2	0%	4%	-4	12%	-12	-	-	-	-	-
	2017-2018	10%	12%	-2	15%	-5	15%	16%	-1	20%	-5	-	-	-	-	-
	2018-2019	11%	9%	+2	14%	-3	5%	16%	-11	21%	-16	-	-	-	-	-
	2021-2022	9%	20%	-11	26%	-17	0%	9%	-9	18%	-18	-	-	-	-	-
Grade 8	2017-2018	23%	17%	+6	21%	+2	5%	13%	-8	19%	-14	14%	22%	-8	31%	-17
	2018-2019	25%	17%	+8	19%	+6	72%	22%	+50	21%	+51	37%	19%	+18	27%	+10
	2021-2022	39%	17%	+22	21%	+18	52%	7%	+45	14%	+38	55%	11%	+44	25%	+30

**See NOTES (1), (2), (3), (6), and (7).*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	5%	17%	-12	25%	-20	3%	19%	-16	28%	-25	-	-	-	-	-
	2016-2017	7%	18%	-11	23%	-16	8%	20%	-12	28%	-20	-	-	-	-	-
	2017-2018	34%	34%	0	39%	-5	27%	24%	+3	32%	-5	-	-	-	-	-
	2018-2019	20%	34%	-14	37%	-17	18%	31%	-13	36%	-18	-	-	-	-	-
	2021-2022	23%	39%	-16	47%	-24	19%	18%	+1	27%	-8	-	-	-	-	-
Grade 7	2016-2017	12%	26%	-14	31%	-19	1%	17%	-16	26%	-25	-	-	-	-	-
	2017-2018	17%	26%	-9	31%	-14	20%	22%	-2	30%	-10	-	-	-	-	-
	2018-2019	31%	26%	+5	31%	0	21%	27%	-6	33%	-12	-	-	-	-	-
	2021-2022	24%	36%	-12	39%	-15	11%	16%	-5	25%	-14	-	-	-	-	-
Grade 8	2017-2018	26%	33%	-7	39%	-13	8%	22%	-14	26%	-18	14%	40%	-26	50%	-36
	2018-2019	32%	35%	-3	39%	-7	71%	28%	+43	29%	+42	48%	35%	+13	47%	+1
	2021-2022	44%	39%	+5	42%	+2	47%	15%	+32	22%	+25	45%	30%	+15	41%	+4

**See NOTES (1), (3), (6), and (7).*

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	South Bronx Early College Academy CS	NYS	Differential to NYS	Charter Total Tested	South Bronx Early College Academy CS	NYS	Differential to NYS	Charter Total Tested	South Bronx Early College Academy CS	NYS	Differential to NYS	Charter Total Tested	South Bronx Early College Academy CS	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	20	10%	90%	**-80**	-	-	-	-	-	-	-	-	20	10%	81%	**-71**
	2018-2019	99	73%	89%	**-16**	28	32%	55%	**-23**	18	72%	62%	**+10**	91	71%	80%	**-9**
	2019-2020	99	100%	100%	**0**	23	100%	100%	**0**	9	100%	100%	**0**	91	100%	100%	**0**
	2021-2022	95	49%	81%	**-32**	22	23%	42%	**-19**	21	52%	49%	**+3**	77	47%	68%	**-21**
Living Environment	2019-2020	96	100%	100%	**0**	23	100%	100%	**0**	9	100%	100%	**0**	88	100%	100%	**0**
	2021-2022	93	47%	77%	**-30**	20	20%	43%	**-23**	20	55%	41%	**+14**	75	45%	65%	**-20**
US History and Government	2017-2018	24	46%	79%	**-33**	-	-	-	-	-	-	-	-	22	45%	74%	**-29**
	2018-2019	99	26%	72%	**-46**	28	11%	39%	**-28**	18	28%	53%	**-25**	91	25%	68%	**-43**
	2019-2020	100	100%	100%	**0**	23	100%	100%	**0**	10	100%	100%	**0**	92	100%	100%	**0**
	2021-2022	98	100%	100%	**0**	22	100%	100%	**0**	21	100%	100%	**0**	79	100%	100%	**0**

**See NOTES (1), (2), (3), (4), and (7).*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

South Bronx Early College Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	326	335	103%
2018-2019	326	334	102%
2019-2020	326	326	100%
2020-2021	330	308	93%
2021-2022	330	298	90%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners*, and Economically Disadvantaged

	SWD			ELL			ED		
	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District
2017-2018	28%	29%	-1	19%	19%	0	94%	85%	+9
2018-2019	29%	26%	+3	15%	19%	-4	91%	84%	+7
2019-2020	27%	26%	+1	13%	19%	-6	90%	85%	+5
2020-2021	26%	26%	0	7%	20%	-13	90%	87%	+3
2021-2022	23%	27%	-4	23%	21%	+2	90%	86%	+4

**See NOTES (2) and (6).*

**The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District
2017-2018	85%	90%	-5	80%	87%	-7	91%	89%	+2	87%	90%	-3
2018-2019	91%	89%	+2	82%	88%	-6	93%	88%	+5	92%	89%	+3
2019-2020	87%	89%	-2	85%	87%	-2	73%	89%	-16	87%	89%	-2
2020-2021	91%	92%	-1	89%	89%	0	87%	89%	-2	90%	92%	-2
2021-2022	85%	85%	0	83%	80%	+3	94%	85%	+9	85%	86%	-1

**See NOTES (2) and (6) below.*

2022 NYSED Charter School Information Dashboard

Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

(12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.

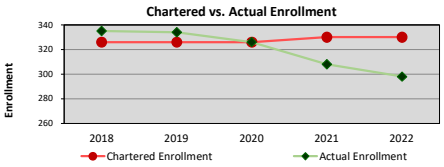
Charter School Fiscal Accountability Summary

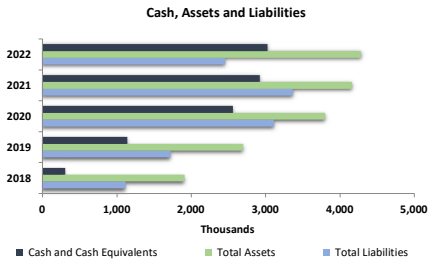
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

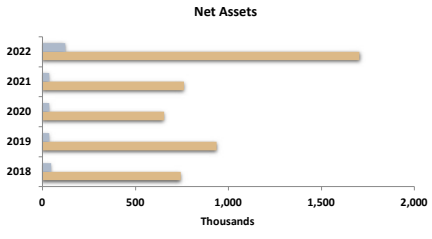
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	6-8	6-8	6-8	6-8	6-8
Maximum Chartered Grades Served	6-8	6-8	6-8	6-8	6-8
Chartered Enrollment	326	326	326	330	330
Maximum Chartered Enrollment	330	330	330	330	330
Actual Enrollment	335	334	326	308	298
ASSETS					
Current Assets					
Cash and Cash Equivalents	303,437	1,141,147	2,562,569	2,920,963	3,026,787
Grants and Contracts Receivable	176,128	53,780	183,007	83,137	448,794
Prepaid Expenses	56,119	12,448	78,338	243,325	4,948
Other Current Assets	300,000	314,298	-	-	-
Total Current Assets	835,684	1,521,673	2,823,914	3,247,425	3,480,529
Non-Current Assets					
Property, Building and Equipment, net	826,607	899,932	703,928	641,645	531,412
Restricted Cash	75,065	100,105	100,171	100,190	100,210
Security Deposits	172,950	174,950	170,750	170,750	170,750
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	1,074,622	1,174,987	974,849	912,585	802,372
Total Assets	1,910,306	2,696,660	3,798,763	4,160,010	4,282,901
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	63,283	75,875	110,431	138,478	201,176
Accrued Payroll and Payroll Taxes	655,071	864,341	916,814	909,686	765,461
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	-	1,014,168	1,014,168	-
Total Current Liabilities	718,354	940,216	2,041,413	2,062,332	966,637
Long-Term Liabilities					
Deferred Rent	401,678	783,692	1,065,706	1,301,220	1,488,839
Other Long-Term Liabilities	-	-	1,690	-	-
Total Long-Term Liabilities	401,678	783,692	1,067,396	1,301,220	1,488,839
Total Liabilities	1,120,032	1,723,908	3,108,809	3,363,552	2,455,476
NET ASSETS					
Unrestricted	743,949	937,041	654,243	760,747	1,704,354
Restricted	46,325	35,711	35,711	35,711	123,071
Total Net Assets	790,274	972,752	689,954	796,458	1,827,425
Total Liabilities and Net Assets	1,910,306	2,696,660	3,798,763	4,160,010	4,282,901

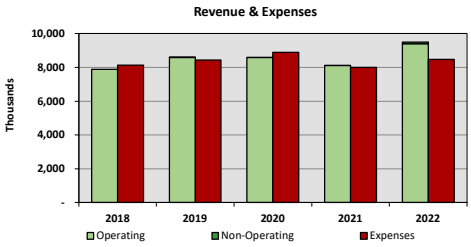


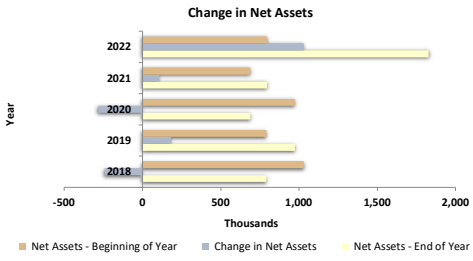




STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	4,726,872	4,985,617	5,233,486	4,894,943	4,943,293
State and Local Per Pupil Revenue - SPED	-	1,631,090	1,363,340	1,330,094	1,102,631
State and Local Per Pupil Facilities Revenue	1,350,528	-	-	-	1,489,545
Federal Grants	1,806,560	1,969,404	1,987,282	1,881,055	1,876,577
State and City Grants	-	-	-	-	-
Other Operating Income	9,086	-	-	-	-
Total Operating Revenue	7,893,046	8,586,111	8,584,108	8,106,092	9,412,046
EXPENSES					
Program Services					
Regular Education	4,515,760	4,341,459	4,478,250	3,576,770	4,524,705
Special Education	2,044,423	2,496,210	2,495,191	2,910,060	2,161,363
Other Expenses	-	-	-	-	-
Total Program Services	6,560,183	6,837,669	6,973,441	6,486,830	6,686,068
Supporting Services					
Management and General	1,549,405	1,571,490	1,887,144	1,499,659	1,769,996
Fundraising	23,792	18,130	15,882	17,788	18,961
Total Support Services	1,573,197	1,589,620	1,903,026	1,517,447	1,788,957
Total Expenses	8,133,380	8,427,289	8,876,467	8,004,277	8,475,025
Surplus/Deficit from Operations	(240,334)	158,822	(292,359)	101,815	937,021
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	9,630	9,561	4,689	2,546
Contributions and Grants	-	11,494	-	-	-
Fundraising Support	-	-	-	-	87,360
Other Support and Revenue	-	2,532	-	-	4,040
Total Support and Other Revenue	-	23,656	9,561	4,689	93,946
Change in Net Assets	(240,334)	182,478	(282,798)	106,504	1,030,967
Net Assets - Beginning of Year	1,030,608	790,274	972,752	689,954	796,458
Net Assets - End of Year	790,274	972,752	689,954	796,458	1,827,425

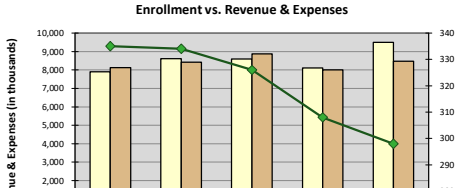


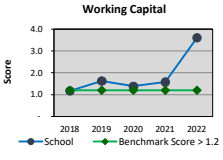


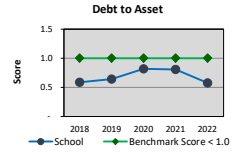
FISCAL ANALYSIS

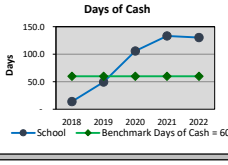
RATIOS, BENCHMARKS and FINDINGS

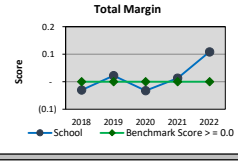
REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	23,561	25,707	26,332	26,318	31,584
Support and Other Revenue	-	71	29	15	315
Total Revenue	23,561	25,778	26,361	26,334	31,899
Expenses - Per Pupil					
Program Services	19,583	20,472	21,391	21,061	22,436
Mangement and General, Fundraising	4,696	4,759	5,838	4,927	6,003
Total Expenses	24,279	25,231	27,228	25,988	28,440
% of Program Services	80.7%	81.1%	78.6%	81.0%	78.9%
% of Management and Other	19.3%	18.9%	21.4%	19.0%	21.1%
% of Revenue Exceeding Expenses	-3.0%	2.2%	-3.2%	1.3%	12.2%
FINANCIAL COMPOSITE SCORE					
Composite Score	1.22	1.69	0.79	1.19	2.49
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Adequate	Strong	Needs Monitoring	Adequate	Strong
WORKING CAPITAL					
Net Working Capital	117,330	581,457	782,501	1,185,093	2,513,892
Working Capital (Current) Ratio	1.2	1.6	1.4	1.6	3.6
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Partly Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.6	0.6	0.8	0.8	0.6
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	13.6	49.4	105.4	133.2	130.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	(0.0)	0.0	(0.0)	0.0	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard











New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Prepared for South Bronx Early College Academy Charter School

NYS Education Department Charter School Office

Introduction

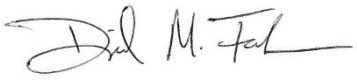
In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,



David Frank
Executive Director, Charter Schools Office

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	78%	89	1
	Somewhat Agree	18%	1,633	17%	19	-1
	Neither Agree nor Disagree	4%	331	4%	5	0
	Somewhat Disagree	1%	96	0%	0	-1
	Strongly Disagree	1%	81	1%	1	0
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	77%	88	6
	Somewhat Agree	21%	1,916	19%	22	-2
	Neither Agree nor Disagree	4%	401	3%	3	-1
	Somewhat Disagree	2%	198	0%	0	-2
	Strongly Disagree	1%	127	1%	1	0
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	76%	87	4
	Somewhat Agree	20%	1,887	21%	24	1
	Neither Agree nor Disagree	5%	443	1%	1	-4
	Somewhat Disagree	2%	154	1%	1	-1
	Strongly Disagree	1%	104	1%	1	0
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	72%	82	0
	Somewhat Agree	17%	1,557	19%	22	2
	Neither Agree nor Disagree	9%	792	7%	8	-2
	Somewhat Disagree	1%	122	0%	0	-1
	Strongly Disagree	1%	94	2%	2	1

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	71%	81	4
	Somewhat Agree	18%	1,628	17%	19	-1
	Neither Agree nor Disagree	11%	1,058	10%	11	-1
	Somewhat Disagree	2%	159	1%	1	-1
	Strongly Disagree	2%	150	2%	2	0
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	70%	80	3
	Somewhat Agree	17%	1,574	18%	21	1
	Neither Agree nor Disagree	13%	1,240	10%	11	-3
	Somewhat Disagree	1%	133	1%	1	0
	Strongly Disagree	1%	111	1%	1	0
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	72%	82	5
	Somewhat Agree	20%	1,835	19%	22	-1
	Neither Agree nor Disagree	9%	840	8%	9	-1
	Somewhat Disagree	2%	218	1%	1	-1
	Strongly Disagree	2%	187	0%	0	-2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	68%	77	7
	Somewhat Agree	20%	1,873	24%	27	4
	Neither Agree nor Disagree	15%	1,367	9%	10	-6
	Somewhat Disagree	2%	207	0%	0	-2
	Strongly Disagree	2%	188	0%	0	-2

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	77%	88	1
	Somewhat Agree	15%	1,366	13%	15	-2
	Neither Agree nor Disagree	7%	677	10%	11	3
	Somewhat Disagree	1%	95	0%	0	-1
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	70%	80	4
	Somewhat Agree	20%	1,801	17%	19	-3
	Neither Agree nor Disagree	11%	1,018	13%	15	2
	Somewhat Disagree	2%	193	0%	0	-2
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	65%	74	0
	Somewhat Agree	21%	1,916	20%	23	-1
	Neither Agree nor Disagree	11%	1,026	14%	16	3
	Somewhat Disagree	2%	160	1%	1	-1
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	77%	88	2
	Somewhat Agree	17%	1,570	18%	20	1
	Neither Agree nor Disagree	6%	581	5%	6	-1
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	0%	0	-1

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	80%	91	11
	Somewhat Agree	19%	1,753	15%	17	-4
	Neither Agree nor Disagree	9%	827	4%	5	-5
	Somewhat Disagree	2%	152	0%	0	-2
	Strongly Disagree	1%	120	1%	1	0
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	81%	92	4
	Somewhat Agree	15%	1,398	18%	20	3
	Neither Agree nor Disagree	4%	354	2%	2	-2
	Somewhat Disagree	2%	204	0%	0	-2
	Strongly Disagree	2%	145	0%	0	-2
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	89%	101	9
	Somewhat Agree	14%	1,274	9%	10	-5
	Neither Agree nor Disagree	4%	325	2%	2	-2
	Somewhat Disagree	1%	119	1%	1	0
	Strongly Disagree	1%	94	0%	0	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	82%	94	6
	Somewhat Agree	16%	1,508	14%	16	-2
	Neither Agree nor Disagree	5%	418	3%	3	-2
	Somewhat Disagree	2%	159	1%	1	-1
	Strongly Disagree	1%	91	0%	0	-1

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	54%	62	1
	Somewhat Agree	20%	1,820	22%	25	2
	Neither Agree nor Disagree	21%	1,970	23%	26	2
	Somewhat Disagree	3%	288	0%	0	-3
	Strongly Disagree	2%	227	1%	1	-1
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	58%	66	3
	Somewhat Agree	19%	1,744	19%	22	0
	Neither Agree nor Disagree	21%	1,970	22%	25	1
	Somewhat Disagree	2%	211	0%	0	-2
	Strongly Disagree	2%	182	1%	1	-1
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	57%	65	3
	Somewhat Agree	20%	1,803	22%	25	2
	Neither Agree nor Disagree	19%	1,754	18%	20	-1
	Somewhat Disagree	4%	364	3%	3	-1
	Strongly Disagree	3%	295	1%	1	-2
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	7%	8	-8
	I occasionally attend board meetings	27%	2,477	56%	64	29
	I know when board meetings take place, but do not attend	31%	2,808	36%	41	5
	I do not know when board meetings take place and I do not attend	28%	2,545	1%	1	-27

New York State Department of Education
Charter School Office
Parent Survey 2021
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South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	89%	101	2
	No	4%	353	1%	1	-3
	I don't know the school's mission	10%	883	11%	12	1
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	46%	53	-6
	Somewhat Agree	12%	1,073	11%	12	-1
	Neither Agree nor Disagree	7%	685	7%	8	0
	Somewhat Disagree	1%	57	1%	1	0
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	35%	40	7
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	51%	58	-7
	Somewhat Agree	10%	953	11%	13	1
	Neither Agree nor Disagree	6%	507	8%	9	2
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	30%	34	5
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	10%	11	-3
	Somewhat Agree	13%	1,191	20%	23	7
	Neither Agree nor Disagree	11%	1,021	9%	10	-2
	Somewhat Disagree	7%	604	9%	10	2
	Strongly Disagree	27%	2,455	17%	19	-10
	Did not experience in-person learning	30%	2,748	36%	41	6

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	25%	28	2
	Somewhat Agree	15%	1,419	22%	25	7
	Neither Agree nor Disagree	13%	1,207	11%	13	-2
	Somewhat Disagree	7%	631	3%	3	-4
	Strongly Disagree	14%	1,301	6%	7	-8
	Did not experience in-person learning	28%	2,565	33%	38	5
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	77%	88	8
	Somewhat Agree	19%	1,739	15%	17	-4
	Neither Agree nor Disagree	6%	552	4%	5	-2
	Somewhat Disagree	3%	256	3%	3	0
	Strongly Disagree	2%	202	1%	1	-1
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	25%	29	-3
	Somewhat Agree	21%	1,913	21%	24	0
	Neither Agree nor Disagree	11%	1,004	10%	11	-1
	Somewhat Disagree	12%	1,094	11%	13	-1
	Strongly Disagree	27%	2,529	32%	37	5
	Did not experience remote learning	1%	113	0%	0	-1

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	35%	40	-7
	Somewhat Agree	25%	2,258	29%	33	4
	Neither Agree nor Disagree	11%	974	11%	12	0
	Somewhat Disagree	7%	656	7%	8	0
	Strongly Disagree	15%	1,381	18%	21	3
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	66%	75	1
	Somewhat Agree	22%	2,003	24%	27	2
	Neither Agree nor Disagree	5%	479	4%	4	-1
	Somewhat Disagree	4%	388	4%	5	0
	Strongly Disagree	2%	227	3%	3	1
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	82%	93	-2
	Somewhat Agree	10%	928	16%	18	6
	Neither Agree nor Disagree	3%	263	1%	1	-2
	Somewhat Disagree	1%	97	2%	2	1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	72%	82	5
	Somewhat Agree	24%	2,170	25%	28	1
	Neither Agree nor Disagree	6%	508	4%	4	-2
	Somewhat Disagree	3%	234	0%	0	-3
	Strongly Disagree	1%	120	0%	0	-1

