New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework

Bold Charter School

Renewal Site Visit Dates: November 28-29, 2023
Date of Final Draft Site Visit Report: March 20, 2024
Date of Final Site Visit Report: March 29, 2024

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Bold Charter School
Board Chair	Mr. Raymond Joseph
District of Location	New York City (NYC) Community School District (CSD) 8
Initial Commencement of Instruction	Fall 2019
Charter Term	August 14, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5 / 480 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 700 students
Comprehensive Management Service Provider	None
Facilities	• Lower Campus K-1: 1090 Close Ave. Bronx, NY 10472 - Private Space • Upper Campus 2-5: 1093 Southern Blvd. Bronx, NY 10459 - Private Space
Mission Statement	*With an unwavering commitment to excellence, BOLD Charter School equips all kindergarten through fifth grade students with the academic and character foundation to succeed in college, access lives of opportunity, and serve as the next generation of leaders.*
Key Design Elements	• Rigorous academics, high-quality instruction, and extended learning time ensure college and career readiness. • A values-based and achievement-oriented school culture builds personal excellence for school and life. • Leadership development occurs through social-emotional, project-based, and co-curricular learning opportunities. • Results, not intentions, drive all decision-making, and the frequent use of data propels high academic achievement for all students. • A professional culture of continuous growth and practice-based professional development ensure high-quality instruction. • Meaningful, mission-driven partnerships with families and community stakeholders support all students to reach their potential.
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	• Increase its grade span to include Grades 6 through 8 to its current kindergarten through Grade 5 configuration; and to make a corresponding increase to its authorized enrollment from 480 students to 700 students by year five of the renewal charter term.

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

Innovative and Noteworthy Programs:
Bold Charter School (Bold) prioritizes thoughtful innovation in all aspects of the school's design. Bold is committed to thinking beyond traditional structures when executing its key design elements and to thinking beyond typical solutions when addressing any challenges that arise. This commitment to innovation helps the school deliver on its mission and ensure extraordinary academic and personal outcomes for students.

Renewal Outcomes: Reference the Board of Regents Renewal Policy.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	120	210	300	390	480

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

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
Grade Configuration	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	500	580	660	680	700

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

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[2] This proposed chart was submitted by the Bold Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. 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. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at Bold Charter School on November 28 - 29, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, a teacher focus group, and the student support team.

The team conducted eighteen classroom observations in K- Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the executive director, managing director of schools, director of teaching & learning, and the director of literacy. NYSED utilizes the CSO's 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 2023-2024 Renewal SV Protocol.

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, and complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2015 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 2015 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
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are 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.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

2015 Performance Benchmark		Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	**Meets**
	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 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.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. 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.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

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[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.

- Bold Charter School is in year five of operation and serves students in K - Grade 5. 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**: With consistent leadership since its start, Bold Charter School displays strong assessment results across all student subgroups. Student learning is enhanced from high-quality curricular choices and data-informed modifications to programming, as needed. Bold has developed robust and multifaceted feedback structures for teachers, demonstrating their increasing organizational capacity.

- **Summary of Challenges**: Bold Charter School has two locations, which presents logistical challenges for both staff and families. Some parents have multiple students attending both locations. Following the COVID-19 pandemic, Bold faced enrollment challenges, and they continue with some parents removing their children from the school given the two locations.

Benchmark 1: Student Performance
The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Meets

Summative Evidence for Benchmark 1:

Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

Based on the 2022-2023 New York State Testing Program (NYSTP) 3-8 Assessments for English Language Arts (ELA) assessments and math, Bold's overall proficiency rates surpass the district of location (DOL), NYC CSD 8, an additional district used for comparison, NYC CSD 12, and NYS. Bold's overall ELA proficiency of 61 percent is +14 percentage points greater than NYS and Bold's overall math proficiency of 78 percent is a +24 percentage points above NYS.

Subgroup performance on the 2022-2023 NYSTP 3-8 Assessments for ELA and math demonstrated greater proficiency than both the DOL and New York State. Of note are the 2022-2023 ELA and math scores for English Language Learner(s) (ELL) students, with this subgroup scoring +40 and +43 percentage points higher than NYC CSD 8 and 12, respectively, in ELA. Additionally, ELL students scored +54 and +57 percentage points above the two districts in math. Notably, 89 percent of all Bold students are trending upward or maintaining proficiency in math.

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 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 the NYSLS.
	b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.
	c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.
	d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
	e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.
	b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced 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.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.
	b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School:
- ES:
  - ELA curriculum includes Wit and Wisdom, Wilson Fundations, Geodes Decodable Readers, Literably, Wordly Wise, and Lallio programs.

- o Math curriculum includes Math in Focus, Cognitively Guided Instruction, Context for Learning, Dreambox, Happy Numbers, and Engage NY resources.

Academic Program for Students with Disabilities (SWD) and ELL:

- SWD:
  - o The development of the Strive program in 2023-2024 focuses on the SWD subgroup.
  - o Implementation of daily, data-based small group reading instruction in Grades 3-5
  - o Dedicated daily phonics block assists skill development in K - Grade 1.

- ELL:
  - o Rosetta Stone language program is available for student home access and for teacher use.
  - o Curriculum with explicit phonics and vocabulary instruction assists language proficiency.
  - o Increased attention to needs of Spanish speakers in all facets of school, from recruitment to family resources.

Summative Evidence for Benchmark 2:

Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

1. Element: *Curriculum*:
   - **Indicator a:** Bold Charter School implements an array of strong, widely recognized curriculum which supports student learning in alignment with the New York State Common Core Learning Standards (CCLS). In ELA, K - Grades 5 use the Wit and Wisdom program, which teaches students to be culturally responsive by respecting and honoring all cultures with its challenging and relevant content. Reading instruction follows the Wilson Fundations program, along with Geodes Decodable Readers (K- Grade 2). Additionally, Lallio is used for phonics and foundational reading skills, and Wordly Wise is implemented for vocabulary development. Math in Focus and PhD Science curriculums are used, as well, with supplemental curricular material being incorporated from Cognitively Guided Instruction, Contexts for Learning, Engage New York, Dreambox, and Happy Numbers. Teacher focus group members particularly mentioned how Wit and Wisdom makes relevant connections to students' lives.
   - **Indicator b:** Content leaders, Labsite and mentor teachers (those who have demonstrated proficiency in Bold's Teacher Excellent Framework evaluation tool) ensure that the internally developed scope and sequence is followed. Collaborative planning and cross content authentic learning is implemented in weekly unit overviews that are digitally shared within the school. Every teacher is observed weekly by members of the leadership team. Unit launch, weekly planning, grade level, and one on one meetings with instructional coaches ensure collaborative support structures for teachers as they introduce the complex, stimulating curriculum. Lesson plans are provided to teachers and can be adapted as teachers' proficiency in promoting higher level thinking and student understanding grows. Instructional leadership team members review lesson plans and provide feedback to teachers. Teacher focus group members shared how their frequent meetings lead to actionable feedback and goal setting and sharing within the Lattice programs, promoting an overall strong and successful school year, focused on student learning.
   - **Indicator c:** Content leaders and mentor teachers monitor horizontal alignment through frequent grade level meetings and shared expectations from school leadership. Curricular choices are vertically aligned to foster student skill development. Shared expectations at Bold Charter School

come from their summer professional learning. There, teachers are trained in the school's system and routines. Professional development throughout the year focuses on ensuring teachers plan lessons in alignment with curriculum, anticipate student misconceptions, and provide assistance in how to support students to reach their learning target. Teacher focus group members state that in an average week, a teacher: meets once a week with a coach based on what the teacher reflects on in Lattice and their personal goals; has content specific meeting with subject area leader (e.g. head of humanities if you are a humanities teacher), has grade team meetings once a week with their grade level and discuss whatever impacts their classes, and every morning there is a meeting for both campuses (virtual) to discuss schoolwide priorities.

- **Indicator d:** Teachers can tailor lesson plans to student needs. Structures for communication and feedback with leaders and peers ensure teachers receive targeted support for student challenges. Teachers incorporate individualized attention for students in their lesson plans. In written lesson plans provided during Charter School Office (CSO) observations, teachers indicated which student would answer a particular question. During the observations themselves, aside from small group instruction groups being pulled from the larger class, little differentiation was seen in the classroom environments. Some classroom observations noted the presence of manipulatives in the classrooms, though not incorporated in lessons observed. The renewal application indicates the use of graphic organizers and sentence stems as support in writing activities.

- **Indicator e:** Leadership systematically reviews curriculum based on data and end of year student performance. In 2022-2023, Bold moved away from a Balanced Literacy approach and math investigations in response to student performance. Mentor teachers are trained in the Wilson Fundations method, and some are now coaches who provide turnkey training to colleagues. A Wilson specialist comes to Bold four times a year. K - Grade 2 now has a daily dedicated phonics block. Student groups are developed from assessment data. A Learning Lab block is used for reading instruction in grade 3, while intervention groups are used for older students. Content and school leaders meet weekly to review qualitative and quantitative data. Attention is also given to end of year student performance on the Literably reading level assessment tool and standardized NYS 3-8 assessments. Leadership focus group members noted that as staff members become familiar with the new curriculums, their confidence has improved and increased and there is a level of joy and excitement with students in the learning process, all while grounded with high expectations of rigor.

2. Element: ***Instruction***:
   - **Indicator a:** At Bold, a shared understanding of high-quality instruction begins during Summer Professional Learning. This understanding is reinforced through ongoing professional development. Examples of professional development focus on the "No Nonsense Nurturer", "Total Classroom Management makeover", and coaching on Wilson implementation. Additionally, feedback loops for reviewing lesson plans and observations grounded in the Teacher Excellence Framework are rooted in this shared understanding. The Leadership Focus Group views their request for expansion in Grades 6-8 as a way to keep their commitment and promise to staff to continue to implement high rigor, quality education to students' past Grade 5. They also view a school expansion as a way to keep a promise to the parents to offer a middle school. Bold's curricula include content through Grade 8, so offering Grades 6-8 would be a continuation of the program.

   - **Indicator b:** Student engagement is demonstrated in the flexible grouping structures at Bold. The Renewal application states that student learning occurs in visual, auditory, and tactile ways. CSO site visit team members observations occurred the day after a science experiment. This experiment with a ball on a ramp created excitement for students during discussion the following

day. Overall, observations showed little to no use of technology for students. Student work is on display throughout the school, often with a photo of the student holding their assignment. Classroom observations during the cite visit noted partial student engagement and numerous instances of students sitting following task completion, not sure what they should do next. The administrators accompanying the CSO Site Visit Team were well-versed in explaining what to expect during classroom observations and the specific feedback it would provide. Prior to classroom observations, school leadership stated that the CSO Site Visit Team would hear teachers refer to a "learning ready" body position. CSO staff did note a focus on timers, writing implement placement, and procedures. Student ownership of learning and how their behaviors and compliance with the "Team Promises" and associated consequences could impact their learning and performance were the means of classroom management observed.

3. Element: *Assessment and Program Evaluation*:
   - **Indicator a:** Bold Charter School students are assessed in numerous age-appropriate ways, including daily, weekly, and biweekly formative assessments, summative unit assessments, and summative standardized NYS 3-8 assessments. Diagnostic and Benchmark assessments, as reported in the renewal application include: Literably, Benchmarks, baseline, growth, counting jar, and the New York State Identification Test for English Language Learners (NYSITELL) and the New York State English as a Second Language Achievement test (NYSESLAT). Formative assessments, as reported in the renewal application including daily in lesson, mid-unit, "new read," "focusing question" writing tasks, "socratic seminars," lab activities, vocabulary quizzes, and assessment practice in standardized test format to prepare students for the NYS 3-8 assessments.
   - **Indicator b:** Teachers and school leaders alike collect data from classroom observations, attendance rates, homework completion, and family surveys. This data is used in conjunction with assessment data to inform instruction and improve student outcomes by tailoring support to specific needs. SchoolRunner is Bold's student management system, and it provides reports on topics ranging from assessments, uniform compliance, and behavior. These reports are supplemented by in-house spreadsheets, tagging individual assessment questions by subskill, as indicated by the Student Support focus group. Quarterly data on attendance, on time arrival, wearing uniforms, and homework completion were included in the "Bold Family Newsletter" provided to CSO staff as supplemental data. These four indicators in the newsletter all showed an upward trajectory and were featured to include families' as responsible partners in meeting Bold's goals.
   - **Indicator c:** Qualitative and quantitative data is used to evaluate the quality and effectiveness of the academic program and to make modifications to the program, including what curricular materials are used. Data is also used to determine what content areas teachers will specialize in. School leadership noted an improvement in student achievement due to recent curricular changes, proving their attention to this indicator. Bold continues to fine tune its program to maximize student achievement, particularly through small group phonics lessons and explicit vocabulary instruction. These flexible structures give teachers the ability to target the instructional needs of individual students. Lattice Pulse Survey responses from July-November 2023, provided to CSO team as a supplemental artifact, showed that 69 percent of respondents indicated "Data is consistently and proactively available in a format that helps me understand progress toward goals."