New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205

South Bronx Early College Academy CS Response n = 114 Response Rate = 37%

		All Charter Schools		South Bronx Early College Academy CS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	34%	39	-5
	Somewhat Agree	27%	2,507	36%	41	9
	Neither Agree nor Disagree	15%	1,420	10%	11	-5
	Somewhat Disagree	9%	867	6%	7	-3
	Strongly Disagree	9%	783	14%	16	5
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	37%	42	2
	Somewhat Agree	23%	2,123	22%	25	-1
	Neither Agree nor Disagree	14%	1,313	14%	16	0
	Somewhat Disagree	10%	877	12%	14	2
	Strongly Disagree	18%	1,634	15%	17	-3
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	54%	62	2
	Somewhat Agree	24%	2,249	22%	25	-2
	Neither Agree nor Disagree	15%	1,360	16%	18	1
	Somewhat Disagree	5%	447	5%	6	0
	Strongly Disagree	4%	376	3%	3	-1

NYSED CSO Parent Survey 2021

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

South Bronx Early College Academy CS

OPEN1 Why did you choose this school for your child to attend?	**After doing lots of research I have to say we are bless that our child attends SBECA where the teachers all reach out to each student and go far beyond I could have asked for, especially during these unprecedented times. Each educator has shown my child and myself commitment not only to the schools policy but to the students. You can see the passion conveyed in each lesson for every subject taught. I cannot wait for my daughter to experience all SBECA has to offer for in person instruction once the time is right of course.**
	After the open house my child and I agreed that the school would fit best with my child's needs and it was still in our community.
	Because everyone are very professional
	Because is close to home
	Because it is a great school where my child can learn and grow so far so good for me.
	Because of his learning disability I wanted a smaller school that will challenge him. He has focus issues but extremely smart
	Because si a excelent School
	Because they work very good with children I like so much
	Best option in my community! I was also advised by a previous parent that highly recommended this school.
	Better environment
	Charter schools have been known to provide a much better education for students than public schools. They also offer several extracurricular activities that public schools don't offer in my area at no cost to me.
	Closer to my home and I heard that charter school education is better and more structured, so far so good.
	Different environment and better education
	Es una muy buena institución de aprendizaje, creo que solo cuando iban en persona me gustaba mucho la forma en la que enseñaban, tengo dos niñas ahí una en 8vo y otra en 6to. Espero ya puedan abrir los edificios para que regresen al aprendizaje en persona
	Esta escuela me gusta mucho por que los maestros son muy respetuosos me mantienen informada todo el tiempo , y sus medidas de seguridad son muy buenas , los maestros siempre tienen mucha paciencia para ayudarnos con nuestras preguntas.
	Excelente escuela!
	Family members child was in fifth grade and has told me a lot of good things about the school
	Friend recommended

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

South Bronx Early College Academy CS

	Good reviews, high student educational expectations, good equipment (in general), great staffing,safe environment, teachers involvement, students engagement.
	Great school.
	Heard good things about it
	High recondition from a former student/relative
	His cousin attended this school and her mother raved about how good this school was
	I believe in their mission and was recommended by a staff in my daughter's Elementary School.
	I believe that my child thrives in this environment.
	I choose this school because is the best school in our neighborhood, as a charter school they are strict and push their students to work hard in every subject.
	I choose this school because the principal is highly dedicated to ensure the future of the student and school. Also the teaching is high level to encourage student to participate and get a higher grades. The school inviroment is clean.
	I choose this school for my child because of its level of diversity,it not only teaches my child but teaches me and theres not one day that I regret . The teaching is spectacular my son is learning and he's currently doing great .
	I choose this school for my child to attend because it is a charter school and the education is way better than the public school.
	I choose this school for my children because is the best school around here. The teachers care about the kids and they challenge them and push them to learn more than they suppose for their grade level.
	I chose this school before i heard soooo many good things about the school
	I chose this school for my child to attend because of research and I believe that this is an amazing school and environment for my child and I knew that they had high educational expectations for students at SBECA. My child is very happy to be apart of this school.
	I made a mistake!
	I was employed by the school at a certain point and I wanted my child near me for his middle school years. I knew most of the teachers there
	I was recommended by a friend,she said it was a great school
	It is one of the better schools for my twins to attend

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

South Bronx Early College Academy CS

	It was a school that was close to my residence, and it has a small setting and high expectations for students.
	It was one of the few middle schools still taking students and did not have a waiting list.
	It was one of the few middle schools that did not have a waiting list.
	It was well recommended by a neighbor.
	It's a great charter school!
	It's a safe school to attend and traveling distance from home.
	Its a small school and my son gets the chance to be noticeable with his studies.
	Its a very well rounded school.
	Location and they provide Academic
	Most charter schools within walking distance had an overwhelming policy where kids would be punished for stuff. This school did not. This school also ranked the best of the middle schools we have access to in terms of charter school and my doe schools. The nycdoe school choices we had were subpar.
	Muy buena educación
	My child was picked for this school. I liked the school staff and curriculum.
	NEW CHARTER SCHOOL, Academic program was a plus
	New environment activities and closer to home and the care. All IEP Students feel included and apart of the class and it's made my daughter feel included.
	Para que pueda tener una buena educación
	Por el buen nivel academico que tiene
	Por la Buena Recomendacion y porque me queda cerca de La Casa. Es una escuela exelente.
	Por que es una buena escuela
	Por que está cerca al domicilio , tiene deportes .
	Por que me intereso la escuela por lo que ofrecia en el desarrollo academico hacia mi hija
	Por recomendación y me gusto mucho el trato que le dan a las personas , además tienen un programa de ENL super bueno para mi hija.
	Por recomendación,
	Porque las escuelas charter son más estrictas y autónomas

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	Porque tiene mas oportunidades para seguir a mejores colegios, mejor aprendizaje, las reglas son mas estrictas, y son mas seguras que otras escuelas.Menos Tigeraje.
	Recommendation
	Remote learning
	Se caracteriza por su Resposabilida y atencion asus alumnos
	She chose it because it teaches a lot of the things that she likes,dancing,music,karate
	She was transferred from a different school because it was a better fit for my child.
	Smaller environment. Also was told it was a good school
	Staff
	Strong teacher support
	The Charter School my child attends help him accomplish his goals.
	The best education
	The school had great reviews. They have sporting activities that my child is interested in.
	The school has great leadership with Direction
	The school is closer.
	The school is local for me. Close to home and I had been told its a great school. We are very happy.
	This is a great school , teachers are very nice they always answer my question, and I have friends and family in this school .
	This school was recommended to my child and she loves it
	Thought it be better but think he needs more hands on learning this pandemic been a hard challenge hope it'll get better
	Very good school community, teachers and and school staff give very good support to parents
	We wanted to try out the school
	Yo elegí esta escuela por que es una escuela pequeña, considero que le prestan más atención a los estudiantes por qué no son tantos y la elegí por que está algo cerca de la casa. El personal es muy amable:)
	because I think its school and good education system is very important.
	because someone recommended it to me
	convient and acceptance
	recommended by a family mamber

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	tour of the school, word of mouth and happy with academic learning

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OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click SUBMIT to submit your survey.	**During this difficult time South Bronx Early College Academy has been awesome.**
	Having a child with a IEP has been hard because of remote learning , not receiving her services has delayed her more
	I am happy with my child's school.
	I think that parents should be sent letters in the mail about zoom meetings that's been disrupted by zoom bombers being disruptive and disrespectful to students and staff.
	I would like this school to be from 6th to 12th grade, I like that they have a lot of communication with the parents and the teachers are very respectful. Always helpful with this new sistem online. Thank you
	It began hybrid but now has remained remote. I would love a hybrid schedule to return. It's their 1st year in JHS they need to go in and meet eachother beyond the screen.
	Love the school and will have other siblings to attend
	My kids like to learn from home.
	My son is currently happy with this school.
	No concerns at this time.
	Not at this time.
	Por favor reabran la escuela para las clases en persona .
	Realmente me gustaría mucho que esta escuela durará hasta 12 grados Por que sería muy bueno que los estudiantes llevaran el mismo aprendizaje y las mismas responsabilidades, Pienso que cuando cambian de escuela cambia todo para ellos. Sería muy bueno que fuera de 7 grado a 12 grado .
	School could use better, stronger & more emotional support to students.
	School files ACS cases on parents without holding meeting with the parents in regards to their concerns.
	The principal and the teachers care about the students.
	The school is very good.
	We must work harder together so our kids won't fail
	Why doesn't this school have a PTA? the Parents have no voice.
	Wish students were able to turn in late assignments after the deadline.
	not at this time

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	82%	27	7
	Somewhat Agree	19%	456	15%	5	-4
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	3%	1	2
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	73%	24	7
	Somewhat Agree	22%	528	18%	6	-4
	Neither Agree nor Disagree	8%	182	0%	0	-8
	Somewhat Disagree	3%	66	6%	2	3
	Strongly Disagree	1%	34	3%	1	2
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	73%	24	14
	Somewhat Agree	28%	664	18%	6	-10
	Neither Agree nor Disagree	9%	219	3%	1	-6
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	1%	33	6%	2	5
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	73%	24	13
	Somewhat Agree	29%	692	21%	7	-8
	Neither Agree nor Disagree	5%	130	3%	1	-2
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	3%	1	1

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	73%	24	12
	Somewhat Agree	24%	576	18%	6	-6
	Neither Agree nor Disagree	8%	196	0%	0	-8
	Somewhat Disagree	4%	101	6%	2	2
	Strongly Disagree	2%	59	3%	1	1
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	64%	21	22
	Somewhat Agree	27%	660	18%	6	-9
	Neither Agree nor Disagree	21%	509	18%	6	-3
	Somewhat Disagree	6%	135	0%	0	-6
	Strongly Disagree	4%	99	0%	0	-4
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	67%	22	2
	Somewhat Agree	27%	650	30%	10	3
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34	3%	1	2
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	67%	22	6
	Somewhat Agree	31%	751	24%	8	-7
	Neither Agree nor Disagree	4%	104	6%	2	2
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	20	3%	1	2

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	70%	23	7
	Somewhat Agree	28%	673	24%	8	-4
	Neither Agree nor Disagree	5%	110	3%	1	-2
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	3%	1	2
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	70%	23	12
	Somewhat Agree	26%	634	21%	7	-5
	Neither Agree nor Disagree	6%	146	3%	1	-3
	Somewhat Disagree	7%	166	3%	1	-4
	Strongly Disagree	3%	61	3%	1	0
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	76%	25	12
	Somewhat Agree	23%	560	15%	5	-8
	Neither Agree nor Disagree	6%	154	0%	0	-6
	Somewhat Disagree	5%	111	6%	2	1
	Strongly Disagree	2%	52	3%	1	1
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	79%	26	10
	Somewhat Agree	25%	606	15%	5	-10
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	3%	1	1
	Strongly Disagree	1%	16	3%	1	2

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	85%	28	18
	Somewhat Agree	26%	633	9%	3	-17
	Neither Agree nor Disagree	4%	89	3%	1	-1
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	26	3%	1	2
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	76%	25	13
	Somewhat Agree	26%	632	18%	6	-8
	Neither Agree nor Disagree	6%	152	0%	0	-6
	Somewhat Disagree	4%	87	3%	1	-1
	Strongly Disagree	1%	33	3%	1	2
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	67%	22	8
	Somewhat Agree	26%	631	24%	8	-2
	Neither Agree nor Disagree	8%	190	3%	1	-5
	Somewhat Disagree	5%	124	3%	1	-2
	Strongly Disagree	2%	48	3%	1	1
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	79%	26	15
	Somewhat Agree	25%	614	12%	4	-13
	Neither Agree nor Disagree	6%	142	6%	2	0
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	3%	1	2

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	79%	26	7
	Somewhat Agree	16%	375	15%	5	-1
	Neither Agree nor Disagree	10%	238	3%	1	-7
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	3%	1	2
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	79%	26	11
	Somewhat Agree	17%	404	15%	5	-2
	Neither Agree nor Disagree	12%	296	3%	1	-9
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	3%	1	2
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	79%	26	12
	Somewhat Agree	23%	553	15%	5	-8
	Neither Agree nor Disagree	5%	128	3%	1	-2
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	3%	1	1
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	79%	26	16
	Somewhat Agree	23%	560	15%	5	-8
	Neither Agree nor Disagree	8%	181	3%	1	-5
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	3%	1	1

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	82%	27	10
	Somewhat Agree	19%	466	15%	5	-4
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	3%	1	2
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	73%	24	6
	Somewhat Agree	22%	533	21%	7	-1
	Neither Agree nor Disagree	7%	159	3%	1	-4
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	3%	1	2
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	73%	24	18
	Somewhat Agree	27%	644	24%	8	-3
	Neither Agree nor Disagree	8%	199	0%	0	-8
	Somewhat Disagree	7%	157	0%	0	-7
	Strongly Disagree	3%	75	3%	1	0
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	48%	16	16
	Somewhat Agree	30%	719	24%	8	-6
	Neither Agree nor Disagree	15%	353	15%	5	0
	Somewhat Disagree	15%	353	9%	3	-6
	Strongly Disagree	9%	211	3%	1	-6

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	67%	22	17
	Somewhat Agree	22%	541	24%	8	2
	Neither Agree nor Disagree	23%	547	3%	1	-20
	Somewhat Disagree	3%	75	3%	1	0
	Strongly Disagree	2%	47	3%	1	1
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	58%	19	7
	Somewhat Agree	27%	642	30%	10	3
	Neither Agree nor Disagree	12%	301	6%	2	-6
	Somewhat Disagree	6%	136	3%	1	-3
	Strongly Disagree	4%	93	3%	1	-1
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	70%	23	16
	Somewhat Agree	29%	696	18%	6	-11
	Neither Agree nor Disagree	7%	178	3%	1	-4
	Somewhat Disagree	7%	169	6%	2	-1
	Strongly Disagree	3%	63	3%	1	0
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	82%	27	25
	Somewhat Agree	25%	601	9%	3	-16
	Neither Agree nor Disagree	10%	248	3%	1	-7
	Somewhat Disagree	6%	134	3%	1	-3
	Strongly Disagree	2%	58	3%	1	1

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	48%	16	4
	Somewhat Agree	32%	766	33%	11	1
	Neither Agree nor Disagree	12%	281	12%	4	0
	Somewhat Disagree	9%	216	0%	0	-9
	Strongly Disagree	3%	82	6%	2	3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	64%	21	15
	Somewhat Agree	25%	595	18%	6	-7
	Neither Agree nor Disagree	14%	337	9%	3	-5
	Somewhat Disagree	7%	179	3%	1	-4
	Strongly Disagree	5%	113	6%	2	1
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	67%	22	5
	Somewhat Agree	25%	613	24%	8	-1
	Neither Agree nor Disagree	8%	185	3%	1	-5
	Somewhat Disagree	4%	89	3%	1	-1
	Strongly Disagree	2%	41	3%	1	1
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	73%	24	15
	Somewhat Agree	26%	626	18%	6	-8
	Neither Agree nor Disagree	9%	229	3%	1	-6
	Somewhat Disagree	5%	110	3%	1	-2
	Strongly Disagree	2%	38	3%	1	1

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	88%	29	10
	Somewhat Agree	17%	409	9%	3	-8
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	3%	1	2
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	76%	25	10
	Somewhat Agree	24%	590	15%	5	-9
	Neither Agree nor Disagree	6%	141	6%	2	0
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	1%	28	3%	1	2
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	70%	23	9
	Somewhat Agree	27%	662	27%	9	0
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	40	3%	1	1
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	79%	26	12
	Somewhat Agree	22%	528	15%	5	-7
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	3%	84	3%	1	0
	Strongly Disagree	2%	39	3%	1	1

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	85%	28	9
	Somewhat Agree	20%	480	12%	4	-8
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	3%	1	2
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	79%	26	13
	Somewhat Agree	23%	554	12%	4	-11
	Neither Agree nor Disagree	6%	138	3%	1	-3
	Somewhat Disagree	4%	85	3%	1	-1
	Strongly Disagree	1%	35	3%	1	2
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	61%	20	-5
	Don't Know	34%	815	39%	13	5
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	61%	20	0
	The previous school year	16%	381	18%	6	2
	Prior to the previous school year	5%	121	3%	1	-2
	I'm not aware of any DASA policy	18%	441	18%	6	0
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	48%	16	0
	1-2 years ago	23%	549	15%	5	-8
	3-4 years ago	11%	270	18%	6	7
	>4 years ago	9%	214	6%	2	-3
	I've never received DASA training	10%	232	12%	4	2
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	61%	20	12
	Don't Know	51%	1,221	39%	13	-12

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	79%	26	13
	Somewhat Agree	24%	579	15%	5	-9
	Neither Agree nor Disagree	6%	139	3%	1	-3
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	3%	1	2
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	76%	25	5
	Somewhat Agree	22%	528	18%	6	-4
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	3%	1	1
	Strongly Disagree	1%	19	3%	1	2
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	91%	30	10
	Somewhat Agree	15%	365	6%	2	-9
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	3%	1	3
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	82%	27	9
	Somewhat Agree	18%	443	15%	5	-3
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	3%	1	2

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	76%	25	10
	Somewhat Agree	22%	536	18%	6	-4
	Neither Agree nor Disagree	7%	175	0%	0	-7
	Somewhat Disagree	3%	65	3%	1	0
	Strongly Disagree	2%	37	3%	1	1
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	73%	24	14
	Somewhat Agree	18%	437	15%	5	-3
	Neither Agree nor Disagree	20%	475	9%	3	-11
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	3%	1	2
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	79%	26	11
	Somewhat Agree	23%	553	18%	6	-5
	Neither Agree nor Disagree	4%	106	0%	0	-4
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	3%	1	1
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	73%	24	19
	Somewhat Agree	24%	578	15%	5	-9
	Neither Agree nor Disagree	14%	335	6%	2	-8
	Somewhat Disagree	6%	144	0%	0	-6
	Strongly Disagree	2%	56	6%	2	4

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	76%	25	23
	Somewhat Agree	23%	552	15%	5	-8
	Neither Agree nor Disagree	17%	400	6%	2	-11
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	2%	55	3%	1	1
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	76%	25	18
	Somewhat Agree	26%	624	18%	6	-8
	Neither Agree nor Disagree	8%	189	3%	1	-5
	Somewhat Disagree	6%	133	0%	0	-6
	Strongly Disagree	2%	57	3%	1	1
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	70%	23	24
	Somewhat Agree	16%	393	18%	6	2
	Neither Agree nor Disagree	32%	766	9%	3	-23
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	3%	71	3%	1	0
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	3%	1	-3
	1-3 years	21%	513	15%	5	-6
	4-6 years	29%	711	21%	7	-8
	7-10 years	19%	466	30%	10	11
	More than 10 years	24%	576	30%	10	6

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	15%	5	-10
	1-3 years	44%	1,065	58%	19	14
	4-6 years	22%	523	24%	8	2
	7-10 years	6%	134	3%	1	-3
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	9%	3	-10
	1-3 years	42%	1,016	33%	11	-9
	4-6 years	24%	584	33%	11	9
	7-10 years	7%	180	12%	4	5
	More than 10 years	7%	162	12%	4	5
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	79%	26	19
	Somewhat Agree	26%	625	12%	4	-14
	Neither Agree nor Disagree	6%	137	0%	0	-6
	Somewhat Disagree	5%	121	6%	2	1
	Strongly Disagree	4%	90	3%	1	-1
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	67%	22	14
	Somewhat Agree	27%	658	21%	7	-6
	Neither Agree nor Disagree	7%	172	0%	0	-7
	Somewhat Disagree	8%	185	6%	2	-2
	Strongly Disagree	5%	124	6%	2	1

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	48%	1,154	64%	21	16
	Somewhat Agree	26%	639	21%	7	-5
	Neither Agree nor Disagree	12%	294	9%	3	-3
	Somewhat Disagree	8%	201	3%	1	-5
	Strongly Disagree	5%	124	3%	1	-2
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	73%	24	17
	Somewhat Agree	24%	578	18%	6	-6
	Neither Agree nor Disagree	8%	189	0%	0	-8
	Somewhat Disagree	7%	166	6%	2	-1
	Strongly Disagree	5%	126	3%	1	-2
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	61%	20	7
	Somewhat Agree	26%	635	24%	8	-2
	Neither Agree nor Disagree	10%	251	6%	2	-4
	Somewhat Disagree	6%	141	6%	2	0
	Strongly Disagree	3%	81	3%	1	0
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	73%	24	16
	Somewhat Agree	27%	657	21%	7	-6
	Neither Agree nor Disagree	8%	194	3%	1	-5
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	3%	62	3%	1	0

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	73%	24	13
	Somewhat Agree	24%	575	15%	5	-9
	Neither Agree nor Disagree	8%	199	9%	3	1
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	3%	71	3%	1	0
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	73%	24	11
	Somewhat Agree	27%	645	12%	4	-15
	Neither Agree nor Disagree	5%	125	6%	2	1
	Somewhat Disagree	4%	92	3%	1	-1
	Strongly Disagree	2%	49	6%	2	4
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	73%	24	8
	Somewhat Agree	26%	621	21%	7	-5
	Neither Agree nor Disagree	5%	129	3%	1	-2
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	2%	38	3%	1	1
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	82%	27	24
	Somewhat Agree	25%	607	9%	3	-16
	Neither Agree nor Disagree	7%	171	3%	1	-4
	Somewhat Disagree	6%	136	3%	1	-3
	Strongly Disagree	4%	107	3%	1	-1

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	82%	27	19
	Somewhat Agree	24%	573	12%	4	-12
	Neither Agree nor Disagree	6%	145	0%	0	-6
	Somewhat Disagree	5%	123	3%	1	-2
	Strongly Disagree	2%	57	3%	1	1
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	82%	27	18
	Somewhat Agree	22%	537	12%	4	-10
	Neither Agree nor Disagree	9%	219	3%	1	-6
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	3%	1	1
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	76%	25	19
	Somewhat Agree	22%	529	15%	5	-7
	Neither Agree nor Disagree	16%	390	6%	2	-10
	Somewhat Disagree	3%	71	0%	0	-3
	Strongly Disagree	2%	57	3%	1	1
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	55%	18	10
	Somewhat Agree	33%	804	27%	9	-6
	Neither Agree nor Disagree	10%	244	12%	4	2
	Somewhat Disagree	7%	180	3%	1	-4
	Strongly Disagree	4%	107	3%	1	-1

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		All Charter Schools		South Bronx Early College Academy CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	85%	28	7
	Well attended	83%	2,012	85%	28	2
	Focused on relevant content	70%	1,696	79%	26	9
	Recognized by all faculty as valuable	45%	1,092	64%	21	19
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	91%	30	-3
	Department meetings	76%	1,834	76%	25	0
	Staff meetings	86%	2,081	94%	31	8
	Informal planning time	78%	1,892	76%	25	-2
	Teacher/professional leadership meetings	73%	1,764	76%	25	3
	Other	9%	226	12%	4	3

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Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	**-Do Now -Brief Mini Lesson -Student centered Learning Activity -Teachers working with groups across the entire class -Differentiated lessons and materials -Exit Ticket**
	A lesson that is rigorous requires students to independently respond to higher order critical thinking questions and other tasks in order to demonstrate mastery. Teachers use Costa's House as well as the Hess Rigor Matrix to ensure academic rigor in all lessons.
	Academic rigor in a lesson looks like student making connections between current and previous content or real world scenario. In addition, the teacher would ask questions that require deeper level understandings and connections and most students would be able to answer. Rigor in the classroom is exposing students to state test questions and teaching them how to solve said problems using current knowledge.
	Academic rigor in my classroom consists of materials designed for high, medium and low learners.
	Academic rigor in my classroom include introducing and having students read high level primary sources that are suited for 11th grade text. We dive in deeply to different perspectives and topics about American History and relate todays topics to the past. In addition, we have various project at different rigorous level and student choice.