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** The NYCDOE provided the following feedback regarding Bold: "The school is very responsive to parents and helps address any concerns. The school also has a wonderful collaboration with CSE. They are extremely responsive and take the needs of the child very seriously. The school is knowledgeable about specially designed instruction, and the teachers address students' individualized needs. The special education coordinator has an excellent grasp on instruction and has richly contributed to IEP recommendations." This information was shared during the student support and leadership focus group meetings. The teacher focus group stated that Strive mentor teachers and classroom teachers have weekly meetings and Strive colleagues are always available to offer support for instructional scaffolding or classroom seating suggestions for students with disabilities. Summer professional development focuses on how to implement IEPs in the classroom. Student support focus group members shared examples of parents advocating for their children with special needs and developing positive relationships with the school, including Facetiming with their child's teachers, coordinating additional services, and collaborating with paraprofessionals. ELL students benefit from a wide variety of texts at Bold, exposing students to diversity and creating opportunities for students to see themselves represented within the curriculum. Site visit observations showed rich classroom libraries with books on display ranging from indigenous cultures, the Muslim faith, and Supreme Court Justice Sotomayor. The teacher focus group stated that approximately 90 percent of Bold students are Spanish speaking. Students are paired with teachers who are Spanish peaking. In grade-level team meetings and schoolwide meetings, non-Spanish speaking teachers discuss alternatives such as using headphones/microphones that automatically translate as an intervention for students. ELA curriculum choices, specifically the Wilson program and Wit and Wisdom, assist ELL students in explicit phonics and grammar instruction. In terms of Economically Disadvantaged students, Bold currently does not serve any students who are under the McKinney-Vento Act. The school's Operations Team takes in demographic info and arranges uniform vouchers, opportunities to take food home, technology supports, and any additional busing beyond what the school already provides as needed for student families.
   - **Indicator b:** Bold makes it a priority to ensure families not only have communication with the school but can access the extensive curricular library to support their child at home SWD: PT and OT services are offered in school. K - Grade 1 are in an ICT setting. No speech is provided for Grades 2-4; but all families received the Related Service Authorization (RSAs) in order to obtain this service from an independent provider of their choice at no cost. The current director of the Strive program is also a speech therapist. Mandated, at-risk, and crisis intervention counseling are provided in school, in addition to providing families with outside resources. School psychologists meet with grade levels weekly to address student concerns, IEP concerns, and curricular modifications. Student support team focus group members stated that meetings with general education teachers present an opportunity to review and individually modify lesson plans. Best practices are shared on Google Drive and real time collaboration leads to modeling differentiation in the classroom. Tuition reimbursements are available for teachers going to school to learn how to work with diverse students. Turnkey Wilson training is incorporated in Tier II and Tier III supports. Student promotion decisions are collaboratively determined via teacher input, family conversations, intervention plans for students at the mid-year mark, and examining multiple growth points for a holistic view of the student. Student support services team focus group members indicated that families and staff have access to student IEPs, IEP reports, and progress reports, from CSIS so they can collectively review it all. ELL students benefit from using Rosetta Stone and NY Public Library resources to enhance their language acquisition. ED students benefit from Bold's partnership with the Red Rabbit food vendor, offering meals from diverse cultures

and fresh foods. NYCDOE-sponsored busing with a Bold staff member on every bus helps ensure access for all students. Overall, a recent success in the eyes of all focus group members was the first in person University Night. This event taught families how to help their children learn to read by tapping out words. Parents left the evening knowing how to support their students' literacy development. Students were even teaching their own parents during this event. Parents are now equipped with the skills to assist their children in alignment with school instruction.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. 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. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student 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 process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

1.   Element: ***Behavior Management and Safety:***

- **Indicator a:** According to both the leadership and teacher focus groups, Bold has a Learning Culture Framework, delineated into a Culture of Investment and a Culture of Achievement. Staff are trained in this framework during Summer Professional Development to ensure buy-in and training. Written policies are reviewed by the Board of Trustees and legal counsel and disseminated annually in the Family Handbook. The Impression System is a daily mechanism for student self-reflection and incorporates teacher and family feedback. Leadership takes data from the Impression System and SchoolRunner Student Information System to note behavioral trends across the school. As part of the Teacher Excellence Framework, teachers are expected to have 100 percent of students meeting behavioral and intellectual expectations, holding all students accountable for their contribution to the classroom culture.
- **Indicator b:** Bold appears to be a safe environment and all constituents are able to articulate how the school community maintains a safe environment. In addition to the Impression System, the school has implemented a unique morning ritual called "Bold Start," where students engage in goal setting during breakfast. Qualities of respect, belonging, and safety are incorporated into their Wit and Wisdom curriculum. July 2023 Family Feedback survey results indicated that 87 percent of respondents agreed or strongly agreed that the school "creates a safe and organized learning environment." Teacher focus group members discussed the four pillars of the school and how there is accountability for students' actions; parents know about the accountability system, and everyone is on the same page. If student behavioral issues require escalation to the leadership, following disciplinary action, that student goes through a re-entry process with a Student Support Team member to repair the culture harmed by their prior actions.
- **Indicator c:** Bold is proud of their Advisory program as a way to educate students on building productive and collaborative relationships to ensure that the school environment is free from harassment and discrimination. The renewal application cites the NYS Social Emotional Learning benchmarks and Culturally Responsive-Sustaining Education Framework and Learning for Justice's Social Justice Standards and curricular resources. Focus group members identified the Bold Start as an opportunity for students to start the day in a positive manner. Some classrooms express gratitude during lunch. Throughout the school day, students self-advocate and go to an adult as needed. Teacher and leadership groups alike cited getting Dignity for All Students Act (DASA) training during their teacher certification program. The leadership states that while they communicate DASA protocols to grade levels and during summer training, students at Bold openly come to adults for support when needed.
- **Indicator d:** Classroom environments are generally free from disruption at Bold. During one classroom observation, a Reading Intervention class was observed in the same area where students were playing chess. The physical set up of the space created a distraction for both groups.

2. Element: ***Family Engagement and Communication:***
- **Indicator a:** Bold communicates regularly with families in their school community. Leadership and teacher focus groups both expressed that parents have staff's personal cell phone numbers for frequent communication. Monthly University Nights is an opportunity for educators to share resources and strategies to help students be successful. Family orientations occur before the school year and students' advisory teachers call families prior to the first day to reinforce expectations and procedures. This communication continues throughout the school year with daily Impression Forms and family conferences twice a year. The renewal application includes letters of support from five parents of students. Leadership team members provided sample Bold Family Newsletters with pictures of students actively learning, publicizing their social media presence, recaps University Night content and states that child's teacher will provide a recording

of the full University Night program. The newsletter is provided in both Spanish and English. Families who are Spanish speaking are paired with Spanish speaking staff members as Advisory teachers. The CSO site visit team was provided a flyer with QR code links to videos to help families support student literacy skill development and copies of Wilson Fundations phonics charts for home use.

- **Indicator b:** Teachers communicate student strengths and needs with families through Impression Forms and, starting this year, increased their formal communication with families by sending progress reports to families. The Director of Strive facilitates communication between school and home if additional behavioral support is needed. Leadership focus group members cited that constant communication between teachers and families has been a priority for Bold from the start. Teacher focus group members stated that all staff are invested in the Impression System and fourth grade sends daily check-ins to families.

- **Indicator c:** Bold assesses family and student satisfaction in a variety of ways and considers these results when making schoolwide decisions. Families receive a weekly Pulse Survey which are used to collect regular feedback for the school's leadership team. Survey responses, in person and online feedback sessions, University Nights, and community forums inform school leadership. Feedback is solicited prior to any major shift in the school program, as was the case when the after-school program was added. ParentSquare, an app which automatically translates items into a family's home language, is used. Bold has access to a DOE translation line, as needed. The leadership focus group members noted that the school provides resources and take-aways for families, empowering them to be active partners in their child's education.

- **Indicator d:** Bold has a complaint policy for school leadership and the board of trustees alike. In the complaint policy, the classroom teacher is first level, followed by the executive director. Complaints may be made to the executive director in writing, by telephone, or in person. The board of trustees receive complaints in open meetings, letters or emails and will respond in writing to any written complaint within 30 days.

- **Indicator e:** Bold is proud of its students' academic achievements and is committed to sharing them on school-level academic data with broader school community. Student results are promoted on recruitment materials. The school's overall events and culture is shared weekly in the Bold Family Newsletter, along with the inclusion of attendance data to help families become invested in the school's goals. The leadership focus group identified an intentional shift toward an increased frequency of communication with families with the quarterly progress reports. Ultimately, Bold will move toward weekly progress communications. The teacher focus group shared that the progress reports share specific standards where the student needs more practice, along with addressing student's level of effort.

3. Element: *Social-Emotional Supports*:
   - **Indicator a:** Bold's social emotional learning (SEL) program is derived from New York State's Culturally Responsive-Sustaining Education Framework, Learning for Justice's Social Justice Standards, and the Wit and Wisdom curriculum. Culturally Responsive professional development is woven into the norms of the organization and an integrated part of school life, as is humility and a willingness to learn, according to the leadership focus group. Teacher focus group members spoke about Wit and Wisdom's recent module on Native Americans, describing the impact on students from all backgrounds as "beautiful," particularly as students examined what it meant to have a great heart both literally and figuratively. Advisory period is held daily in groups of approximately 15 students with one teacher as point of contact. Explicit instruction in SEL occurs during this time. Leadership team members shared sample resources for a Grade 2 advisory unit on listening. Games, multisensory activities, and reflections were built into this internally

developed daily curriculum. School psychologists play a major role in curriculum development and acting as a liaison with families requiring social-emotional support.

- **Indicator b:** Social-Emotional data that school leaders collect and use to track the needs of students include Impression forms, attendance, repeat behaviors, and classroom observations. This classroom data informs a Tier 1 of interventions. Leaders escalate student support needs to other Tiers as needed based off these data points. Student Support services team focus group members discussed how Tier 2 and 3 supports may include development of Functional Behavior Assessments (FBA) and Behavior Improvement Plans (BIP) by Strive teachers, student support team members, and mentor teachers. According to the student support focus group, daily check-ins and outs. Daily communication with families are frequently used interventions for students who need additional SEL skill development.

- **Indicator c:** Bold's Teacher Excellence Framework includes use of data to gauge student skill levels. At Bold, that includes data pertinent to students' social and emotional health. The Bold Start breakfast, recess, community time, and an end of day reflection have all been implemented based on teacher feedback on the daily schedule and a need for more intentional and structured blocks for social emotional learning.

Benchmark 4: Financial Condition
The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

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

<u>Financial Condition</u>

Bold 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.

<u>Overall Financial Outlook</u>

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 1.50 and 3.00 is generally considered to be in good financial health. Bold Charter School's 2022-2023 composite score is 1.26.

<div align="center">

Composite Scores
2018-2019 to 2022-2023

Year	*Composite Score*
2018-2019	-
2019-2020	1.99
2020-2021	3.00
2021-2022	3.00
2022-2023	1.26

</div>

In July 2022, Bold Charter School adopted a new accounting standard, taking on significant long- and short-term lease liabilities and a right-of-use asset. This new accounting standard negatively impacted the school's FY 2023 statement of financial position and its composite score.

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

Given that this is the school's first set benchmark ratings, there is no trajectory for this benchmark.

Renewal is based on evidence that the following indicators are generally present:
1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. 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.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. 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 absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Bold Charter School's 2022-2023 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 recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

1.   Element: ***Board Oversight and Governance:***
- **Indicator a:** Bold's Board of Trustees is an experienced group of six members (recent vacancy due to retirement) with expertise in a variety of areas ranging from law, non-profit, technology, and real estate. Many board members have been involved in Charter Schools for decades. The board wants to add three more members in 2024. Bold's charter allows up to 15 members on the board. Recruitment is the responsibility of the governance committee. They are particularly working to ensure that the racial and ethnic representation on the board mirrors the school population. In addition, the board expressed a desire for members who have roots in the Bronx and are currently involved in academics at any level (citing the possibility of a tutoring partnership with higher education partners. The board has tried to connect with the local community council for potential members.
- **Indicator b:** The board's priorities and goals are aligned with the school's mission and educational philosophy. The executive director and the board set goals together and meet frequently both formally and informally. Particular attention is currently being given to connecting with community assets and finding a single location for the school. The board has an annual meeting where they focus on strategic planning by reviewing data on student performance, financial stability, family satisfaction, staff satisfaction, and retention.

- **Indicator c:** Bold's board operates in committees and receives support from Fourth Sector particularly with financial matters. Fourth Sector attends finance committee meetings and the finance portion of board meetings. Committees meet monthly and the Board focus group indicated that finance is the most active committee. The development committee is in the process of being reinvigorated. Presently, the academic committee meets bi-monthly but increases its frequency during testing season when it reviews student interventions. Members of the board also have ongoing regular conversations in between formal meetings. One pillar of the board is Community Assets. During the COVID-19 pandemic, the board tried to address food scarcity for students. The board has a relationship with a Head Start that is a feeder school to Bold Charter School and uses the local political infrastructure to maintain connections. The board focus group members stated that they review the school's fiscal dashboard on a monthly basis and has a formal discussion to review the metrics. The board also reviews an enrollment dashboard, focusing on subgroups' progress toward targets. The executive director sends a statement of cash flows to the financial committee for review at the monthly board meeting. The committee tracks where Bold is on a monthly basis for each item (staff expenses, recruiting expenses) and discusses results with the executive director and the need to adjust accordingly. They also review the overall organizational dashboard, and an academic dashboard (including NYS 3-8 ELA and math assessments in comparison with district, NYC, state) and discuss if practice tests are indicative of how students will do on state tests.
- **Indicator d:** School policies are regularly reviewed and updated by the board. The board focus group stated they act in response to the leadership's insights as policies are implemented in school. The board consults with legal counsel as appropriate before implementing changes. All Handbook and policy reviews and completed in conjunction with legal counsel.
- **Indicator e:** The board has a self-evaluation and Board Framework for continuous improvement of its membership. Board members annually evaluate the executive director in six areas: Mission, Vision, and Core Values; Program Management; Talent Management; Fiscal Management; Operational Management; and relationship with the board. Board members complete an individual assessment then board president provides the executive director with a total review, encompassing each individual member's contributions. During the leadership focus group, the executive director stated that he receives most of his training directly from the board. Currently, they are working on growth in the areas of pattern recognition and proactive planning. The executive director had a leadership coach for a portion of his third year in the position.
- **Indicator f:** The board works closely with a charter school law firm and its membership encourages questions are encouraged. Conflict of Interest statements are completed as part of the NYSED new board member packet. Throughout their initial charter term and the COVID-19 pandemic, the executive director and Board collaborated to comply with COVID-19 requirements and the Open Meetings Law. Board focus group members stated that historically, parents and community members do not attend their meetings. Meeting minutes are posted on the school website. While the board stated they are open to parent engagement, they do feel that the executive director does a good job of having parent engagement on a day-to-day basis. In paying attention to student subgroups, the board focus group noted a change their approach to engaging families, including translating flyers into Spanish and an increase in grassroots efforts to connect with families to attract them to the school.