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	An academic rigorous lesson is built making sure that we are meeting all student requirements in the learning capacity of teaching in an integrated classroom with special needs and general education students. utilizing the UBD based on Kim Marshall and having a lesson universal backward designed lesson the objective is to have our instructional objective be met with proficient standards. This is the model followed correctly with vocabulary words that are matching the topic at hand followed with "you Do" We do" and "i do" Through these strategies we model and give the student an effective teaching approach to make sure student are being met we measure their understanding by utilizing the check for understanding and having done this in their independent work. Inclusive, we have an exit ticket which can be met on how proficient do they believe they have learned this topic or whether we should revisit. Then followed by homework where it may vary but make sure we collect response on how students are talking about what they learned in that particular class.
	An academic rigorous lesson starts with a relevant DN, then a mini-lesson facilitated by both teachers while at the same time addressing the misconceptions that we anticipated, followed by guided practice, at least 2 CFUs, independent practice, Lesson summary then ET.
	An academically rigorous lesson begins by setting the academic expectations. All activities are designed in connection with CCSS along with tools such as Blooms Taxonomy, Costas House to ensure higher order thinking questions and activities.
	An academically rigorous lesson in my class starts with multiple points of entry in the do now. Then once students are in small groups work is differentiated and choice is involved.
	An academically rigorous lesson in my classroom is a lesson that meets and challenges each of my students intellectual capability. A lesson that empowers their prior knowledge and adds on to build connections and bridges.

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An academically rigorous lesson is one in which the students are challenged to meet the learning target. Students should be pushed to think, ask questions, make connections and grapple a bit with content. Students are pushed to obtain the information and make the connections themselves as
An academically rigorous lesson looks like essential questions that promote critical and higher-order thinking. A lesson that has a clear structure that engages all students using multiple approaches and challenges students' level of learning.
As a math teacher, a rigorous lesson would be students being presented with a complex real world problem and collaboratively finding their own solutions and strategies to solve the problem. Students then have the opportunity to critique the reasoning of others.
Differentiated instructional and tailored instruction in order to meet the needs of all students
Difficult texts, reaching vocabulary, open-ended questions focused on students' opinions backed up with evidence
In any given lesson, students are given opportunities to apply feedback, answer open ended questions, and actively participate in discussions in order to check for understanding. Students are engaged and actively listening participating verbally as well as through the chat.
It is one in which each student has access to rigorous content.
It's a lesson that assesses the student's current knowledge of the content and allows them to expand that information by applying it to other situations.
Lessons that challenge students by giving them tasks that push their current abilities to the next level.
N/A
N/a

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	Our class begins with an MEP Do Now I do, students are introduced to a new topic various videos connecting the lesson to the real world. Students
	Standards are aligned and students are challenged.
	Students are challenged to think, perform, and grow to a level that they were not at previously and they must work, to build their skills, understanding, and thinking power so that they can achieve at higher and higher levels. The standards are calibrated so that students are compelled to grow but are not frustrated and overwhelmed in the process.
	Students are provided with google classroom materials as well as hands-on material to better understand the lesson. Students must log on daily.
	Tier level Questions that start with scaffolding then gradual release with many opportunities to learn from mistakes.
	We use the Hess Rigor Matrix and have workshops and discussions on rigor.
	engages critical thought and skill application.
	flip classrooms, student-led lessons, students are able to be creative in the classroom by creating their own slides of information on what they learned.
	infusing images into lessons, you give students new opportunities to think critically, collaborate, and reflect on their learning
	n/a
	no answer

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Q2_Open2 Explain how you differentiate instruction for students in your classes:	**-Use of calculators -Manipulatives -Word Walls -Leveled Questions -key words underlined and defined -small group intervention**
	Differentiate instruction is met and built into every classroom provided we meet and accommodate all students at once, When they are in the process of doing their independent practice, they are grouped and monitored by a co-teacher. Where they are being asked if they need any assistance and if so have another question or revisit the problems at hand and talk about the steps needed to make this problem true. while the other is supervising the other student and collecting data that can be used.
	Differentiation in instruction for students in my class consist of small group, whole group as well as one on one. Students work with all of the teachers in the classroom in order for students to receive more individualized support ask questions, share their thoughts and use accountable talk.
	Differentiation in our lessons can look different depending on our class, student IEP's etc. Some students are provided with sentence starters who struggle with writing. We also differentiate the learning process by having a series of tiered assignments for each of our lessons. By creating a variety of related tasks at varying difficulty, we are able to give specific tasks to certain groups or individual students based on their skill level.We have alternative assignments or modified assignments for students. Our Ell's are given materials translated into their native language.
	Differentiation is ensured by analyzing students IEPs and making necessary adjustments to meet them where they are academically. In addition, students are tested periodically. Data from assessments are also used to inform our instructional approach so students are getting the targeted support they need. We also follow an ICT model, so students have plenty of teacher support as they work through content.
	Dividing the class into groups of students that understand and others that don't understand the lesson.

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Graphic organizers, use of media to help teach/reinforce concepts, translation of materials into the students' first language, small group and one-to-one instruction
I design my lessons with multiple modalities (Kinesthetic, visual, audio, tactile) so that all material and activities are accessible to all students. Students are also provided graphic organizers and other materials to scaffold instruction.
I differentiate a lesson by annotating questions and providing translations and definitions on skill/ content words. I differentiate by chunking information and color coding key information.
I differentiate instruction by mostly adding visuals, and focusing on vocabulary and project led activities.
I give students different levels of work during class according to their ability level.
Instruction is differentiated by using multiple teaching approaches by having two teachers in an ICT classroom. Through small group targeted instruction, utilizing visual and auditory tools, and providing multiple ways for students to display what they have learned.
Multiple access points are blended into the lesson.
N/A
N/a
Small break out rooms, scaffolding, color coding questions, step by step processes, reteaching, translations
Small group instruction, 1:1 support, Project-Based assessments, and extended time when necessary

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Some of the more commonly used strategies employed using differentiation: on task prompting chunked instructions/task analysis explicit instruction with directions repeated and frequent check-ins for comprehension small group with scaffolding and differentiation preferential setting to limit distractions and to increase attention and focus positive reinforcement and praise use of anchor charts and visual Flocabulary and YouTube videos frequent check ins open communication from home to school guided notes (copy of class notes) preview, post teach reinforcement pre, post teaching agenda posted daily for routine and structure (structured environment)
Some of the ways we differentiate include different problems assigned to students based on their level, flexible groupings, and personalized goals.
Students are not grouped according to capabilities, differentiated materials consists of pictures and scaffolding.
Students have worked differentiated based on ability level.
The problems are scaffolded so that all students have an entry point and continuous access to the general education curriculum according to their needs. Students that require more intervention are pulled into small groups to provide support. Students that are on and above grade level are also provided with appropriate work that challenges and engages them.
Translating work, creating different reading for level reading, creating a small group providing visuals to go with text and various ways to answer questions.
We have different type of text. Our ELL teachers translate various text and we have different text at different reading levels. In addition we use i-ready to help us differentiate the learning levels.

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	We use reading materials at varying readability levels; We record our lessons so students may access and review it; we use spelling or vocabulary lists at readiness levels of students; we present ideas through both auditory and visual means; small and large group discussions; varying ways to present mastery of knowledge of concepts and content.
	We work with our co-teachers to reach all students. We have individual learning time and data. We have people pushing in and we discuss the access level of our plans.
	Working with a teacher who has a background in working with ELLs and and students that have IEPs.. work collaborate and come up with accommodations that support the students in need.
	content and skillsets
	different texts, color coded material, small groups, independent groups, preferential seating, check-ins, task sheets, guided discussions
	n/a
	no answer
	scaffolding, small group instructions, and vocabulary words.

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Q3_Open How do you use data in your classroom to guide instruction?	**Standardized tests gauge overall learning and identify knowledge gaps. Individual assessments reveal each student's needs and help us to guide instruction. Summative assessments catch learning roadblocks and help us address misconceptions, common concepts students have gotten wrong.**
	Based on the data from formative and summative assessments and assignment such as classwork, exit tickets, quiz, exams School wide interim assessments and I-ready I am to determine the strengths and weaknesses of my students. This will inform my instruction on what strategies or scaffolds have been successful with specific students. I collect data using technology as well such as google forms and Plickers.
	Based on the data of student completion of exit tickets, adjustments are made to instruction and reteaching.
	Data driven decision making is used to improv upon instruction, while re-teaching standards and concepts.
	Data helps determine if concepts need to be re-taught or if we can progress to the next level of our knowledge synthesis. It helps pinpoint areas of improvement.
	Data is reviewed and shared, collaboration across content lines is essential, structuring lessons to coincide with ELA standards, reassessment and reteaching of standards, repeat.
	Data is used to find out who understands the lesson and the work for the day. Data is used for instruction and Grouping! Iready is used to target areas of struggle and measures growth.
	Data is used to guide instruction by assessing what areas they need more practice in and address any misconceptions they may have. Reteaching standards and skills accordingly.
	Data is used to pivot on-demand in the lesson.

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	Exit tickets and quick checks for understanding are a couple of ways data is used in our classrooms. Exit tickets provide information on whether teachers need to re-teach a skill the next day. Checks for understanding makes helps teachers on the spot modify their lesson if necessary. Formative assessments are used to provide the school information regarding intervention needs, and to create heterogeneous small group learning.
	Following up with the students and making sure to offer extra support.
	How to teach. What standards to work on.
	I use data in the classroom by using formative assessments to gauge understanding and inform instruction.
	I use the data to do student groupings and to differentiate assignments.
	In our class, we look at Exit Tickets to help determine our next steps. If we see that students achieved the days objective, we move on. If they did not achieve the objective, we will reteach part of the lesson the next day before starting the new material. We also use data from tests to determine which standards the students did not understand which will lead to reteach lessons.
	Iready
	N/A
	N/a
	The data is used to determine to which student would benefit from a mini reteach lesson or have mastered and ready to move on to the next topic
	The data is what allows me to develop lesson and unit plans. Reteaching certain standards when I can to ensure quality learning.
	To inform instruction -scaffolding groupings , pre-teach & reteach groups.

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	We group students occasionally to see how well student are engaged in the topic at hand. Sometimes the data shows where a student may need more assistance which we provided additional support on Saturday school and allow also office hours for more help.
	We have daily meetings where we discuss formative data (classroom observations including student behavior, student explanations and conversations etc.) and summarize data (exit tickets, exams, independent practice etc.). We utilize these meetings to better adapt our teaching to meet the needs of our students; we even talk about individual students. We also utilize the data to make adaptations to our lesson sequencing based on what students' strengths and weaknesses are.
	We use data from assessments (formative and summative) to alter instruction and target specific standards with which students struggled. These power standards form the basis of reteaches and reassessments to ensure mastery.
	We use data to inform our instruction. Formative assessments are used to see understanding such as using the CFUs during the lesson, the exit tickets are used to gage whether the lesson was grasped by the students and to make appropriate changes to the lesson for the next day. Quizzes/test are also used as another measure. Interim assessments and iready diagnostics are used in the grouping of students and the delivery of targeted lessons. Data informs all aspects of instruction.
	We use data to see what items we need to reteach. How many students master the state standards.
	We use i-Ready data, interim assessment data and classroom data. We use if for grouping, clustering and reteaching.
	Yes
	data helps us gauge whether the lesson was successful. In addition, we are able to tell which concepts need more reteach.

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	for determining groups, reteaches, concept mastery
	n/a
	providing students with work on their reading levels

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Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.	**Breakout rooms/Blackboard points aftereach class.d**
	Grade level and School-wide staff meetings in addition to conversations with members of the administrative staff
	Human Resources Supervisor Assistant principal Principal With colleagues
	In meetings with the school culture team we can bring up issues with the school culture team
	Its in the schools teachers handbook
	Kickboard, email, weekly grade team meeting
	N/a
	Our school has a Student Intervention Team and this team collaborates with the Culture Team.
	Our school has a response to intervention process. Teachers are given trainings on best practices regarding tiered interventions in the classroom. Once all resources have been exhausted teachers may complete an RTI referral for a student that is brought up and analyzed as a collaborative team (Deans, teachers, Social workers, SPED directors, family members). A plan with specific goals is created for the team and student to work towards.
	Parent contact and conferences, dean intervention, social emotional support, grade level meetings, meetings with counselors or admin.
	Procedure in place - effective deans.
	Referrals to the Dean of student cul6.
	Some methods that our Culture Team uses is using Kickboard to document behavior. For those student who are chronically absent, they reach out to parents and conduct home if necessary. Students who struggling academically, teachers hold family meetings to address how we can work together to help student(s) attendance and/or improve academically.

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	Student concerns are discussed weekly are grade level meetings. Also, the Culture team and students of concern team are always responsive to contact from teachers.
	Students can use kickboard, communicate with the Culture Team, and fill out a student intervention form.
	Teachers can express their concerns. On some occasions the school's discipline policies can be ammended.
	The method we have available are kickboard for marks positive and negative, we also have weekly meetings with our grade level leads where we speak and raise concerns of students. This then gets pushed forward to social workers and additional emotional support that can possibly address any issue that is pertaining to the student or the classroom environment.
	The school has a culture team that helps with discipline concerns.
	There are multiple opportunities and settings to raise students discipline concerns such as grade team meetings, direct line of communications with supervisors is available at all times.
	There is a code of conduct that is constantly being shared with students and staff to ensure proper behavior is taking place during remote learning.
	We discuss student discipline concerns at grade team meetings.
	We have a culture team that directly deals with issues of discipline. Also we have Kickboard which allows teachers to record student behaviors. The culture team monitors the behaviors. Each grade also has a dedicated Dean that has an established relationship with that grade. There are weekly grade team meetings were students of concern are spoken about and depending on the concerns it is decided if students need to be referred to SIT. Then at least two teachers from that team will present the student as a child study. Then a plan is created and assessed in 6 weeks with the teachers.

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	We have in place a Students of Concern Team, weekly Leadership meetings, SIT meetings, and grade-level meetings. Teachers have multiple forums to express student concerns.
	We have meetings and a team of teachers and administrators we we can refer students of concerns. Then that team contacts parents and teams.
	We provided students with monthly town hall and behavior incentives.
	We use "kick board" which is a program that lets us track student behaviors both positive and negative, students can win/lose points and we have a written account on how students perform each week. Parents also have access to kick board and can see what behaviors the children are displaying in the classroom.
	We use a Student Intervention Team to support at-risk students.
	We use kickboard, which is an app that allows us to track both positive and negative behaviors.
	We use the Kickboard platform. We have a dean assigned to each grade that we communicate with, we also have grade level meetings to discuss.
	deans, mediation, principle and family
	in team meeting
	team meetings, phone calls home, and family teacher conference

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Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."	**As a school, we run multiple platforms for communication, on these platforms we filter out any issues that are risky such as bullying, suicide and discrimination, and harassment. once it is red-flagged we immediately get a message and the following people are addressed to follow up with the protocols in place. Principal, Vice-principal, Deans, Social and emotional learning and social worker's.**
	By our school having school culture meetings
	Deans
	Don't know
	Meeting with all parties and family's
	N/A
	N/a
	Open conversations and community town hall meetings to raise awareness of these issues and inform students of the protocols and disciplinary actions if they are victims or perpetrators of such instances
	Our school has a social work team that provides SEL supports within the classroom. Students feel safe to speak with their teachers about any bullying, discrimination or harassment concerns. These behaviors are not tolerated and the student and family are addressed if they have been reported/observed exhibiting these behaviors.
	Our school has a tiered discipline plan in place with leveled offenses. As soon as bullying, harassment or discrimination occurs teachers immediately report it to the Deans Office who will usually get down to the issues of who is involved and what interventions need to take place. Mediations are held and parents are informed.
	Referrals are made to the Dean.
	School has procedure system in place.

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South Bronx Early College Academy CS

	The Culture Team has an efficient system with uses technology to monitor cyber bullying, the members of the team monitor classes and investigate all accusations of bullying by students, family members, and teachers
	The culture team addresses those problems.
	The school addresses issues of bullying, discrimination, and harassment by educating students and staff of what those look like. If these are taking place, the Culture Team is there to mediate these concerns.
	The school addresses issues of bullying, discrimination, and harassment by fostering a strong sense of community. We have both an advisory program were all faculty is assigned 6-7 students and we have morning huddles in all homerooms. We have schoolwide and grade-specific townhalls regularly. We have SEL practices infused into our curriculum. When issues arise we have the culture team, SW team, and SIT that handles responses so that all things are learning opportunities. We engage in restorative practices and the families are an integral part of the school community.
	The school employs a PBIS approach to bullying, discrimination, and harrassment.
	The school provides numerous workshops and professional development to faculty, students parents to ensure the everyone is of the aware of the guidelines of bullying, discrimination and harassment. If any of these occur there a meeting with all necessary parties and appropriate actions are taken.
	The school uses a restorative model where students are brought together to talk out any issues they are having with one another.

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South Bronx Early College Academy CS

	There is a Zero Tolerance for bullying discrimination and or harassment. Although there are measures of discipline in place it is the proactive approach that has proven successful. Through workshops, town hall meetings counseling and other support systems South Bronx Early College Academy prides it self in creating a safe for all.
	There is a zero policy towards bullying
	There is a zero tolerance policy for bullying. Bullying is addressed swiftly, we discuss these things with the students regularly through advisory and homeroom.
	We address these topics 1-on-1, in small groups, and through general assemblies.
	We follow the procedures and protocols outlined in our student handbook.
	We have a deans team and social worker team that address these type of issue. There is immediate intervention to prevent bullying.
	We provided a lot of information in monthly town halls as well as an intervention when behavior is suspected.
	deans, principle, family, social worker
	doing investigations when needed, talking to students/staff about specific situations and giving consequences to the appropriate party when needed
	don't know
	non tolerance and education
	parent call, mediation
	referral to deans, conversations with parents
	we speak to both families and host events that illustrate what bullying looks like and how it affects our community.

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South Bronx Early College Academy CS

Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	**Advisory, Morning Huddles, Social Emotional team heavily participates, we have trainings and discuss SEL work and classroom integration.**
	Counseling
	Counseling is available to all students
	Counselors are available 24/7. Social emotional learning is done in every class daily!
	Each student has an advisor as well as a counselor. Students are aware that any member of the school is available to provide social-emotional support to any students.
	Mentoring, Morning Huddles, Mood Meter Rubric
	N/a
	Our school has an SEL professional learning community (PLC) that meets weekly to discuss and implement support school-wide. Teacher training is provided based on staff feedback and student trends.
	SEL curriculum / advisors and councilors for students.
	Social-Emotional and Mental Health awareness is addressed with our social work team and our Social Emotion Learning with Medina.
	Strongly
	The counselors meet with identified students weekly. These students have a set schedule. Newly identified students are identified by teachers filling out a Google Form and the counseling team meets with the student immediately.
	The school has a SEL Team and Social Workers, and Therapist to assist our students
	The school has a referral system and a student intervention team.