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 obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐N/A	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

1. Element: ***School Leadership:***
   - **Indicator a:** The consistent leadership of the founder/executive director since the start of Bold has provided stability for the school. The leadership ensures that the schools' work is grounded

in their mission by using an Objectives and Key Results (OKRs) goal-setting framework on an individual, team, and organizational basis. Meeting with the Leadership focus group revealed that the managing director of schools just started July 1, 2023; and the director of teaching and learning just started at the beginning of November 2023. This means that two of the three members of the leadership team are new. Half of the staff are fluent in Spanish which significantly contributes to the communications with students and families. Leadership team members are typically housed at one of the two campuses (one with students in K - Grade 1 students and the other with students in Grades 2 - 5) to create consistency. The executive director splits time between campuses, as do, for example, the art and chess teachers. Leaders work to create observational opportunities for teachers at both campuses, either in-person or virtually. Both campuses communicate to ensure operations such as transportation, student arrival and dismissal are systematically aligned.

- **Indicator b:** Roles and responsibilities of school leadership are clearly defined in accordance with the mission and goals of the school. The renewal application cites that cites that staff members graded Bold as 93 out of 100 in terms of understanding the school's goals and mission, feeling personally committed to the school's success and being invested in its mission, vision, and values, directly attributable to its leadership. Leadership is structured into four primary teams: school leadership, academic leadership (including math and humanities leaders, in addition to curriculum-specific content teams), operations, and grade teams.

- **Indicator c:** According to the leadership focus group, communication systems and decision-making processes at Bold are backwards designed from the OKRs. In the summer, staff members receive communication guidance for families and among team members. Bold's recurring meeting structure ensures frequent and consistent communication among all stakeholders. All team meetings are held virtually to accommodate the school's two locations. The Pulse Survey and goal reflection administered through Lattice ensure communication with staff. Welcome calls to new families, newsletters, and University Nights promote communication with families.

- **Indicator d:** Human Resources processes in Bold are grounded in identifying individuals who align to the school's mission and who can build strong relationships, according to the leadership focus group. The school has a high staff retention rate of 85 percent. Leadership team members attribute this to the school culture, supportive communication structure, intentional systems, and the creation of advancement opportunities for teachers. New hires go through an extensive multistep interview hiring process including a performance task. Employees benefit from the Lattice-based system for employee growth and frequent coaching in both one on one and classroom settings. According to the leadership focus group, the school was fully staffed at the time of the site visit. Talent teachers (art, chess) are in a coaching capacity (support general teachers in the classroom) with teaching responsibilities during the day. Bold's offers competitive compensation to teachers. Seven new teachers were hired in 2023-2024 school year, mostly due to adding a new grade which automatically requires four or five additional teachers.

2. Element: ***Professional Climate:***
   - **Indicator a:** Bold has diverse team demographics and offers opportunities for tuition reimbursement for graduate school and teacher certification programs and bonuses to encourage a high-quality staff. Staff members engage with CT3 consultants throughout the year for additional professional development. Senior leadership has decades of experience in finance, charter schools, and human resources. Bold offers a career trajectory for increasing instructional leadership (mentoring) and compensation accordingly, which contributes to teacher retention while improving instruction. In future, the leadership team expressed a desire for growth in the Operations side of the school and in the newly established Strive program.

- **Indicator b:** Bold has incorporated structures for frequent collaboration among teachers in the form of weekly team meetings, and daily team planning time. A departmentalized structure in Grades 2-5, combined with ongoing professional development ensures communication among colleagues, as do meetings focusing on quarterly data analysis and goal setting. The Teacher Excellence Framework, Bold's teacher evaluation tool, ensures shared priorities and focus across staff members. Although leadership has tried to be as intentional as possible regarding schedules and locations, some staff (such as specialty talent teachers) are split between the two campuses. They travel via Uber between schools.
- **Indicator c:** Professional development is tailored to staff roles. New leadership team members stating twice daily meetings and daily goals with the executive director were important as they began their roles. All staff members have Rosetta Stone to improve Spanish fluency, along with training in Wilson Fundaments, Math in Focus, and through CT3 Education and the NYC Charter school center. DEI professional development is led by a mentor teacher in conjunction with school leadership. Professional development is evaluated by teachers directly giving feedback to the presenter. The Leadership focus group expressed excitement about teachers developing skills and confidence with the second year of their curriculum implementation. Bold leadership provided a copy of Professional Development in November 2023, which showed a deep dive into ELA standards and a performance level description of each standard. The session also involved a question-by-question analysis of the NYS 3-8 ELA assessment. Follow up tasks included the teachers taking the ELA assessment and discussing with their team. Teacher focus group members especially commented on the Wilson training they are receiving, noting that K - Grade 1 are focused on checking for understanding and Grades 2-5 are focused on understanding texts. Leadership focus group members spoke about the benefits of the Lattice program to individual teacher's growth over time. Agendas are stored in that program, as well as the Pulse Survey, and weekly updates sent to every member of the school (what are your goals, what do you want to work on with your coach). Reflection is an important component of school culture. Members of the teacher focus group expressed the benefits of the feedback they receive and valued the opportunity to provide weekly input to leadership.
- **Indicator d:** The Teacher Excellence Framework is Bold's formal evaluation tool. It is used in conjunction with growth tracks on the Lattice program. Self-reflection and growth are encouraged as teachers' skills gain greater sophistication. The leadership focus group stated that the school's daily schedule is designed for observation of colleagues across grades and content areas. The leadership focus group also expressed that regular, frequent conversations with the executive director about setting goals enable leaders to work with grade-level teams on improving student data and the overall student experiences. The new director of teaching and learning spoke about the value of learning about Bold's culture and curriculum through time spent in classrooms and with teams during her on-boarding process.
- **Indicator e:** Teacher feedback and satisfaction is solicited through weekly Pulse Surveys. Results of these surveys go directly to school leadership. The June 2023 year end team survey showed a score of 83 out of 100 about the team caring about individual staff members and their experiences. An example of Pulse Surveys leading to change were results about the quality of coaching, leadership team refined coaching structures. Lead and Learn sessions, according to executive director, are a space for teachers to have conversations, collaborate, and strategize regarding challenges. If a teacher is not meeting expectations, improvement plans are based on data dashboards. Teacher focus group members found observing peers' pedagogical nuances as useful. Also, some teachers indicated moving to the next grade level with their students as a way to maintain transformative on-going relationships with students and families. Lattice Pulse Survey responses from July-November 2023 were provided to the CSO team as supplemental artifacts.

In that survey, 91 percent of respondents indicated they were enthusiastic about their job and 92 percent stated they receive constructive feedback from others, while only 69 percent stated they share constructive feedback with others.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** n/a
   - **Indicator b:** n/a
   - **Indicator c:** Fourth Sector provides financial backdoor services for Bold. The board of trustees feels it has a strong relationship and productive dialogue with them. Bold's annual budget process involves multiple iterations with Fourth Sector assists. According to the renewal application, Bold regularly reviews the efficacy of vendors and contracted services. Bold meets annually to discuss the quality of the partnerships and to identify areas in need of improvement in the next contract year. The school has outsourced financial consultants, food vendors, and IT consultants.

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

<div align="center">Indicators</div>

Element	
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. 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:

Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

1. Element: ***Missions and Key Design Elements:***
   - **Indicator a:** Bold's mission is to equip all kindergarten through fifth grade students with the academic and character foundation to succeed in college, access lives of opportunity, and serve as the next generation of leaders. Teacher focus group members expanded on the mission and key design elements of the school by stating how the school focuses on the child as a human being rather than just as a student. Teachers want students to become "great human beings" who are community leaders. The renewal application indicated school staff rated the statement "I understand how my work contributes to achieving Bold's goals and mission" a 93 out of 100 rating, showing widespread commitment and understanding.
   - **Indicator b:** Bold Charter School's six key design elements follow:
     - **Rigorous academics, high-quality instruction, and extended learning time to ensure college and career readiness:** Student support services team focus group members cited Bold's extended learning time (8:00 AM to 4:00 PM) and extended school year with shorter summer break. A longer school year means minimal time is needed to resettle students in the fall for the next academic year. Bold's daily schedule is intentionally crafted to give students time in areas that will maximize their growth. The curriculum used builds student knowledge and questioning provides an opportunity for students to tie knowledge together. In addition to hosting University Nights, Career Days, where teachers talk about colleges they attended, and parents speak about their careers gives student exposure to future possibilities. At certain grade levels, students are seated in rows labeled "Zoologist row, Biologist row." The Impression System encourages students to take ownership over the impact of their decisions, build study habits, and hone communication skills.
     - **A values-based and achievement-oriented school culture to build personal excellence for school and life through curriculum and community involvement.** The Renewal application cites school procedures serving to develop students' sense of personal responsibility, which was demonstrated in observations by the CSO team. Teachers mentioned students' responsibility during lesson transitions as part of classroom behavior expectations. The

teacher focus group cited the purpose of jobs and roles in the classroom to help students prepare for personal excellence in life.

o **Leadership development through social-emotional, project-based, and co-curricular learning opportunities:** Student classroom jobs are translated into roles within curricular projects, such as being the group scribe or note-taker. In fifth grade, teacher focus group members shared that students had to write job application letters to get a job in the classroom, instilling that each one can be a leader in the community. This practice ties into the curricula (writing skills and communication with others) and prepares students for community leadership. Classroom discussion include the impact of leadership on others and each individuals' personal responsibility for their behavior. Student support services team focus group members shared these classroom jobs can instill leadership qualities in students who struggle and help them find success and advancement in classroom. Outside of the classroom, Bold's Chess team is on their way to Nationals in April. Additionally, the futsal club is an afterschool sports co-curricular opportunity for students.

o **Results-oriented decision-making and the frequent use of data to propel high academic achievement for all students:** Data drives decision making at Bold. A variety of academic and behavioral data sets (see B 2, 3, 7) are used to inform instructional practices, curriculum choices, school climate, Operations, and recruiting strategies. All data is examined in light of the school's mission, vision, objectives and key results (OKRs).

o **A professional culture of continuous growth and practice-based professional development to ensure high-quality instruction:** Ongoing professional development and the Teacher Excellence Framework promote a professional culture of growth. Teacher focus group and student support focus group members expressed a desire to grow the existing Bold school model to older students and in particular to students who are new to this country. Their intellectual curiosity was centered on the belief that the high-quality instruction they and their colleagues provide would be helpful to those who enter Bold as an older student.

o **Meaningful, mission-driven partnerships with families and community stakeholders that support all students to reach their potential:** Board of trustees focus group members stated they are very thoughtful in engaging with families and making them a part of their student success from beginning to the end of the school year. Bold has started to engage with a local Head Start program and local health clinics in the community to support healthcare needs. The successful chess program enhances critical thinking skills and exposes students to more than the core curriculum. Families become engaged with the academic curriculum during University Nights. The renewal application states that over 90 percent of enrolled families stay with Bold, and 90 percent of families have indicated Bold provides a positive, inspiring learning experience. Teacher focus group members identified Multicultural Day as a way to celebrate cultures in the school and the diversity of the surrounding community. For that event, the school purchased flags from a shop next door, which is owned by a parent. The parent watched the parade. Teachers support the chess team on weekends which contributes to a sense of community. The leadership team focus group indicated that families want great schools and want their children to be ready for college 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.

Finding: Approaches

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:

Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

1. Element: ***Targets are met:***
    *   **Indicator a:** The school has consistently increased its enrollment of ELL students throughout the term. Bold meets or exceeds subgroup enrollment for all three subgroups when compared to the DOL, NYC CSD 8 and exceeds or closely approaches the additional comparison to NYC CSD 12.

2. Element: ***Targets are not met:***
    *   **Indicator a:** For the 2022-2023 school year for all students, Bold was at 84 percent of its contracted enrollment.
    *   **Indicator b:** Bold is in the process of implementing extensive recruitment strategies to attract and retain subgroups, particularly ELL students. The renewal application notes an upward trend for ELL enrollment and the school's establishment of partnerships with local Spanish-speaking PreK programs. They have held focus groups with current families. The board of trustees focus group stated that 95 percent of parents want to enroll their current 5th graders into a 6th grade. The school also states that they have a waitlist of over 70 students for Grades 2-5 and are aggressively

looking to fill seats in K-1. The board of trustees believes a lack of space is limiting their growth, so they are making finding a single school facility their top priority to alleviate the stressors of two locations on both families and school staff. The renewal application states that recruitment methods used by Bold during the last charter term include: a demographic landscape analysis of surrounding zip codes and schools, targeted mailers in surrounding zip codes, highlighting Bold's academic performance and SWD and ELL support in recruitment materials, translating materials into Spanish, incorporating recruitment goals into team members' job descriptions, partner with local businesses to publicize the school, ensuring accessibility to Spanish speaking staff members, attending community meetings to publicize school programming and services, and partnering with early childhood organizations. The Board is being conservative in its budgeting for a potential grade-level expansion. Attrition, according to the board of trustees focus group, was due to families moving out of state and having their children in two separate campuses.