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	The school seeks to assist social-emotional and mental health needs both in and out of the building. The school attempt to get as many members as possible involved (students, faculty, guardians and if necessary outside personnel).
	The school uses an advisory counselor approach to addressing the social and emotional needs of all students.
	The social work team works with students that have social/ emotional challenges.
	There are several social groups and small group meetings with students to help with their emotional needs. In addition we have advisory which meet weekly to promote growth in mental and social-emotional.
	Through workshops, town hall meetings counseling and other support systems South Bronx Early College Academy prides it self in creating a safe for all. We have an incredible social work team the works tirelessly with students and families.
	Town Halls by grade, whole school, and school community; social events, advisory, counseling programs
	We do a mood meter almost every class.
	We have a SW team within the school that is doing a great job at not only doing outreach to families and students but also connecting with students who need support. We have a counseling referral form for both students and teachers to use, we have weekly parent support groups, we have google classroom set up with resources for students and staff
	We have a team of social workers, interns, and an art therapist for students to work with it in order to provide support to students to address their social emotional and mental health needs.

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	We have advisors assigned to each student. We also have daily advisory classes (morning huddles). Additionally, we have a social work team who works closely with teachers and monitors students' social and emotional well-being. We use a mood meter and polls regularly, as well.
	We have an advisory program where all faculty have 6-7 students that they have constant interactions with them and their families. The morning huddles are purposeful in the use of a school-specific mood meter daily. There's also a question provided for the week for students to discuss during their morning huddles. Students, parents, and teachers can refer for at-risk counseling if they see changes in the student behavior.
	We have an amazing social work/guidance counselor team and staff has been provided with a system in which we are able to refer students to them if we suspect a student is in need of social emotional support.
	We have daily morning (or afternoon) huddles where we have socio emotional learning activities; students share their feelings and participate in SEL based activities. We also have professional development on how to incorporate SEL within the classroom.
	We provide on-demand counseling.
	dont know
	having an art therapist and dedicated time for students to get to know each other after school.
	meetings with counselors, small group
	we have social workers that students can visit during school hours. In addition, teachers and faculty communicate with each other on student concerns and effective ways to deal with students who undergo social emotional issues.
	workshops and meetings

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South Bronx Early College Academy CS

Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.	**Assistant principals observe classes weekly, and provide feedback at conclusion.**
	Kim Marshall in which a teacher's performance is rated in 6 major domains. Teachers also evaluate themselves to compare with what's noted or observed by members of the leadership team
	Marshall rubric / ongoing evaluation.
	N/A
	N/a
	Our school uses the Danielson rubric for evaluations. Administration, including SPED coordinators conduct formal observations twice a year and informal observations frequently. This happens in all classes.
	Our school uses the Marshall Rubric that is used at the beginning of the year and at the end of the year to formally evaluate teacher performance. Classroom observations are made twice per month and feedback is given in a timely manner that aligns with the rubric used.
	Rubrics/observations
	Teacher Self Evaluation is completed by the teacher twice a year and reviewed with their immediate supervisor.
	Teacher evaluation tool used is the Marshall rubric, however there is lack of actionable feedback to increase teacher productivity and effectiveness. There is also little follow up given.
	Teachers are evaluated based upon classroom observations, unit and lesson plan submissions, and then ranked accordingly using the Marshall Rubric to assess progress.
	Teachers are given a rubric along with that each lesson is prepared with the intention of being evaluated every day.

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South Bronx Early College Academy CS

	Teachers are observed weekly. Once a year, I receive an official Marshall evaluation. After the evaluation, I meet with the VP and discuss what went well, what I can work on and what goals I achieved and steps forward.
	The Vice Principal writes evaluations based on observations and monitoring teacher planning resources. He also coordinates with HR and the principal to finalize rubrics. The VP then meets with the teachers to talk about the rubric. Teachers also fill out their self evaluation rubric.
	The administration observes teachers randomly and scheduled to access teaching proficiency.
	The kim Marshall rubric is used 3 times a year, There are both formal and informal observations conducted regularly.
	The school utilizes the Danielson frameork
	The teacher evaluation process consist of weekly observations from our leadership team. A self evaluation is completed by the teachers and discussed what areas need improvement in. Weekly coaching meetings are conducted weekly to provide feedback from my lessons and/or to touch base on lessons for that week.
	The teacher evaluation process is an ongoing process throughout the year made up of informal and formal observations and weekly coaching sessions. The feedback provided during these coaching sessions are applied. The teacher evaluation process culminates with a
	They use the Kim Marshall model to evaluate our teachers. There are also bi-weekly observations and post meetings.
	They use the Marshall template.
	Vp come into the classroom
	We are evaluated by the Kim Marshall rubric. This helps us improve our skills in teaching lesson building and conveying lessons to students

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South Bronx Early College Academy CS

	We are evaluated using the Kim Marshall rubric. We are observed at a minimum of 2 times a month and receive feedback after every observation.
	We use the Kim Marshall Rubric.
	We use the Kim Marshall rubric for assessing ourselves first, teachers are asked to rate themselves and then your VP will evaluate you as well. You have a meeting afterwords to discuss what was decided by both parts.
	Weekly observations and coaching Self evaluations Supervisor evaluations
	multiple observations with debriefs and follow-ups, coaching sessions
	n/a
	one on one meetings 3 times a year
	our teacher evaluation process consist of being evaluated in classroom and doing the rubric for ourselves to measure our level of competency in teaching. Through this we are then evaluated through the kim marshal rubric.
	self-eval Marshall rubric, VP Marshall rubric

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South Bronx Early College Academy CS

Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.	**give verbal feedback, and follow up with an email and resources.**
	Ask questions during meeting. Or send Google forms.
	Feedback from staff is mostly solicited in survey form. Other times feedback can simply be through email or verbally during staff meetings.
	Feedback is collected from teachers by completing a Google survey or form.
	Feedback is given after classroom observation through email and weekly check-ins with teams and teachers to discuss trends observed.
	Leadership conducts surveys to staff members about how leadership is doing. They take the results to better their practice.
	Leadership solicits feedback from the staff at our weekly staff meetings as well as surveys sent out to provide us an opportunity to ask questions, comments or share out our thoughts.
	Mid and end of the year surveys are provided. Teachers meet in grade level meetings and provide their feedback to administration. Administrations also asks for feedback during weekly post observation meetings.
	N/A
	N/a
	School leadership solicits feedback to the staff with glows and growth.
	Staff surveys, email, and word of mouth.
	Surveys
	Surveys and conversations with staff
	Surveys are consistently mass emailed out to the staff.

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	Surveys are regularly sent out to staff. Also during grade team meetings issues are discussed and then brought to leadership by the team leads. We also have two committees formed by the teachers that solicit feedback from teachers on the instruction and culture of the school. The board also sends out at least a survey for staff to evaluate their leadership.
	Surveys, emails
	Surveys.
	They elicit feedback through sit-downs and surveys.
	Through meetings
	We are given the google form surveys throughout the year for feedback from staff regarding major and minor decisions.
	We are often given surveys to fill out about the VP, how we feel about school events etc.
	We are surveyed regularly and talk as a staff every Wednesday.
	Weekly coaching meeting, daily emails and feedback from observations instantly
	Written and verbal feedback provided
	google forms occasionally
	meeting
	staff meetings
	surveys
	surveys and during weekly staff meetings
	surveys, meetings with admin
	usually, every Wednesday is set for meetings and through this meeting, we give feedback based on topics of discussion.
	via email and during meetings.

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South Bronx Early College Academy CS

Q22_Open Describe your understanding of the mission and key design elements of the school:	**Clear in manual and frequently evaluated.**
	Cooperation, team work, rigor, leadership, communication, in king planning, weekly check ins with supervisors, co directors of student services, communicate with social work team,
	I have a clear understanding of the Vision and Mission at the school
	In a nutshell, we are here to support, develop, and grow kids academically and emotionally.
	N/A
	N/a
	Our mission and the key is to strive to teach students.
	Our mission are our students. We want to provide them with the tools they need to succeed in their academic journey as well as instill in students the importance of working for the betterment of their communities. We provide opportunities for community involvement and expose our students to different experiences such as gardening, interschool communication, student news, exploration of the arts, a robust afterschool program, and the ability to create clubs.
	Our mission is to provide a rigorous standards based education that is tailored towards students' individual needs. We utilize full ICT and strive to have every student graduate with credit in 3 regents courses.
	Our mission to address the needs and growth of all students in our community, We are preparing our students to be successful in academic, mental, social-emotional needs. Create a strong community through the South Bronx
	Our school is designed to provide high quality instruction aligned with both NYS and common core standards. The goal is to provide differentiated and personalized instruction to each student and prepare them for college and careers in the future

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South Bronx Early College Academy CS

	Our school provides rigorous instruction by using New York State Standards to help guide instruction. We differentiate for all learners and and have an inclusive classroom setting
	Parts of the school mission is to provide a safe environment for all students from all walks of life. Also to ensure students graduate with an array of knowledge to prepare them for both high school and college.
	Project based learning style of learning, students come first
	Provide a learning environment that caters to the needs of each and every student
	SBECA mission is clearly communicated with faculty, staff, students and families. SBECA is dedicated to establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning.
	The key mission of our school is to serve every child every day. Our school centers around inclusive and anti-racist practices that support students' and families' social-emotional well-being and academic progress.
	The mission of the school is to support the growth of our students holistically. With a focus on academics and social/emotional growth.
	The school wants to provide opportunities to students from the bronx.
	The school's mission is to be project based student centered learning and prepared for 3 8th grade regents.
	The schools mission is to provide instruction that is rigorous that is standards aligned. The learning environment is differentiated and personalized for all learners.
	To educate students with differention and to introduce students to project based learning and encourage critical thinking.

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South Bronx Early College Academy CS

	To raise literacy, awareness, and pride in self and community, to challenge and help students become all they can be, and to prepare them for their future whether it is college or technical.
	To sum it up, our mission is Every Child Every Day. We are committed to making a positive impact on the lives of our students, families, and community.
	We are a student-centered school that provides rigorous instruction for all of our students. We follow an ICT model to ensure students receive differentiated instruction as well as plenty of teacher support (academically, socially, and emotionally).
	We are here to make sure our students are the future that is needed. Our students' success and achievements are ours. Our expectation is that every student becomes a key to what they are meant to succeed in the world.
	We are trying to close the opportunity gap. Every Child, Every Day!
	getting students college-ready
	making sure all students have the skills needed to make it too High school and college.
	n/a
	our mission is to empower every student and help them become productive members of their environment.
	the mission is to educate all students no matter what

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South Bronx Early College Academy CS

Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.	**Best leadership in the State!**
	N.A.
	N/a
	SBECA is a phenomenal community that is doing an amazing job of servicing the South Bronx community. SBECA was also incredibly prompt and effective at adapting to the challenges of remote learning and meeting the needs of the community.
	SBECA is a very special place and I am glad to be part of it.
	SBECA is the best school in the city.
	This a school made up of talented individuals who come together to support a community full of young people and their families that need stability. I have had so many conversations with families over the last three years and they are so grateful to the teachers, main office, custodial staff and everyone in between. South Bronx Early College Academy is so much more than a school, it is a home and a safe haven, a place where people care about each other. Students are constantly challenged to improve as students but also as young men and ladies. SBECA truly is a pillar of the community it serves.
	n/a

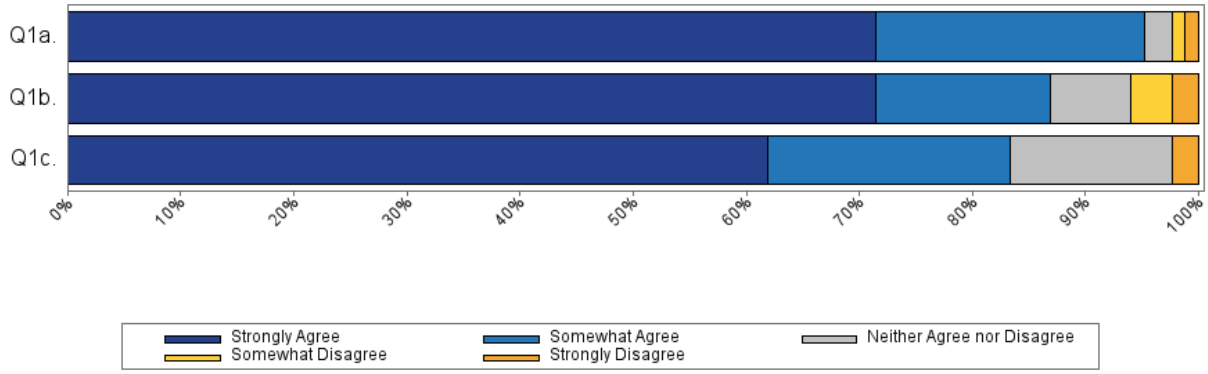
NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Academics



Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	71%	60	74%	4,204
	Somewhat Agree	24%	20	19%	1,080
	Neither Agree nor Disagree	2%	2	4%	225
	Somewhat Disagree	1%	1	2%	97
	Strongly Disagree	1%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	71%	60	70%	3,988
	Somewhat Agree	15%	13	20%	1,166
	Neither Agree nor Disagree	7%	6	4%	254
	Somewhat Disagree	4%	3	3%	143
	Strongly Disagree	2%	2	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	62%	52	67%	3,790
	Somewhat Agree	21%	18	23%	1,335
	Neither Agree nor Disagree	14%	12	5%	309
	Somewhat Disagree	0%	0	3%	148
	Strongly Disagree	2%	2	2%	113

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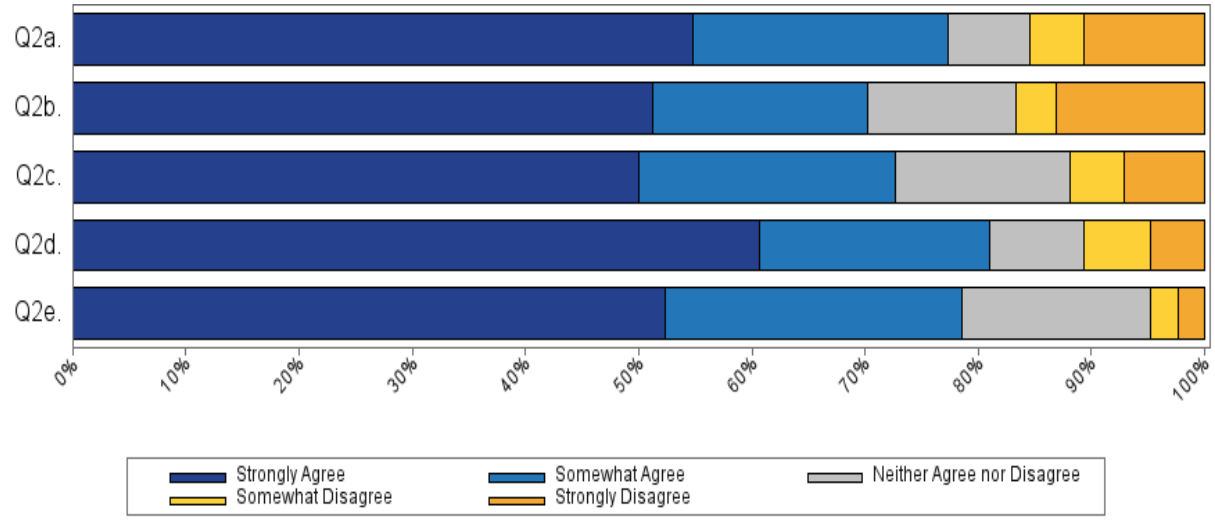
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Behavior Managment and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	55%	46	68%	3,849
	Somewhat Agree	23%	19	18%	1,051
	Neither Agree nor Disagree	7%	6	8%	456
	Somewhat Disagree	5%	4	3%	173
	Strongly Disagree	11%	9	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	51%	43	63%	3,610
	Somewhat Agree	19%	16	19%	1,068
	Neither Agree nor Disagree	13%	11	10%	593
	Somewhat Disagree	4%	3	4%	205
	Strongly Disagree	13%	11	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	50%	42	61%	3,481
	Somewhat Agree	23%	19	20%	1,132
	Neither Agree nor Disagree	15%	13	12%	703
	Somewhat Disagree	5%	4	3%	189
	Strongly Disagree	7%	6	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	61%	51	63%	3,610
	Somewhat Agree	20%	17	22%	1,233
	Neither Agree nor Disagree	8%	7	9%	498
	Somewhat Disagree	6%	5	3%	172
	Strongly Disagree	5%	4	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	52%	44	59%	3,372
	Somewhat Agree	26%	22	21%	1,183
	Neither Agree nor Disagree	17%	14	14%	809
	Somewhat Disagree	2%	2	3%	159
	Strongly Disagree	2%	2	3%	172

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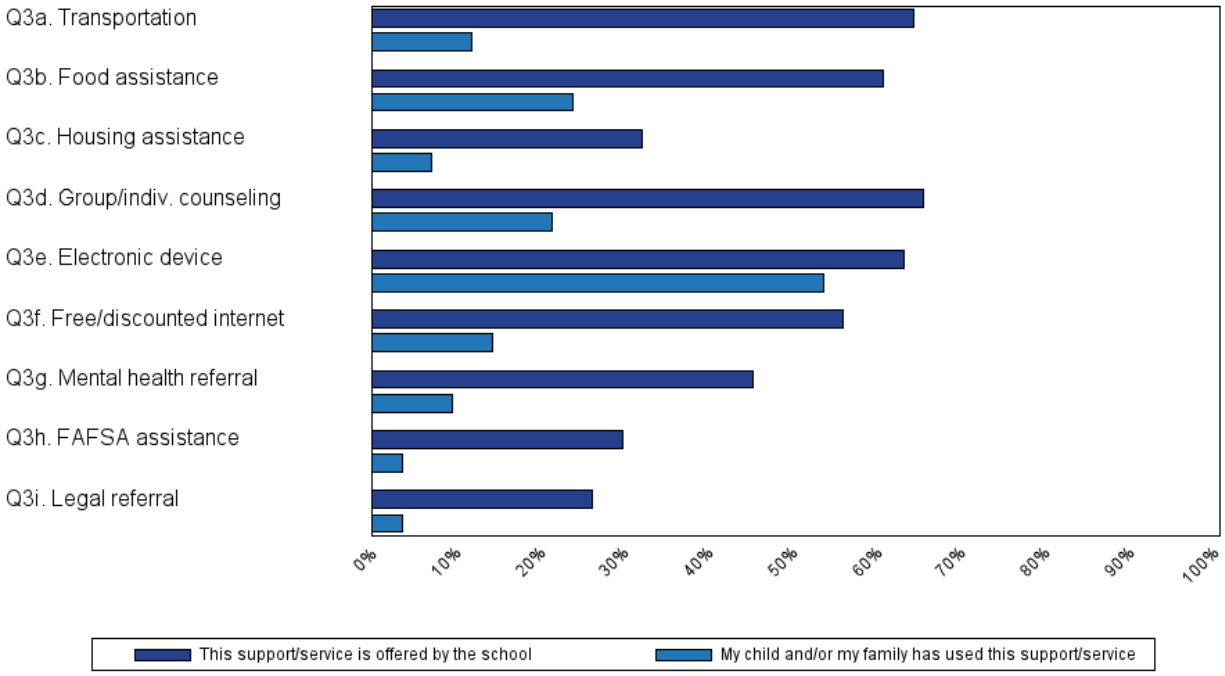
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Support Services



Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	64%	54	68%	3,897
	My child and/or my family has used this support/service	12%	10	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	61%	51	63%	3,572
	My child and/or my family has used this support/service	24%	20	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	32%	27	26%	1,475
	My child and/or my family has used this support/service	7%	6	8%	449
Q3d. Group/indiv. counseling	This support/service is offered by the school	65%	55	56%	3,182
	My child and/or my family has used this support/service	21%	18	16%	905
Q3e. Electronic device	This support/service is offered by the school	63%	53	70%	3,986
	My child and/or my family has used this support/service	54%	45	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	56%	47	43%	2,429
	My child and/or my family has used this support/service	14%	12	14%	799
Q3g. Mental health referral	This support/service is offered by the school	45%	38	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	10%	8	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	30%	25	34%	1,957
	My child and/or my family has used this support/service	4%	3	8%	470
Q3i. Legal referral	This support/service is offered by the school	26%	22	27%	1,523
	My child and/or my family has used this support/service	4%	3	5%	281

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SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

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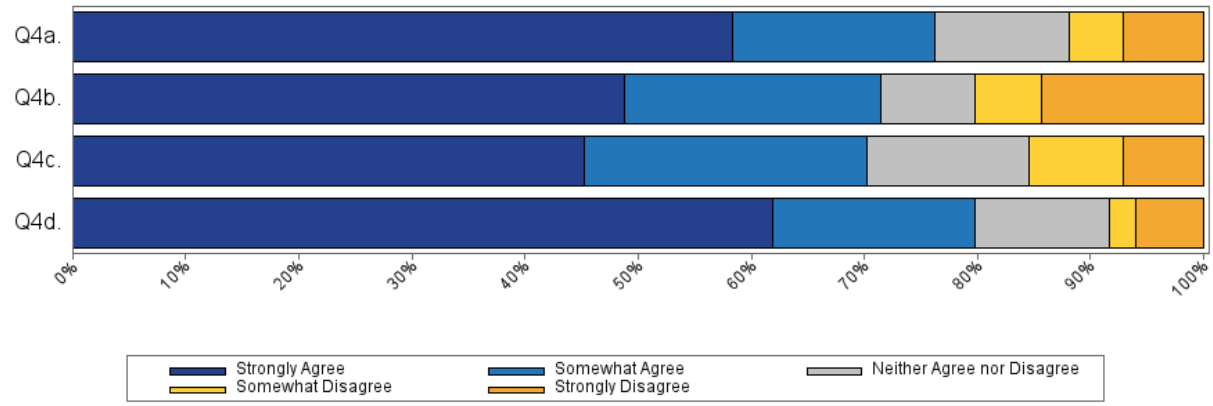
Behavior Management



Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	58%	49	70%	3,988
	Somewhat Agree	18%	15	20%	1,160
	Neither Agree nor Disagree	12%	10	5%	296
	Somewhat Disagree	5%	4	3%	143
	Strongly Disagree	7%	6	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	49%	41	60%	3,406
	Somewhat Agree	23%	19	23%	1,293
	Neither Agree nor Disagree	8%	7	10%	546
	Somewhat Disagree	6%	5	4%	255
	Strongly Disagree	14%	12	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	45%	38	59%	3,369
	Somewhat Agree	25%	21	24%	1,383
	Neither Agree nor Disagree	14%	12	10%	568
	Somewhat Disagree	8%	7	4%	221
	Strongly Disagree	7%	6	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	62%	52	71%	4,023
	Somewhat Agree	18%	15	20%	1,129
	Neither Agree nor Disagree	12%	10	7%	379
	Somewhat Disagree	2%	2	1%	84
	Strongly Disagree	6%	5	1%	80

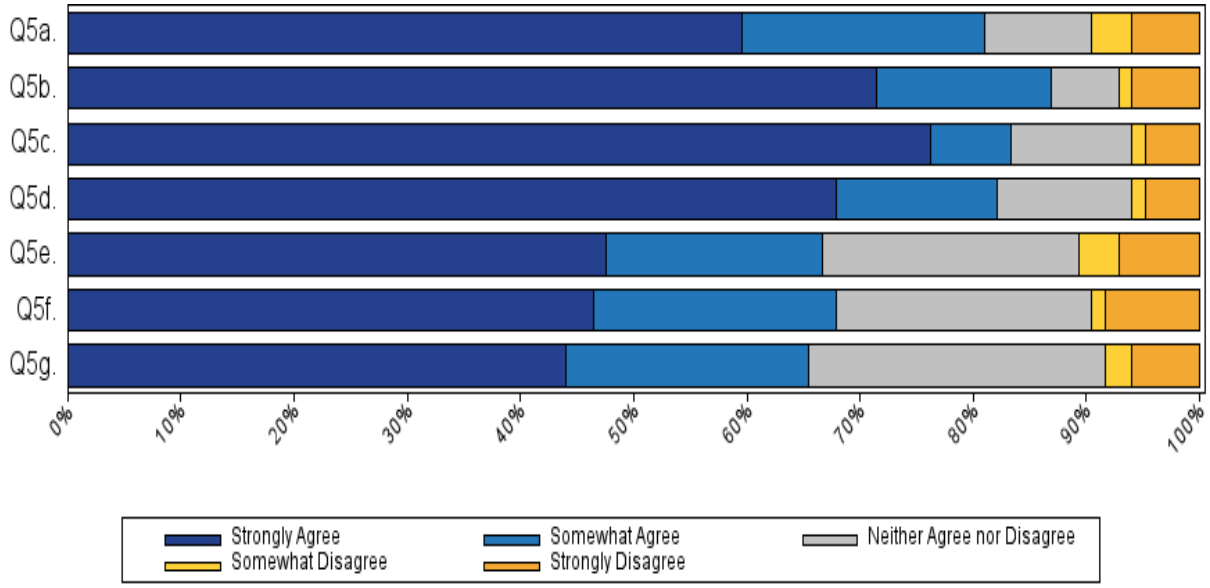
NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Family Engagement and Communication



Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	60%	50	63%	3,613
	Somewhat Agree	21%	18	21%	1,172
	Neither Agree nor Disagree	10%	8	10%	582
	Somewhat Disagree	4%	3	3%	175
	Strongly Disagree	6%	5	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	71%	60	74%	4,219
	Somewhat Agree	15%	13	16%	937
	Neither Agree nor Disagree	6%	5	4%	235
	Somewhat Disagree	1%	1	3%	157
	Strongly Disagree	6%	5	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	76%	64	77%	4,411
	Somewhat Agree	7%	6	15%	875
	Neither Agree nor Disagree	11%	9	4%	213
	Somewhat Disagree	1%	1	2%	96
	Strongly Disagree	5%	4	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	68%	57	72%	4,123
	Somewhat Agree	14%	12	18%	1,003
	Neither Agree nor Disagree	12%	10	6%	324
	Somewhat Disagree	1%	1	2%	126
	Strongly Disagree	5%	4	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	48%	40	51%	2,911
	Somewhat Agree	19%	16	19%	1,055
	Neither Agree nor Disagree	23%	19	22%	1,271
	Somewhat Disagree	4%	3	4%	209
	Strongly Disagree	7%	6	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	46%	39	53%	3,016
	Somewhat Agree	21%	18	18%	1,018
	Neither Agree nor Disagree	23%	19	23%	1,295
	Somewhat Disagree	1%	1	3%	150
	Strongly Disagree	8%	7	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	44%	37	51%	2,877
	Somewhat Agree	21%	18	19%	1,107
	Neither Agree nor Disagree	26%	22	20%	1,162
	Somewhat Disagree	2%	2	5%	261
	Strongly Disagree	6%	5	5%	288

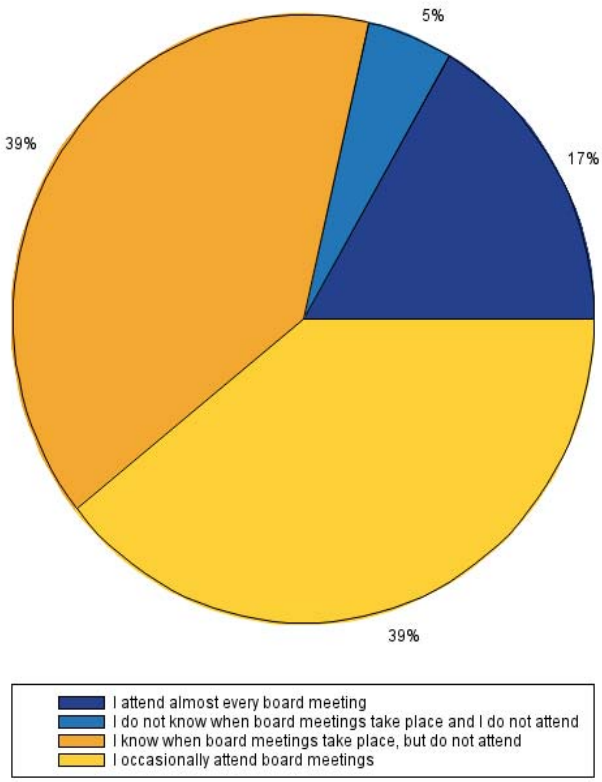
NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	17%	14	14%	808
	I occasionally attend board meetings	39%	33	23%	1,314
	I know when board meetings take place, but do not attend	39%	33	35%	1,975
	I do not know when board meetings take place and I do not attend	5%	4	28%	1,598

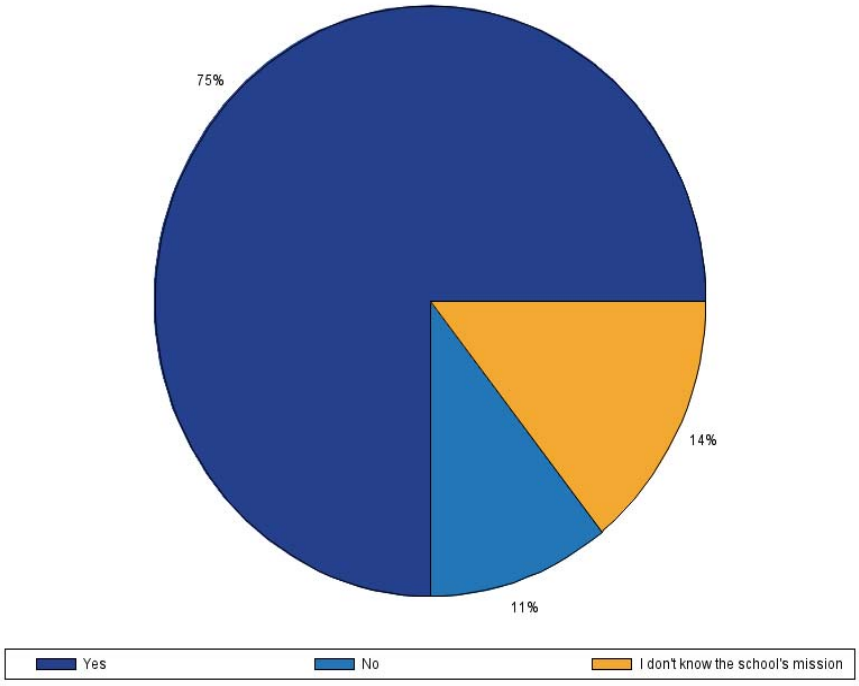
NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q7. Do you feel the school is fulfilling its mission?



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	75%	63	83%	4,724
	No	11%	9	6%	328
	I don't know the school's mission	14%	12	11%	643

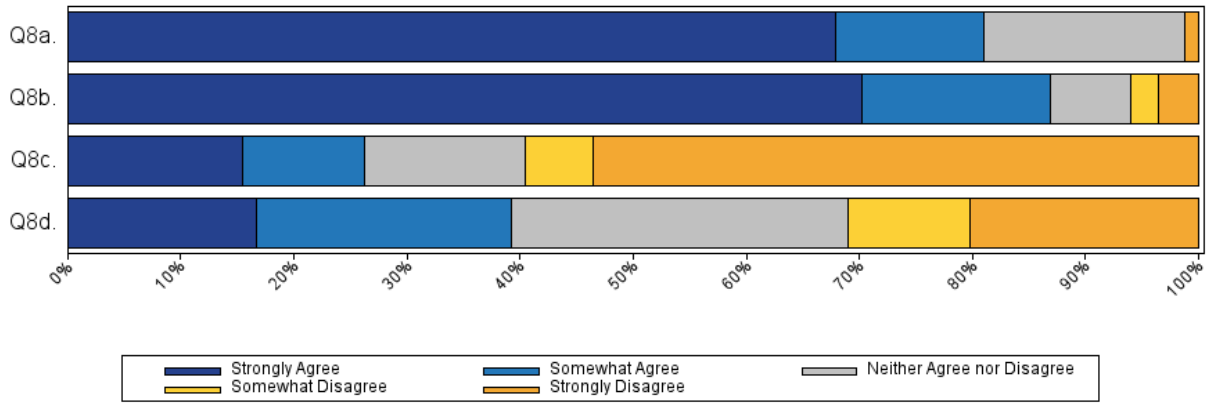
NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

COVID-19 In-Person Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	68%	57	64%	3,665
	Somewhat Agree	13%	11	18%	1,042
	Neither Agree nor Disagree	18%	15	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	1%	1	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	70%	59	70%	3,979
	Somewhat Agree	17%	14	19%	1,060
	Neither Agree nor Disagree	7%	6	8%	457
	Somewhat Disagree	2%	2	2%	101
	Strongly Disagree	4%	3	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	15%	13	14%	779
	Somewhat Agree	11%	9	12%	663
	Neither Agree nor Disagree	14%	12	14%	790
	Somewhat Disagree	6%	5	9%	523
	Strongly Disagree	54%	45	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	17%	14	19%	1,085
	Somewhat Agree	23%	19	21%	1,194
	Neither Agree nor Disagree	30%	25	24%	1,384
	Somewhat Disagree	11%	9	11%	623
	Strongly Disagree	20%	17	25%	1,409

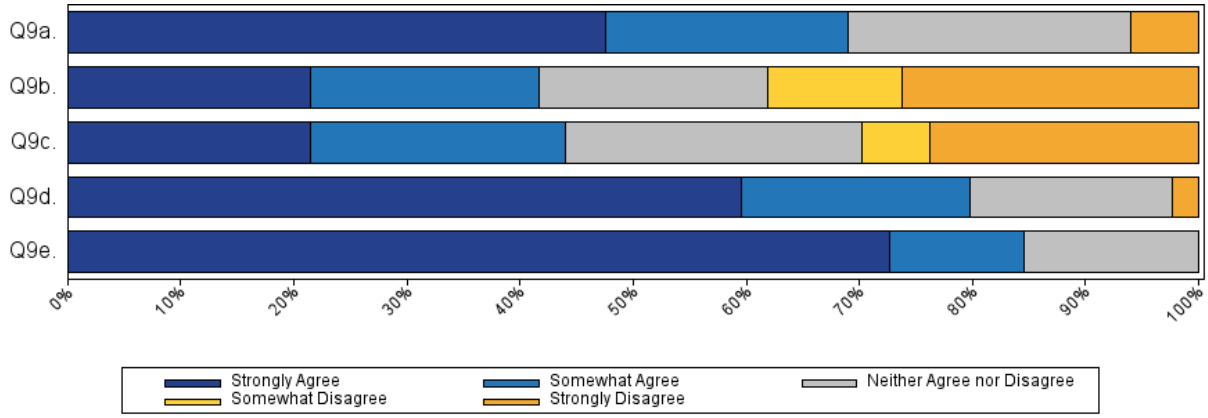
NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

COVID-19 Remote Learning Environment



COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	48%	40	58%	3,325
	Somewhat Agree	21%	18	17%	943
	Neither Agree nor Disagree	25%	21	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	6%	5	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	21%	18	26%	1,463
	Somewhat Agree	20%	17	16%	888
	Neither Agree nor Disagree	20%	17	24%	1,359
	Somewhat Disagree	12%	10	11%	603
	Strongly Disagree	26%	22	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	21%	18	29%	1,657
	Somewhat Agree	23%	19	20%	1,153
	Neither Agree nor Disagree	26%	22	26%	1,500
	Somewhat Disagree	6%	5	8%	434
	Strongly Disagree	24%	20	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	60%	50	64%	3,669
	Somewhat Agree	20%	17	14%	824
	Neither Agree nor Disagree	18%	15	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	2%	2	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	73%	61	73%	4,151
	Somewhat Agree	12%	10	10%	585
	Neither Agree nor Disagree	15%	13	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	0%	0	2%	88

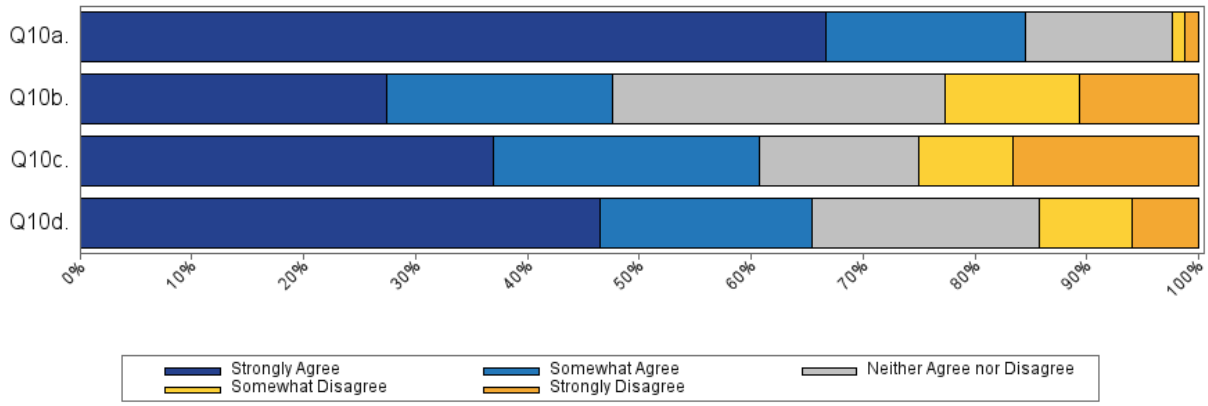
NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	67%	56	66%	3,744
	Somewhat Agree	18%	15	24%	1,354
	Neither Agree nor Disagree	13%	11	6%	335
	Somewhat Disagree	1%	1	3%	165
	Strongly Disagree	1%	1	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	27%	23	32%	1,812
	Somewhat Agree	20%	17	25%	1,437
	Neither Agree nor Disagree	30%	25	23%	1,332
	Somewhat Disagree	12%	10	11%	621
	Strongly Disagree	11%	9	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	37%	31	27%	1,564
	Somewhat Agree	24%	20	18%	1,028
	Neither Agree nor Disagree	14%	12	17%	947
	Somewhat Disagree	8%	7	14%	771
	Strongly Disagree	17%	14	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	46%	39	48%	2,721
	Somewhat Agree	19%	16	24%	1,389
	Neither Agree nor Disagree	20%	17	19%	1,075
	Somewhat Disagree	8%	7	5%	284
	Strongly Disagree	6%	5	4%	226

NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
My child has been in charter school since kindergarten and have liked the teaching because of the learning and discipline and sisterhood and discipline.
The neighborhood
I heard it was a good school, have family members in a charter school
Is the best on my area
*It's good and it's serca from my house
He was not doing well in the previous charter school he was attending.
I choose this school because I have a good experience before with my first son we have a wonderful help , this school always make sure I have all the information in my language and they use many different ways to communicate all the information about school and the progress of my child, I feel my daughter is doing better in person class , and I feel she is safe in this school, I hope we have the chance to have more than 8 grade ,
Good teachers, safe environment and location is near my place of employment l.
*Because it's a good school. It is charter and is close to the house.
I believe this school can help my son excel to higher educational levels.
*Because he likes it
*It was recommended to me by some relatives and I have verified that if it is a good and excellent school
*Education
When she started 6th grade there some came with a IEP and was told that they would help her in anything that she needed and they would support her as much as she needed. The following yr all that went out the window
It's Best in my neighborhood and [close to] the house
I wanted something different for my last daughter. I was tired of public schools
My daughter chose the school,because the graduating percentage was high plus she loved that they thought extra classes like music,karate
She was in public school and I felt she needed a change
*Have more security checks
I choose those school because si heard it was a good school.
I was under the impression that it was a safe school
I would of thought it had a steady teacher that been failure to this school so makes children feel uncomfortable No consistency
Honestly it's close to home and it's the first time my son had a chance to attend a charter school. In a public school setting my son was not doing too well in elementary school. I felt like my child needed a more academic challenge for him to take school seriously and with longer class hours at a charter school setting has provided my son with more time practice academic related work.
Heard good things about this school from my cousin who's child attends in the 8th grade
School is safe and close to my child's home.
*Because in the first it was my son who chose it and second it is because they have fewer students in the classes and they pay much more attention to the students and the teachers know how to motivate the students and because this right now son feels safe and supported in this school.

NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
*Because it is excellent and they care about both academic and social well-being
Heard great views but dislike the school settings
Small school..clean..not far from home
iep support smaller classroom settings closer to home
Discipline and love for teaching. Very professional staff and goo reputation.
It is a good school
It was a best choice in my area
*Because I attended last year they recommended it to me and the truth is that I am very happy with the development of my daughter
I wanted my child to go to a charter school.
I heard great things
I wanted better opportunities to be available for my son. Honestly, what parent would not want, that, for their child?
My brother goes to this school, and at the time I've heard great things about it before she attended.
It is good school
*For the quality of teaching
*It's excellent school and the teachers are very good
Because is a good school and my nephew just to come to this school. And now my daughter is entering this school for 2022/2023 school year
I choose this school because of its mission, uniform policy and its size.
I Thought it would be a great experience, environment, Where they would be taught properly, But it's just like any other public school, where the more popular child, or kids of their friends get most of not all of teachers attention. My child is a very good student who's slipping through the cracks.
It had many curriculums that sound good at the time. Not sure if i made the right choice.
I believe there was a better educational structure and it seemed safer because it was smaller. I believed it was focused around the elemental development of a child's education. I was completely wrong as in this school my child was bullied from beginning to end. I went as far as reporting every event on the DOE website.
It has the best academic ratings
It was the Closest Charter School in my neighborhood that offered a rigorous Science program
High academic levels
My oldest son graduated from SBECA in the past. I love and appreciate the staff here. They are selfless and knowledgeable. I feel safe leaving my son's in their hands. To guide, educate and assist with their educational growth.
*I have heard very good references
*Because I had the expectation of seeing good academic results in my daughter
*I heard it was good and it is close to where I live.
I choose this school because i heard only great things
I don't know

NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
Because I thought it would be a good school, since it was a charter school, but my son gets bullied on a regular basis. My family is spanish, but we some of us look of white decent, and my son falls into that category. They are racist towards light-skin spanish people in this school. Sad, but very true. A concerned parent over here. We need to do better for these kids, America. Very sad, indeed.
A lot of parents said the school was good
Close to home and wanted to try the charter school setting in hopes that my son would do better in school.

NYSED CSO Parent Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

84 RESPONSES

28% RESPONSE RATE

Q12. Do you have any additional comments or concerns regarding this school?