- **Indicator c:** Recruitment, outreach, and program services throughout the charter term have focused on student subgroups. In addition to curriculum choices that benefit ELL students, such as explicit phonics instruction, Bold supports ED students through free, high-quality meals, bus service, uniform gift cards, free Bold branded backpacks and all student supplies and learning materials at no cost. By educating families on instructional techniques and equipping them with tools to help their child, as they do at University Nights, families are more engaged with school. The board of trustees and executive director mentioned a partnership with a local health clinic and discussed intentional relationship development with local Head Start preschools as a feeder for the school. Board of trustee's members believe that creating an experience for the whole child (thorough, for example, their chess program) helps engagement. The renewal application states that both digital and paper advertising has been implemented to increase awareness of the school's successful student results. Due to space constraints, the board of trustees focus group stated that if they could add a section for Grades 2-5, they would meet their enrollment targets. They are actively examining their enrollment structures, including having wait lists.

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	a. The school has compiled a record of substantial compliance with applicable state and federal laws 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; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Given that this is the school's first set of benchmark ratings, there is no trajectory for this benchmark.

1. Element: ***Legal Compliance:***
   - **Indicator a:** Bold Charter School has a record of substantial compliance with applicable state and federal laws and the provisions of its charter. Of the 25 new staff members reported by the school as having been hired in 2022-2023, two began working prior to receiving full clearance, 11 and 5 days, respectively. CSO staff reiterated that fingerprint clearance is not just for the safety of children, but also for adults on staff and no faculty or staff should being working prior to receiving a full clearance. The school has relationships with the NYC DOE and the NYC Charter School Center to ensure compliance and training for staff, particularly in the administration of New York State assessments. CSO staff and the leadership focus group discussed three complaints received by the CSO office. Two complaints were connected to busing and one regarding a student being poked with a pencil. A lack of accessibility to meet with the school leader was mentioned twice. Bold acknowledged these complaints and stated that now there is a Bold staff member on each bus who has direct communication with the Operations team to respond to any issues that may arise. Only Bold students ride their buses.
   - **Indicator b:** In May 2021 the CSO issued a Notice of Concern regarding ELL enrollment and uncertified teachers. The school has addressed both issues and currently, 2022-2023, exceeds both the DOL and the additional district for comparison for ELL enrollment and the school is currently within the statutory limits for uncertified teachers.
   - **Indicator c:** In past, the school has sought revisions for new facility locations in different district of locations than originally approved, as well as increasing the number of members of the board of trustees in 2023. Currently, Bold has submitted revision requests with the renewal application to increase enrollment and Grades served, change the organizational structure, school's mission, calendar, code of conduct, and discipline policy. With its renewal application, the school

submitted nine letters of support from local businesses all, indicating their support of Bold's desire to serve middle school students.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2022-2023 Enrollment
BOLD CHARTER SCHOOL	320800861143	328

ESEA Accountability Designation (2023-2024):	This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 8
Total Public School Enrollment of Resident Students attending Charter Schools:	24%
Additional School District: (if applicable)*	NYC CSD 12
Total Public School Enrollment of Resident Students attending Charter Schools:	26%
Grades Served:	K-5
Address:	1090 CLOSE AVE, BRONX, NY, 10472
Website:	www.boldschools.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MR. ANDREW FOGLIA
CEO Phone:	929-506-4369
CEO Email:	afoglia@boldschools.org
BOT President:	MR. RAYMOND JOSEPH
BOT President Phone:	310-283-6472
BOT President Email:	rjoseph@boldschools.org
Institution ID:	800000090246

*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:	Latoya Johnson
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

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

CSO Survey Results

	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

3/1/2024

Charter School

BOLD CHARTER SCHOOL

Bold CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary	+/- 5	Brilla Veritas CS	+21	+22	.	.
		Bronx CS for Excellence 5	+12	-9	.	.
		Bronx Little School	+43	+47	.	.
		Cardinal Mccloskey Community CS	+46	+28	.	.
		Choice CS	+21	+37	.	.
		Dr Weeks ES	+53	+65	.	.
		Mount Eden Children's Academy	+23	+31	.	.
		PS 11 Highbridge	+33	+47	.	.
		PS 120 Carlos Tapia	+41	+52	.	.
		PS 130 Abram Stevens Hewitt	+42	+44	.	.
		PS 145 Andrew Jackson	+42	+45	.	.
		PS 173	+21	+31	.	.
		PS 197 Ocean School (The)	+35	+41	.	.
		PS 310 Marble Hill	+32	+44	.	.
		PS 35 Franz Siegel	+39	+56	.	.
		PS 360	+48	+61	.	.
		PS 43 Jonas Bronck	+39	+48	.	.
		PS 536	+47	+59	.	.
		PS 57 Crescent	+44	+53	.	.
		PS 66 School of Higher Expectations	+43	+43	.	.
		PS 69 Journey Prep School	+35	+42	.	.
		PS 7 Abraham Lincoln	+31	+41	.	.
		PS 75 School of Research and Discovery	+34	+38	.	.
		PS 8 Isaac Varian	+33	+43	.	.
		PS 92 Adrian Hegeman	+34	+55	.	.
		PS 94 Kings College School	+48	+55	.	.
		Storefront Academy CS	+33	+47	.	.
		Urban Scholars Community School	+30	+50	.	.
		Webster ES	+48	+58	.	.
		Mean	+36	+44	.	.
	+/- 7.5	Colibri Community School (The)	+49	+62	.	.
		Concourse Village ES	-12	+15	.	.
		Cypress Hills Ascend CS	+29	+30	.	.
		Delaware Primary School	+60	+66	.	.
		East New York ES of Excellence	+46	+52	.	.
		Family School (The)	+33	+27	.	.
		Hebrew Language Academy CS 2	+9	+20	.	.
		La Cima CS	+30	+17	.	.
		Martin Road ES	+44	+50	.	.
		New York City Academy for Discovery	+36	+35	.	.
		Norma Adams Clemons Academy	+33	+49	.	.
		PS 104 Bays Water (The)	+38	+42	.	.
		PS 108 Sal Abbracciamento	+13	+8	.	.
		PS 109 Sedgwick	+42	+55	.	.
		PS 110 Theodore Schoenfeld	+34	+54	.	.
		PS 114 Luis Llorens Torres School	+48	+56	.	.
		PS 128 Audubon	+30	+41	.	.
		PS 131 Abigail Adams	0	+8	.	.
		PS 132 Garrett A Morgan	+35	+44	.	.
		PS 134 George F Bristow	+40	+54	.	.
		PS 146 Edward Collins	+46	+49	.	.
		PS 152 Dyckman Valley	+46	+51	.	.
		PS 159 Isaac Pitkin	+19	+27	.	.
		PS 170	+61	+67	.	.
		PS 171 Peter G Van Alst	+35	+55	.	.
		PS 179	+36	+58	.	.
		PS 189	+30	+41	.	.
		PS 199 Shakespeare School (The)	+33	+42	.	.
		PS 204 Morris Heights	+9	+26	.	.
		PS 209	+61	+67	.	.