Question Answer
The school does not do well in executing their anti bullying policies let alone safety protocols. They try to hide things from parents, they have favorites . I feel like the school doesn't have iep services to help students strive
The school does not worry about the safety of the students like they should. They have protected bullies over and over and have deans who display favoritism and makes sure that a handful of students never get in trouble as the dean tends to brush things under the rug.
I wish the 7th grade staff were like the 6th grade staff meaning mire hand on with my son he is an iep student i wish some of these teachers took time to to see if he understands the work instead of saying he doesn't understand instead of rushing to get to the next lesson sit down & see what is the problem be hands on the 6th grade staff from the previous year were very hands on with my son he passed all his classes
The school has app's so we can access the grades and progress of the students.
I would like to know ,if the school could offer transportation . My son was rob , on his way from school.
*Thank you for being so efficient
The school staff need to learn how to give more respect and give the proper punishment for every student that gets in trouble. They pick and choose what on what and who to do things to.
I would like for the bullying/discrimination/RACISM in this school to STOP. That is all.
Bullies on and off the school premises run free. It wasn't until the very last month of school before these surveys was it that the school started to call parents in for the bullying my child went through. I'm highly disappointed and will be pulling my daughter out of this school for the next year.
I am very un happy with my child's safety in this school
*Very good school I recommend 100%
*Which in my opinion is a good school and my son is happy to belong to this school.
I am grateful to SBECA for caring educsting and molding powerful minds and big hearts in our children

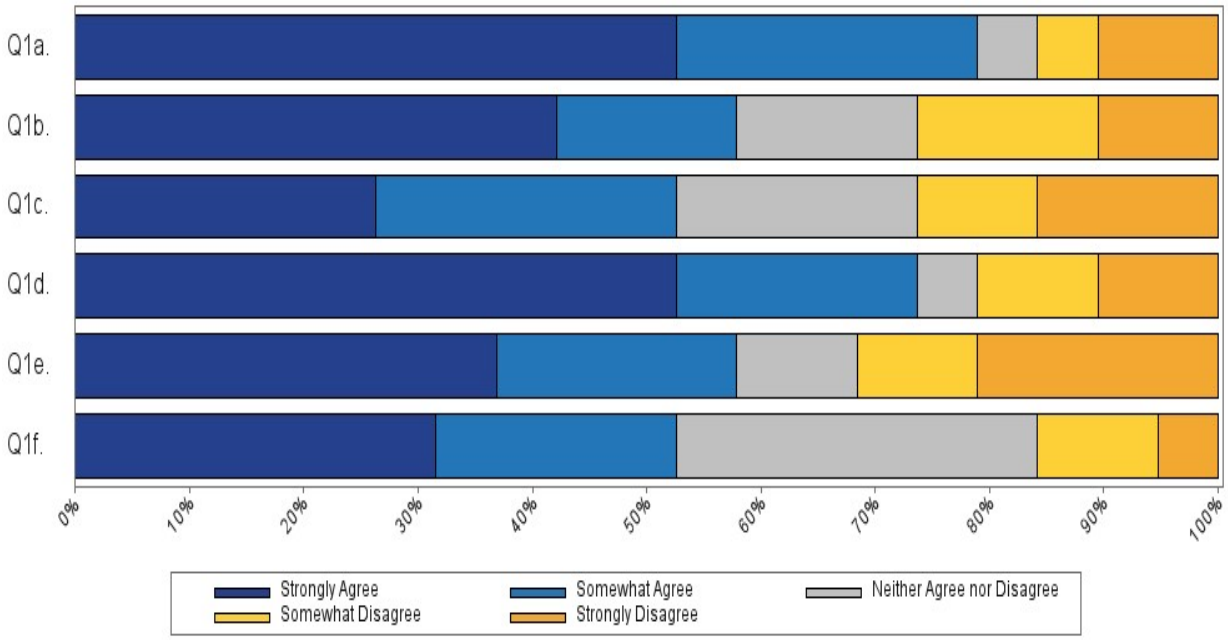
NYSED CSO Teacher Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

19 RESPONSES

58% RESPONSE RATE

Curriculum



Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	53%	10	68%	1,310
	Somewhat Agree	26%	5	24%	460
	Neither Agree nor Disagree	5%	1	4%	74
	Somewhat Disagree	5%	1	3%	49
	Strongly Disagree	11%	2	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	42%	8	58%	1,113
	Somewhat Agree	16%	3	26%	506
	Neither Agree nor Disagree	16%	3	10%	190
	Somewhat Disagree	16%	3	4%	82
	Strongly Disagree	11%	2	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	26%	5	51%	978
	Somewhat Agree	26%	5	32%	612
	Neither Agree nor Disagree	21%	4	11%	212
	Somewhat Disagree	11%	2	4%	85
	Strongly Disagree	16%	3	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	53%	10	50%	975
	Somewhat Agree	21%	4	34%	651
	Neither Agree nor Disagree	5%	1	8%	146
	Somewhat Disagree	11%	2	5%	106
	Strongly Disagree	11%	2	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	37%	7	50%	966
	Somewhat Agree	21%	4	28%	545
	Neither Agree nor Disagree	11%	2	11%	222
	Somewhat Disagree	11%	2	7%	127
	Strongly Disagree	21%	4	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	32%	6	35%	683
	Somewhat Agree	21%	4	30%	574
	Neither Agree nor Disagree	32%	6	23%	436
	Somewhat Disagree	11%	2	7%	136
	Strongly Disagree	5%	1	5%	102

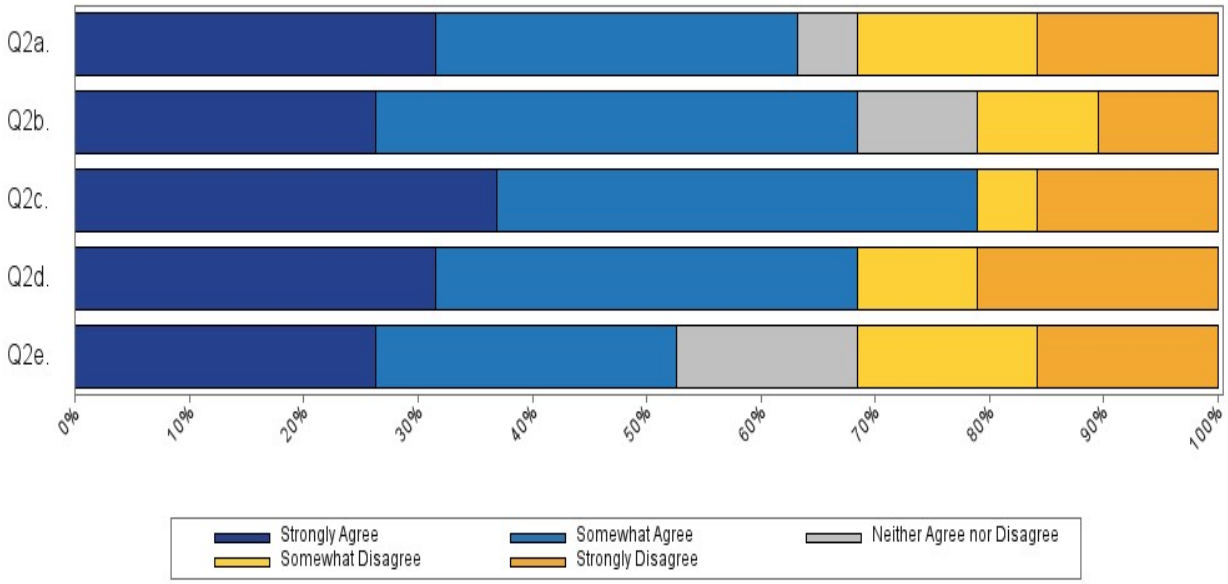
NYSED CSO Teacher Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

19 RESPONSES

58% RESPONSE RATE

Instruction



Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	32%	6	54%	1,038
	Somewhat Agree	32%	6	34%	653
	Neither Agree nor Disagree	5%	1	4%	86
	Somewhat Disagree	16%	3	6%	113
	Strongly Disagree	16%	3	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	26%	5	52%	1,008
	Somewhat Agree	42%	8	36%	691
	Neither Agree nor Disagree	11%	2	6%	114
	Somewhat Disagree	11%	2	5%	94
	Strongly Disagree	11%	2	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	37%	7	52%	999
	Somewhat Agree	42%	8	34%	654
	Neither Agree nor Disagree	0%	0	6%	124
	Somewhat Disagree	5%	1	6%	115
	Strongly Disagree	16%	3	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	32%	6	48%	922
	Somewhat Agree	37%	7	30%	570
	Neither Agree nor Disagree	0%	0	9%	170
	Somewhat Disagree	11%	2	8%	162
	Strongly Disagree	21%	4	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	26%	5	53%	1,022
	Somewhat Agree	26%	5	29%	566
	Neither Agree nor Disagree	16%	3	8%	159
	Somewhat Disagree	16%	3	6%	114
	Strongly Disagree	16%	3	4%	70

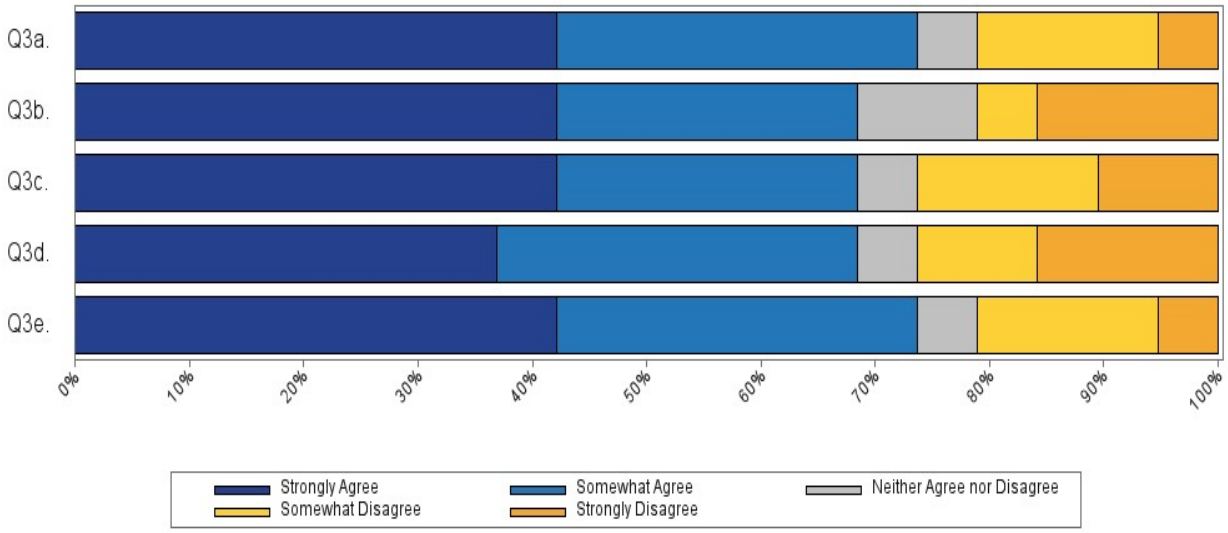
NYSED CSO Teacher Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

19 RESPONSES

58% RESPONSE RATE

Assessment and Program Evaluation



Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	42%	8	66%	1,267
	Somewhat Agree	32%	6	27%	522
	Neither Agree nor Disagree	5%	1	5%	88
	Somewhat Disagree	16%	3	2%	37
	Strongly Disagree	5%	1	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	42%	8	62%	1,200
	Somewhat Agree	26%	5	28%	532
	Neither Agree nor Disagree	11%	2	6%	125
	Somewhat Disagree	5%	1	3%	50
	Strongly Disagree	16%	3	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	42%	8	58%	1,129
	Somewhat Agree	26%	5	29%	555
	Neither Agree nor Disagree	5%	1	7%	134
	Somewhat Disagree	16%	3	5%	87
	Strongly Disagree	11%	2	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	37%	7	50%	964
	Somewhat Agree	32%	6	30%	583
	Neither Agree nor Disagree	5%	1	11%	218
	Somewhat Disagree	11%	2	7%	126
	Strongly Disagree	16%	3	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	42%	8	59%	1,144
	Somewhat Agree	32%	6	28%	532
	Neither Agree nor Disagree	5%	1	8%	156
	Somewhat Disagree	16%	3	4%	69
	Strongly Disagree	5%	1	2%	30

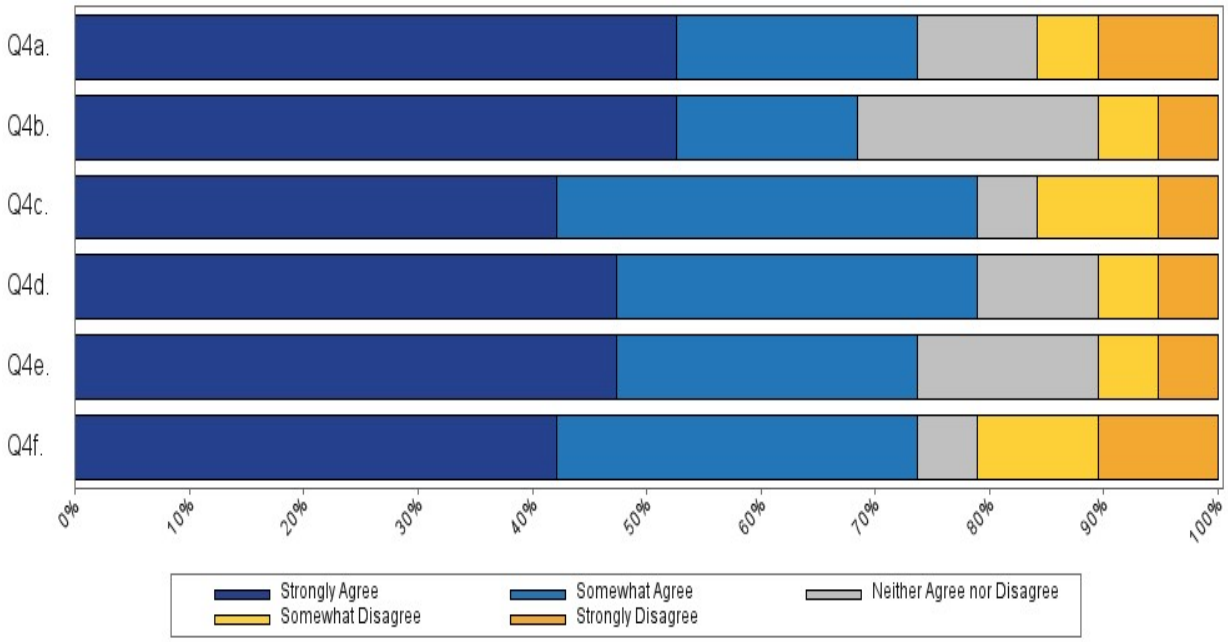
NYSED CSO Teacher Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

19 RESPONSES

58% RESPONSE RATE

Supports for Diverse Learners



Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	53%	10	62%	1,194
	Somewhat Agree	21%	4	20%	391
	Neither Agree nor Disagree	11%	2	14%	262
	Somewhat Disagree	5%	1	3%	55
	Strongly Disagree	11%	2	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	53%	10	61%	1,181
	Somewhat Agree	16%	3	20%	393
	Neither Agree nor Disagree	21%	4	15%	286
	Somewhat Disagree	5%	1	3%	50
	Strongly Disagree	5%	1	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	42%	8	56%	1,079
	Somewhat Agree	37%	7	27%	516
	Neither Agree nor Disagree	5%	1	9%	172
	Somewhat Disagree	11%	2	6%	115
	Strongly Disagree	5%	1	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	47%	9	55%	1,053
	Somewhat Agree	32%	6	26%	511
	Neither Agree nor Disagree	11%	2	10%	200
	Somewhat Disagree	5%	1	6%	117
	Strongly Disagree	5%	1	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	47%	9	61%	1,169
	Somewhat Agree	26%	5	25%	477
	Neither Agree nor Disagree	16%	3	10%	201
	Somewhat Disagree	5%	1	3%	59
	Strongly Disagree	5%	1	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	42%	8	54%	1,050
	Somewhat Agree	32%	6	28%	533
	Neither Agree nor Disagree	5%	1	9%	183
	Somewhat Disagree	11%	2	6%	110
	Strongly Disagree	11%	2	3%	55

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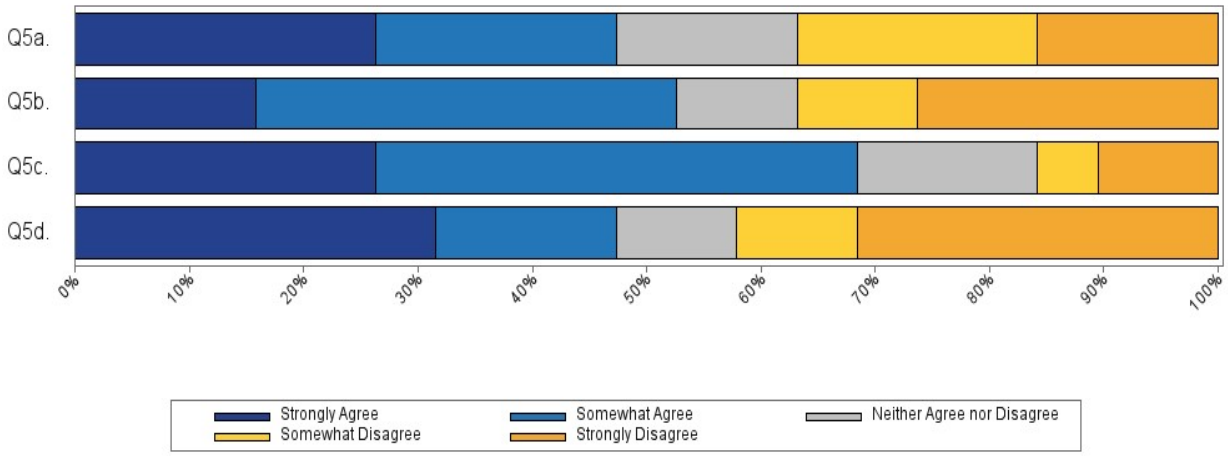
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

19 RESPONSES

58% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement



Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	26%	5	38%	725
	Somewhat Agree	21%	4	30%	577
	Neither Agree nor Disagree	16%	3	12%	238
	Somewhat Disagree	21%	4	12%	225
	Strongly Disagree	16%	3	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	16%	3	24%	456
	Somewhat Agree	37%	7	27%	512
	Neither Agree nor Disagree	11%	2	15%	293
	Somewhat Disagree	11%	2	21%	405
	Strongly Disagree	26%	5	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	26%	5	37%	717
	Somewhat Agree	42%	8	29%	569
	Neither Agree nor Disagree	16%	3	21%	407
	Somewhat Disagree	5%	1	7%	141
	Strongly Disagree	11%	2	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	32%	6	38%	738
	Somewhat Agree	16%	3	31%	589
	Neither Agree nor Disagree	11%	2	16%	306
	Somewhat Disagree	11%	2	8%	161
	Strongly Disagree	32%	6	7%	137

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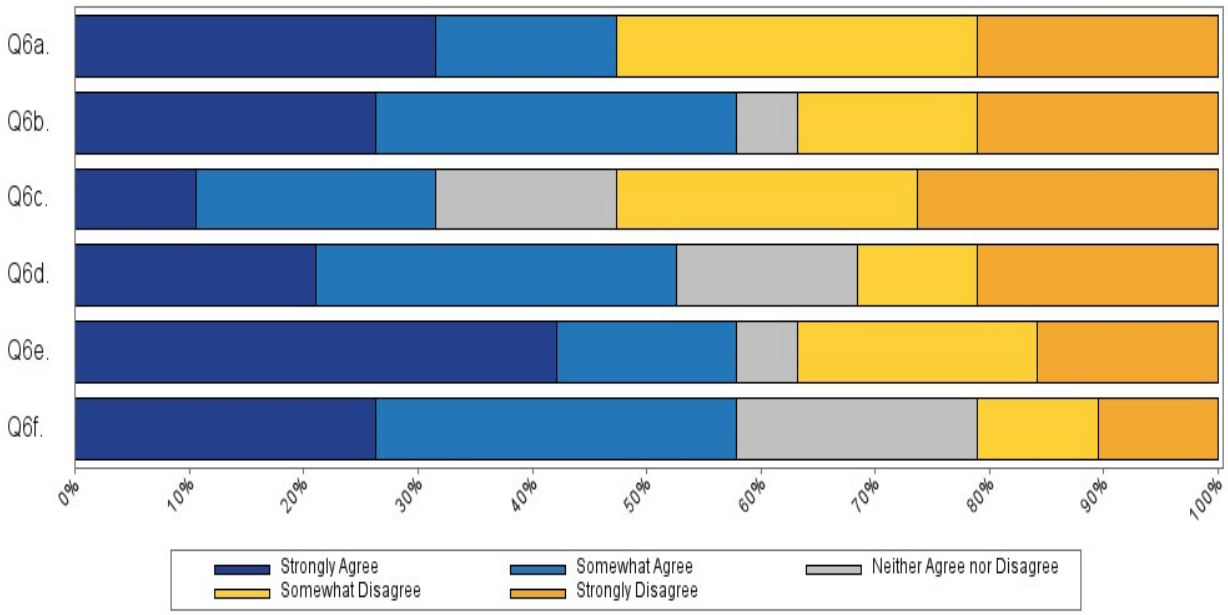
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

19 RESPONSES

58% RESPONSE RATE

Behavior Management and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	32%	6	35%	674
	Somewhat Agree	16%	3	30%	580
	Neither Agree nor Disagree	0%	0	10%	190
	Somewhat Disagree	32%	6	14%	270
	Strongly Disagree	21%	4	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	26%	5	39%	751
	Somewhat Agree	32%	6	26%	509
	Neither Agree nor Disagree	5%	1	13%	257
	Somewhat Disagree	16%	3	13%	256
	Strongly Disagree	21%	4	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	11%	2	28%	545
	Somewhat Agree	21%	4	30%	581
	Neither Agree nor Disagree	16%	3	13%	244
	Somewhat Disagree	26%	5	18%	352
	Strongly Disagree	26%	5	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	21%	4	33%	641
	Somewhat Agree	32%	6	26%	509
	Neither Agree nor Disagree	16%	3	16%	310
	Somewhat Disagree	11%	2	14%	273
	Strongly Disagree	21%	4	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	42%	8	42%	818
	Somewhat Agree	16%	3	32%	617
	Neither Agree nor Disagree	5%	1	11%	209
	Somewhat Disagree	21%	4	9%	181
	Strongly Disagree	16%	3	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	26%	5	42%	811
	Somewhat Agree	32%	6	33%	628
	Neither Agree nor Disagree	21%	4	14%	265
	Somewhat Disagree	11%	2	8%	145
	Strongly Disagree	11%	2	4%	82

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19 RESPONSES

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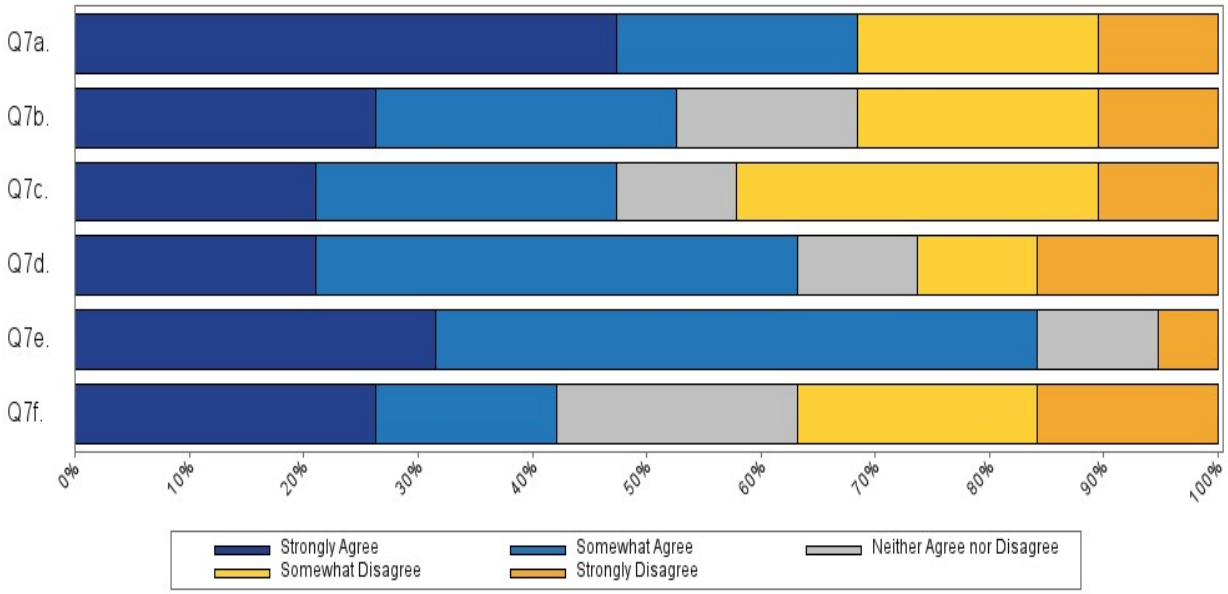
Behavior Management and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	47%	9	60%	1,162
	Somewhat Agree	21%	4	27%	523
	Neither Agree nor Disagree	0%	0	5%	103
	Somewhat Disagree	21%	4	5%	104
	Strongly Disagree	11%	2	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	26%	5	49%	945
	Somewhat Agree	26%	5	30%	586
	Neither Agree nor Disagree	16%	3	8%	155
	Somewhat Disagree	21%	4	9%	165
	Strongly Disagree	11%	2	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	21%	4	38%	741
	Somewhat Agree	26%	5	34%	654
	Neither Agree nor Disagree	11%	2	9%	180
	Somewhat Disagree	32%	6	12%	233
	Strongly Disagree	11%	2	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	21%	4	47%	899
	Somewhat Agree	42%	8	30%	570
	Neither Agree nor Disagree	11%	2	9%	171
	Somewhat Disagree	11%	2	10%	194
	Strongly Disagree	16%	3	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	32%	6	55%	1,062
	Somewhat Agree	53%	10	33%	637
	Neither Agree nor Disagree	11%	2	7%	126
	Somewhat Disagree	0%	0	4%	79
	Strongly Disagree	5%	1	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	26%	5	48%	933
	Somewhat Agree	16%	3	31%	598
	Neither Agree nor Disagree	21%	4	9%	174
	Somewhat Disagree	21%	4	8%	149
	Strongly Disagree	16%	3	4%	77

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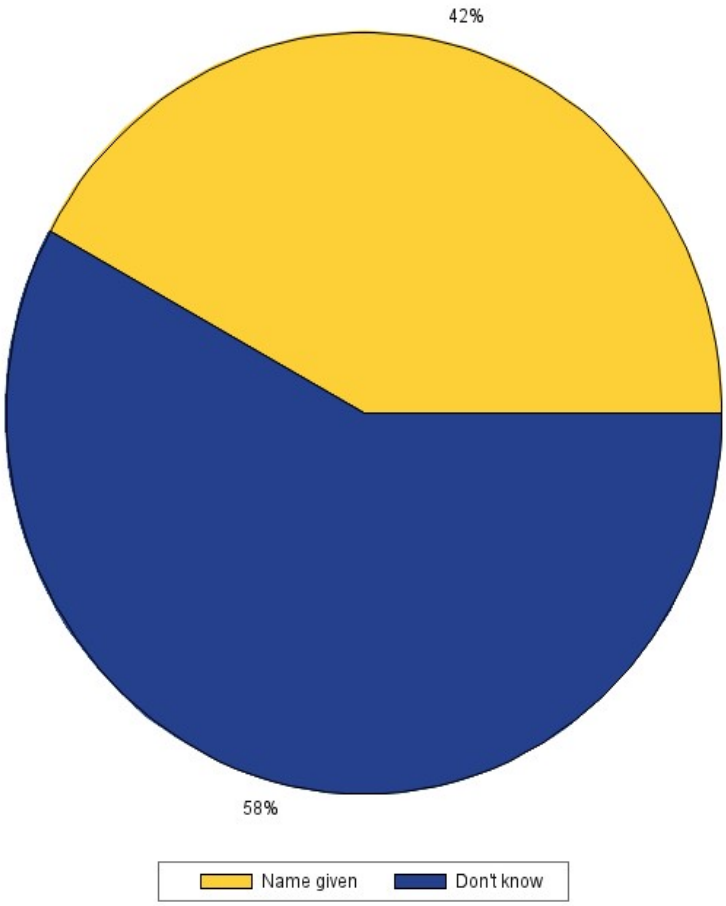
58% RESPONSE RATE

Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	42%	8	59%	1,144
	Don't know	58%	11	41%	787

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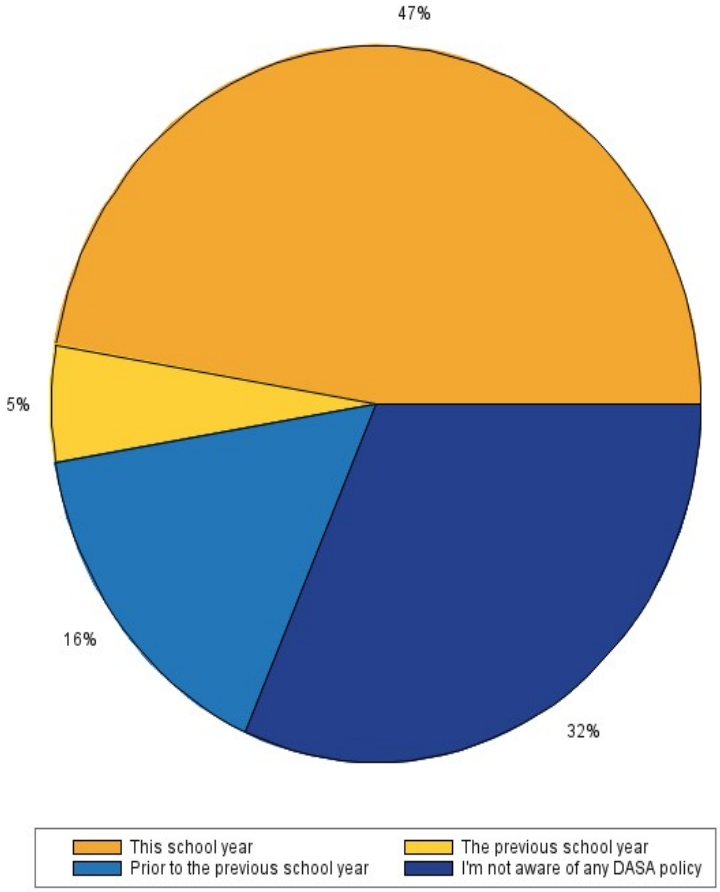
19 RESPONSES

58% RESPONSE RATE

Q9. When is the last time you received a copy of the school's DASA policy?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	47%	9	62%	1,204
	The previous school year	5%	1	9%	176
	Prior to the previous school year	16%	3	6%	117
	I'm not aware of any DASA policy	32%	6	22%	434

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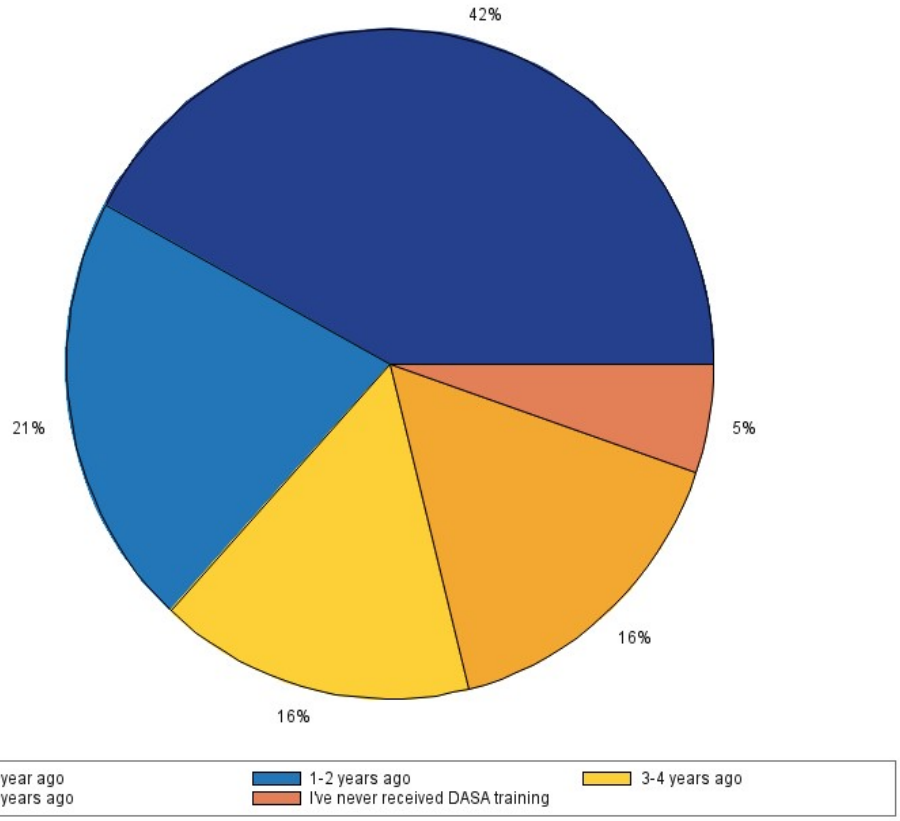
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

19 RESPONSES

58% RESPONSE RATE

Q10. When is the last time you received DASA training?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	42%	8	48%	927
	1-2 years ago	21%	4	21%	399
	3-4 years ago	16%	3	10%	193
	>4 years ago	16%	3	10%	195
	I've never received DASA training	5%	1	11%	217

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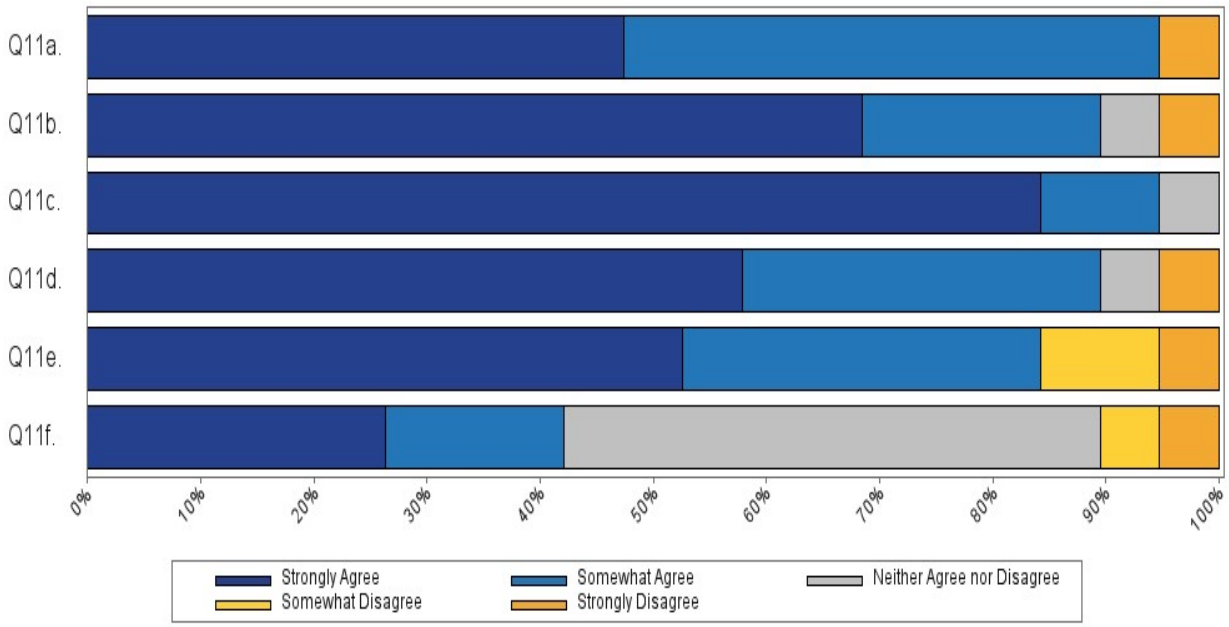
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

19 RESPONSES

58% RESPONSE RATE

Family Engagement and Communication



Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	47%	9	50%	961
	Somewhat Agree	47%	9	30%	585
	Neither Agree nor Disagree	0%	0	11%	214
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	5%	1	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	68%	13	57%	1,100
	Somewhat Agree	21%	4	31%	601
	Neither Agree nor Disagree	5%	1	7%	135
	Somewhat Disagree	0%	0	3%	60
	Strongly Disagree	5%	1	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	84%	16	67%	1,295
	Somewhat Agree	11%	2	26%	511
	Neither Agree nor Disagree	5%	1	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	58%	11	56%	1,088
	Somewhat Agree	32%	6	29%	567
	Neither Agree nor Disagree	5%	1	10%	196
	Somewhat Disagree	0%	0	3%	54
	Strongly Disagree	5%	1	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	53%	10	52%	996
	Somewhat Agree	32%	6	30%	572
	Neither Agree nor Disagree	0%	0	12%	240
	Somewhat Disagree	11%	2	4%	82
	Strongly Disagree	5%	1	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	26%	5	45%	873
	Somewhat Agree	16%	3	23%	448
	Neither Agree nor Disagree	47%	9	25%	484
	Somewhat Disagree	5%	1	4%	80
	Strongly Disagree	5%	1	2%	46

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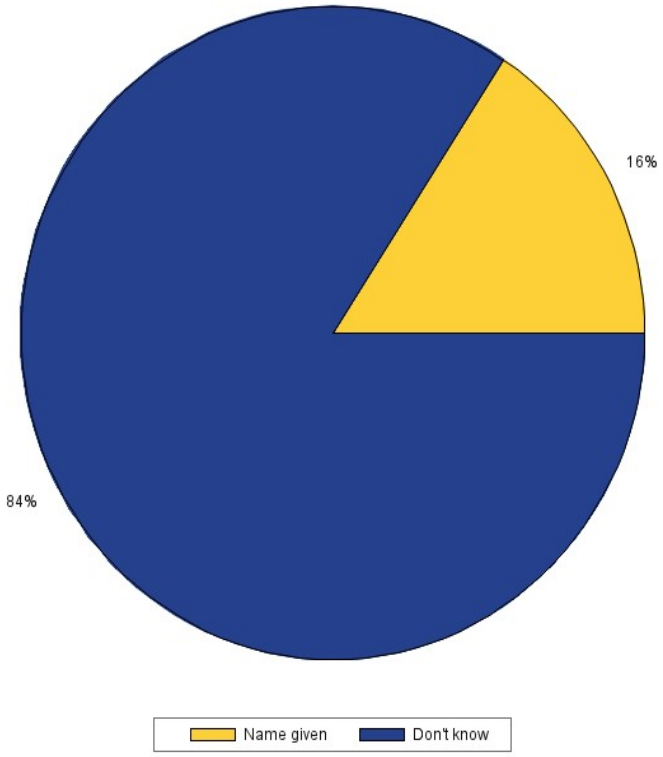
19 RESPONSES

58% RESPONSE RATE

Q12. What is the name of your school's McKinney-Vento Coordinator?



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	16%	3	40%	780
	Don't know	84%	16	60%	1,151

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19 RESPONSES

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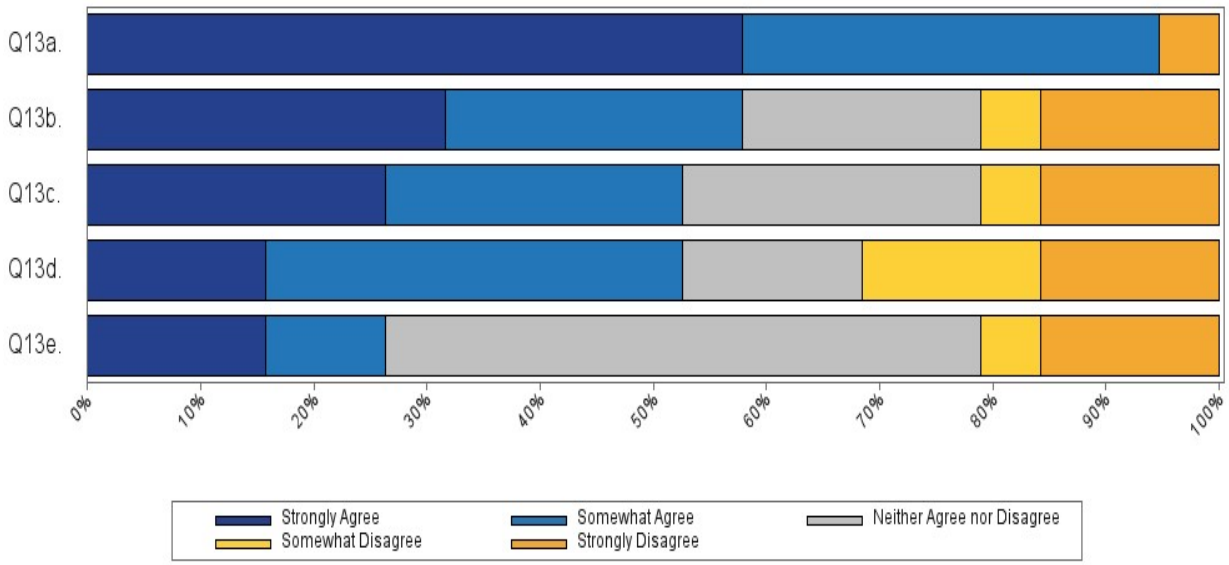
Social-Emotional and Mental Health Support



Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	58%	11	53%	1,023
	Somewhat Agree	37%	7	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	0%	0	6%	122
	Strongly Disagree	5%	1	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	32%	6	43%	831
	Somewhat Agree	26%	5	29%	552
	Neither Agree nor Disagree	21%	4	16%	314
	Somewhat Disagree	5%	1	8%	155
	Strongly Disagree	16%	3	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	26%	5	43%	829
	Somewhat Agree	26%	5	27%	526
	Neither Agree nor Disagree	26%	5	18%	352
	Somewhat Disagree	5%	1	8%	145
	Strongly Disagree	16%	3	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	16%	3	46%	892
	Somewhat Agree	37%	7	30%	583
	Neither Agree nor Disagree	16%	3	10%	202
	Somewhat Disagree	16%	3	8%	145
	Strongly Disagree	16%	3	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	16%	3	36%	688
	Somewhat Agree	11%	2	20%	392
	Neither Agree nor Disagree	53%	10	35%	676
	Somewhat Disagree	5%	1	4%	78
	Strongly Disagree	16%	3	5%	97

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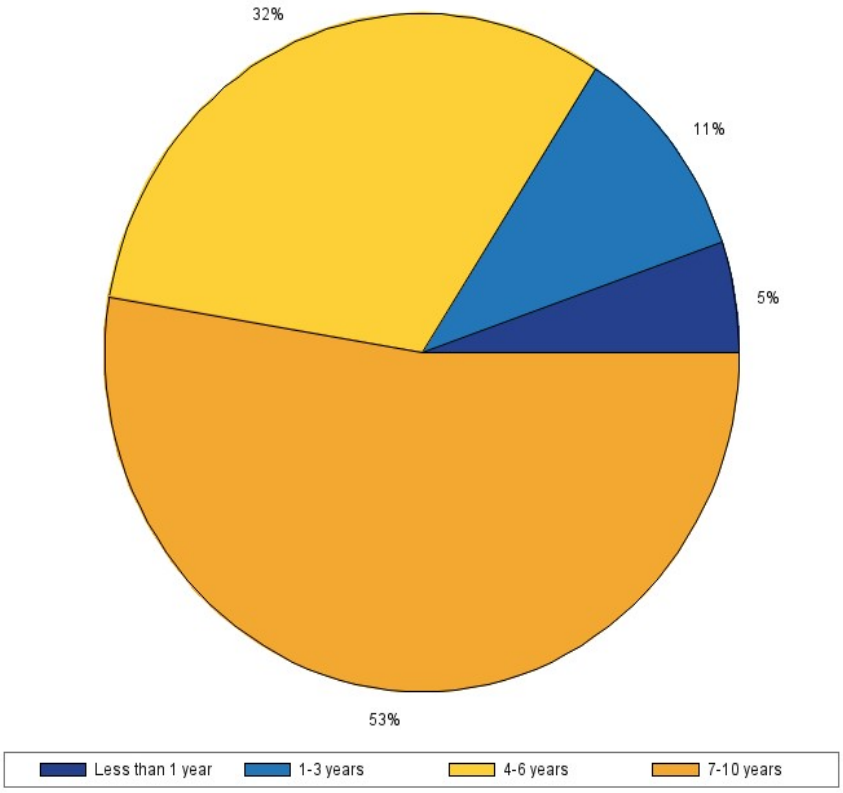
58% RESPONSE RATE

Q14. How many total years of K-12 teaching experience do you have?



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	0%	0	7%	137
	1-3 years	5%	1	21%	401
	4-6 years	11%	2	26%	499
	7-10 years	32%	6	21%	408
	More than 10 years	53%	10	25%	486

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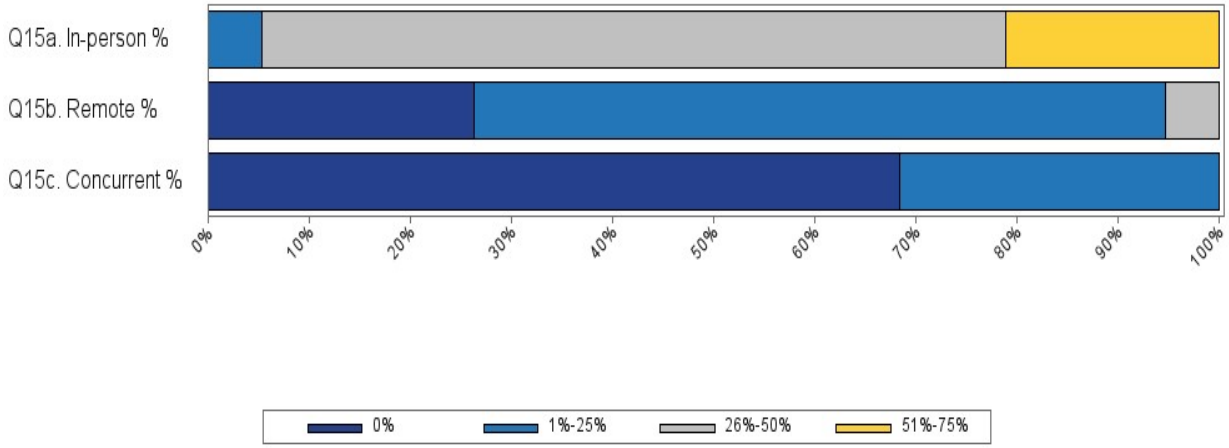
Teaching Modality



Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	5%	1	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	0%	0	5%	92
	76% to 99%	74%	14	52%	1,002
	100%	21%	4	36%	690
Q15b. Remote %	0%	26%	5	42%	804
	1% to 25%	68%	13	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	5%	1	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	68%	13	79%	1,522
	1% to 25%	32%	6	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

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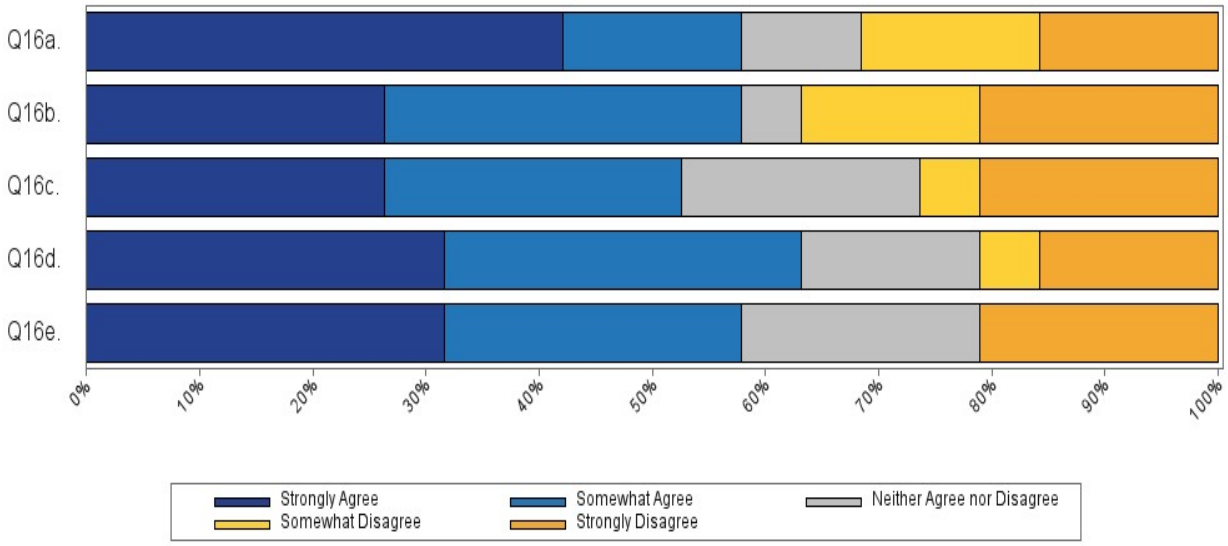
School Leadership



School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	42%	8	47%	914
	Somewhat Agree	16%	3	29%	565
	Neither Agree nor Disagree	11%	2	9%	173
	Somewhat Disagree	16%	3	8%	159
	Strongly Disagree	16%	3	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	26%	5	42%	811
	Somewhat Agree	32%	6	30%	570
	Neither Agree nor Disagree	5%	1	10%	192
	Somewhat Disagree	16%	3	11%	217
	Strongly Disagree	21%	4	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	26%	5	34%	655
	Somewhat Agree	26%	5	28%	539
	Neither Agree nor Disagree	21%	4	15%	280
	Somewhat Disagree	5%	1	15%	295
	Strongly Disagree	21%	4	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	32%	6	37%	709
	Somewhat Agree	32%	6	26%	508
	Neither Agree nor Disagree	16%	3	21%	411
	Somewhat Disagree	5%	1	10%	184
	Strongly Disagree	16%	3	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	32%	6	42%	810
	Somewhat Agree	26%	5	28%	539
	Neither Agree nor Disagree	21%	4	14%	271
	Somewhat Disagree	0%	0	9%	166
	Strongly Disagree	21%	4	8%	145

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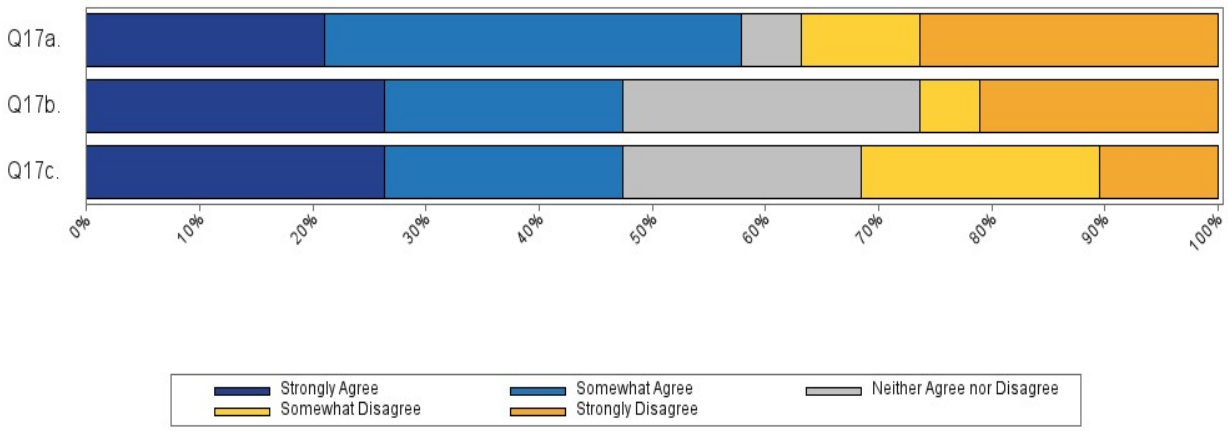
58% RESPONSE RATE

Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	21%	4	43%	838
	Somewhat Agree	37%	7	30%	585
	Neither Agree nor Disagree	5%	1	13%	249
	Somewhat Disagree	11%	2	8%	158
	Strongly Disagree	26%	5	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	26%	5	44%	843
	Somewhat Agree	21%	4	32%	623
	Neither Agree nor Disagree	26%	5	12%	228
	Somewhat Disagree	5%	1	8%	153
	Strongly Disagree	21%	4	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	26%	5	42%	813
	Somewhat Agree	21%	4	27%	527
	Neither Agree nor Disagree	21%	4	14%	267
	Somewhat Disagree	21%	4	10%	192
	Strongly Disagree	11%	2	7%	132

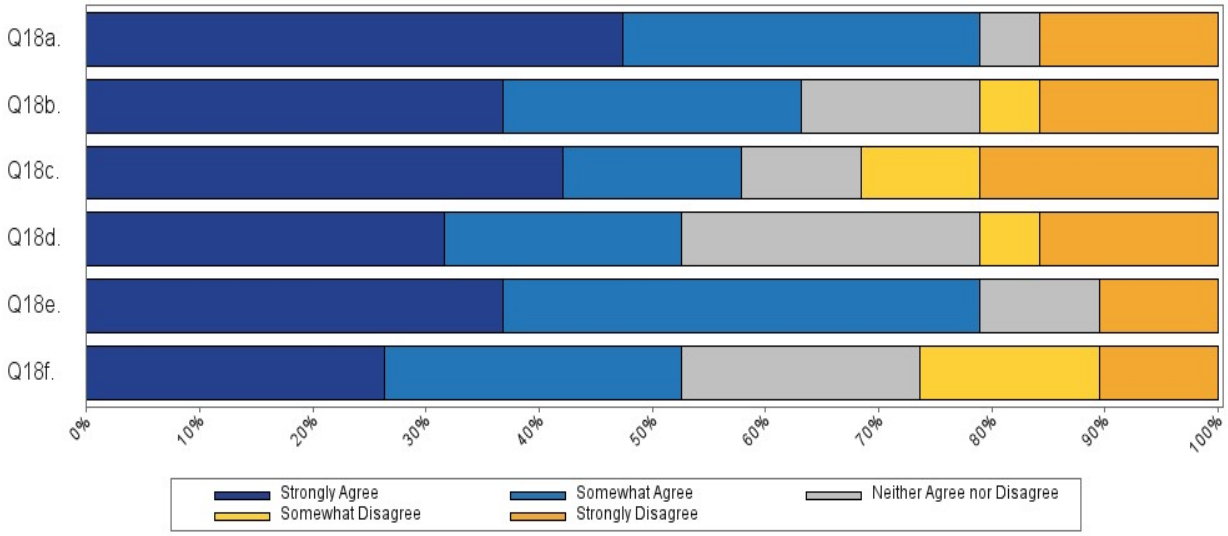
NYSED CSO Teacher Survey 2022

SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

19 RESPONSES

58% RESPONSE RATE

Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	47%	9	48%	922
	Somewhat Agree	32%	6	34%	656
	Neither Agree nor Disagree	5%	1	8%	151
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	16%	3	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	37%	7	52%	1,001
	Somewhat Agree	26%	5	32%	615
	Neither Agree nor Disagree	16%	3	9%	165
	Somewhat Disagree	5%	1	5%	90
	Strongly Disagree	16%	3	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	42%	8	45%	870
	Somewhat Agree	16%	3	31%	599
	Neither Agree nor Disagree	11%	2	11%	207
	Somewhat Disagree	11%	2	8%	155
	Strongly Disagree	21%	4	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	32%	6	47%	913
	Somewhat Agree	21%	4	27%	522
	Neither Agree nor Disagree	26%	5	18%	356
	Somewhat Disagree	5%	1	5%	90
	Strongly Disagree	16%	3	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	37%	7	53%	1,030
	Somewhat Agree	42%	8	33%	633
	Neither Agree nor Disagree	11%	2	7%	128
	Somewhat Disagree	0%	0	5%	91
	Strongly Disagree	11%	2	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	26%	5	39%	759
	Somewhat Agree	26%	5	22%	434
	Neither Agree nor Disagree	21%	4	32%	610
	Somewhat Disagree	16%	3	4%	78
	Strongly Disagree	11%	2	3%	50

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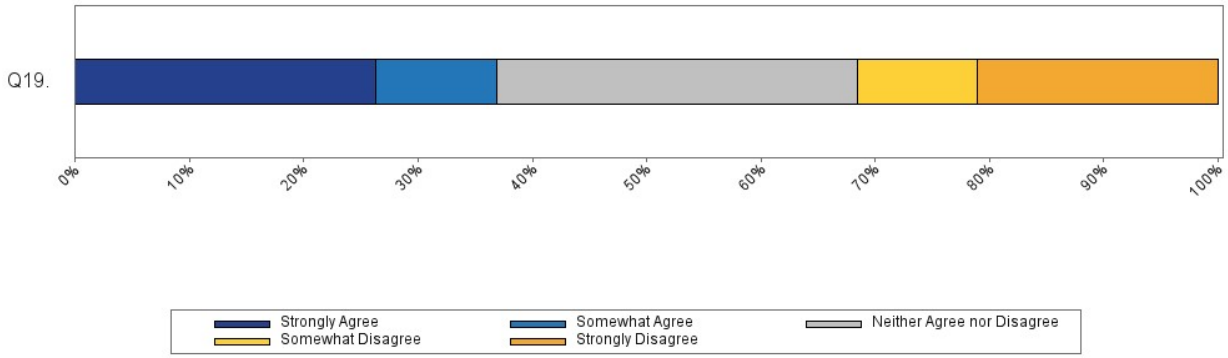

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	26%	5	40%	764
	Somewhat Agree	11%	2	35%	683
	Neither Agree nor Disagree	32%	6	12%	225
	Somewhat Disagree	11%	2	8%	148
	Strongly Disagree	21%	4	6%	111

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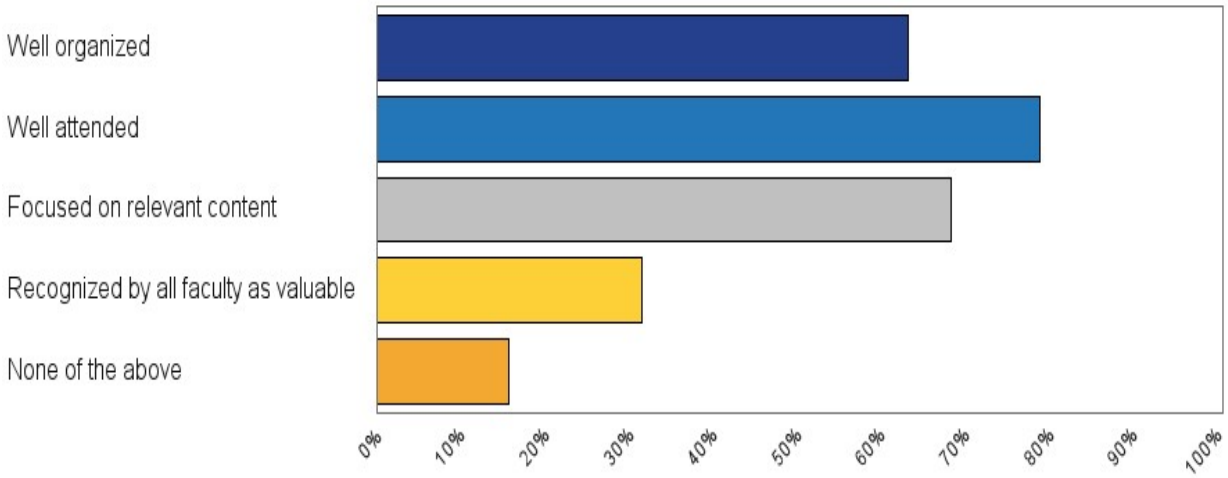
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	63%	12	68%	1,314
Well attended	79%	15	78%	1,500
Focused on relevant content	68%	13	63%	1,217
Recognized by all faculty as valuable	32%	6	36%	700
None of the above	16%	3	5%	105

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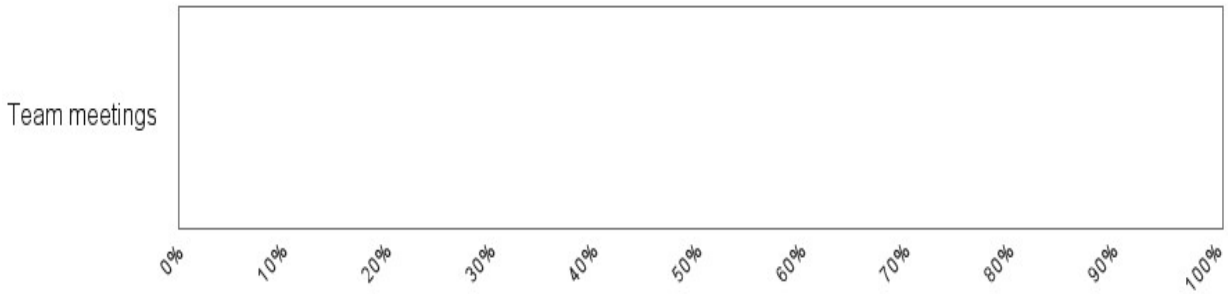
. RESPONSES

58% RESPONSE RATE

Q21. Select all types of meetings where faculty members collaborate with one another:



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19 RESPONSES

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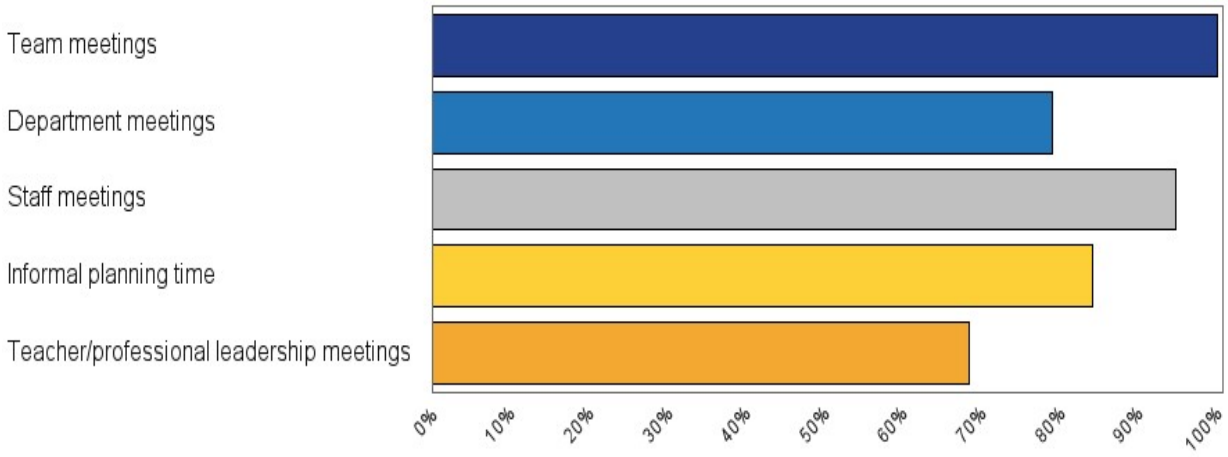

Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	100%	19	90%	1,739
Department meetings	79%	15	67%	1,297
Staff meetings	95%	18	80%	1,553
Informal planning time	84%	16	73%	1,419
Teacher/professional leadership meetings	68%	13	65%	1,257
Other	0%	0	5%	95

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19 RESPONSES

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Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

Question Answer
The board of trustees at this school has lost the ability to provide a clear path for this school moving forward. They have made decisions that will negatively affect this school for years to come.
David K the principal is an amazing human being. It's an honor to work under his leadership.
I joined the school in [this year] and have been very well-supported by leadership, administration, staff and faculty.
This is the most poorly managed school I have ever been a part of. The work culture here is toxic and rife with inconsistencies. Most people here do not have the students' best interests at heart.
i believe that the school can be more effective with communication and leadership roles, i do believe that teacher dont have the availability to grow. we fail to represent proper communication.
SBECAC has an amazing supportive community.
Communication is an issue. Expectations for us and our students are unclear. There's preference shown only to some teachers. Lack of feedback.