	School				
	PS 212 Lady Deborah Moody	+14	+25	.	.
	PS 214 Michael Friedsam	+24	+34	.	.
	PS 236 Langston Hughes	+18	+25	.	.
	PS 256 Benjamin Banneker	+41	+55	.	.
	PS 273	+9	+20	.	.
	PS 276 Louis Marshall	+22	+24	.	.
	PS 297 Abraham Stockton	+30	+30	.	.
	PS 299 Thomas Warren Field School	+40	+49	.	.
	PS 315	+28	+33	.	.
	PS 32 Belmont	+41	+60	.	.
	PS 345 Patrolman Robert Bolden	+38	+38	.	.
	PS 361 East Flatbush Early Childhood School	+34	+48	.	.
	PS 377 Alejandrina B De Gautier	+47	+53	.	.
	PS 39 Francis J Murphy Jr	+11	+14	.	.
	PS 48 Joseph R Drake	+50	+61	.	.
	PS 50 Talfourd Lawn ES	+18	+21	.	.
	PS 56 Norwood Heights	+22	+33	.	.
	PS 65 Mother Hale Academy	+40	+57	.	.
	PS 70 Max Schoenfeld	+46	+48	.	.
	PS 71 Forest	+26	+41	.	.
	PS 75 Mayda Cortiella	+37	+43	.	.
	PS 83 Luis Munoz Rivera	+11	+14	.	.
	PS 85 Great Expectations	+39	+54	.	.
	PS 90 Horace Mann	+24	+29	.	.
	PS/IS 54	+36	+47	.	.
	Queens School for Leadership and Excellence (The)	+24	+33	.	.
	Sheridan Academy for Young Leaders	+41	+54	.	.
	South Bronx Classical CS IV	-29	-22	.	.
	Steam At Dr King ES	+59	+66	.	.
	Walton Avenue School (The)	+32	+26	.	.
	Young Voices Academy of the Bronx	+26	+30	.	.
	Mean	+31	+40	.	.
+/- 10	Amber CS Inwood	+61	+67		.
	Brilla Pax CS	+61	+67	.	.
	David N Dinkins School	+12	+25	.	.
	Dr Emmett W Bassett School (The)	+32	+33	.	.
	East Brooklyn Ascend CS (Ebacs)	+61	+67	.	.
	Elm Community CS	+5	+12	.	.
	Giffen Memorial ES	+51	+57	.	.
	Grant Avenue ES	+29	+49	.	.
	Leep Dual Language Academy CS	+7	+8	.	.
	Longwood Academy of Discovery (The)	+51	+63	.	.
	Manhattan CS	+22	+38	.	.
	Museum School 25	+46	+59	.	.
	PS 1 Courtlandt School	+48	+53		.
	PS 105 Senator Abraham Bernstein	+40	+40	.	.
	PS 115 Alexander Humboldt	+32	+34	.	.
	PS 129 Patricia Larkin	+13	+17	.	.
	PS 134	-10	-15	.	.
	PS 134 Hollis	+34	+49		.
	PS 150 Charles James Fox	+35	+44		.
	PS 151 Mary D Carter	+26	+34	.	.
	PS 154 Jonathan D Hyatt	+24	+48	.	.
	PS 155 William Paca	+37	+44	.	.
	PS 159 Luis Mumoz Marin Biling	+28	+53	.	.
	PS 16 John J Driscoll	+43	+56	.	.
	PS 16 Wakefield	+39	+43	.	.
	PS 161 Juan Ponce De Leon School	+31	+51	.	.
	PS 164 Caesar Rodney	0	+9	.	.
	PS 175 Henry H Garnet	+49	+52	.	.
	PS 18 John Peter Zenger	+37	+47	.	.
	PS 19 Curtis School (The)	+28	+42	.	.
	PS 192 Jacob H Schiff	+39	+33	.	.
	PS 194 Countee Cullen	+48	+56	.	.
	PS 194 Raoul Wallenberg	+29	+32	.	.
	PS 205 Fiorello Laguardia	+38	+51	.	.
	PS 207	+52	+63	.	.

PS 23 New Children's School (The)	+30	+54	.	.
PS 25 Bilingual School	+42	+50	.	.
PS 25 Eubie Blake School	+31	+28	.	.
PS 277	+42	+45	.	.
PS 290 Juan Morel Campos	+29	+35	.	.
PS 306	+44	+55	.	.
PS 33 Timothy Dwight	+34	+42	.	.
PS 34 John Harvard	+24	+26	.	.
PS 340	+26	+42	.	.
PS 36 Unionport	+21	+31	.	.
PS 399 Stanley Eugene Clarke	+25	+35	.	.
PS 40 George W Carver	+11	+22	.	.
PS 40 Samuel Huntington	+17	+21	.	.
PS 44 David C Farragut	+41	+42	.	.
PS 45 Clarence Witherspoon	+37	+41	.	.
PS 46 Albert V Maniscalco	+35	+41	.	.
PS 49 Willis Avenue	+31	+33	.	.
PS 51	+61	+67	.	.
PS 59 Community School of Technology (The)	+52	+57	.	.
PS 6 West Farms	+44	+53	.	.
PS 60 Woodhaven	+23	+25	.	.
PS 62 Inocensio Casanova	+46	+50	.	.
PS 63 Author's Academy	+36	+44	.	.
PS 63 Old South	+21	+23	.	.
PS 65	+4	+10	.	.
PS 67 Mohegan School	+21	+40	.	.
PS 73 Bronx	+45	+54	.	.
PS 76 Bennington School (The)	+41	+53	.	.
PS 88 S Silverstein Little Sparrow School	+41	+48	.	.
PS 90 Edna Cohen School	+16	+18	.	.
PS 92 Mary Mcleod Bethune	+38	+47	.	.
PS 97 Forest Park	+26	+40	.	.
Park Avenue School	+44	+50	.	.
Samara Community School	+41	+47	.	.
School for Environmental Citizenship	+39	+49	.	.
School of Science &technology	+23	+41	.	.
School of Science and Applied Learning (The)	+44	+52	.	.
Sheridan Preparatory Academy	+49	+54	.	.
Stanley Makowski Early Childhood Center	+42	+52	.	.
Steam Bridge School (The)	-6	+6	.	.
Sunset School of Cultural Learning	+61	+67	.	.
Warring Magnet Academy of Science and Technology	+38	+57	.	.
Wave Preparatory ES	+3	+9	.	.
William A Carter School	+39	+47	.	.
Mean	+33	+42	.	.
Mean	+33	+41	.	.

See NOTES (1) and (11).

Charter School

BOLD 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%

Bold CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2022-2023	69%	42%	67%	67%	89%	82%	81%	89%

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

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:
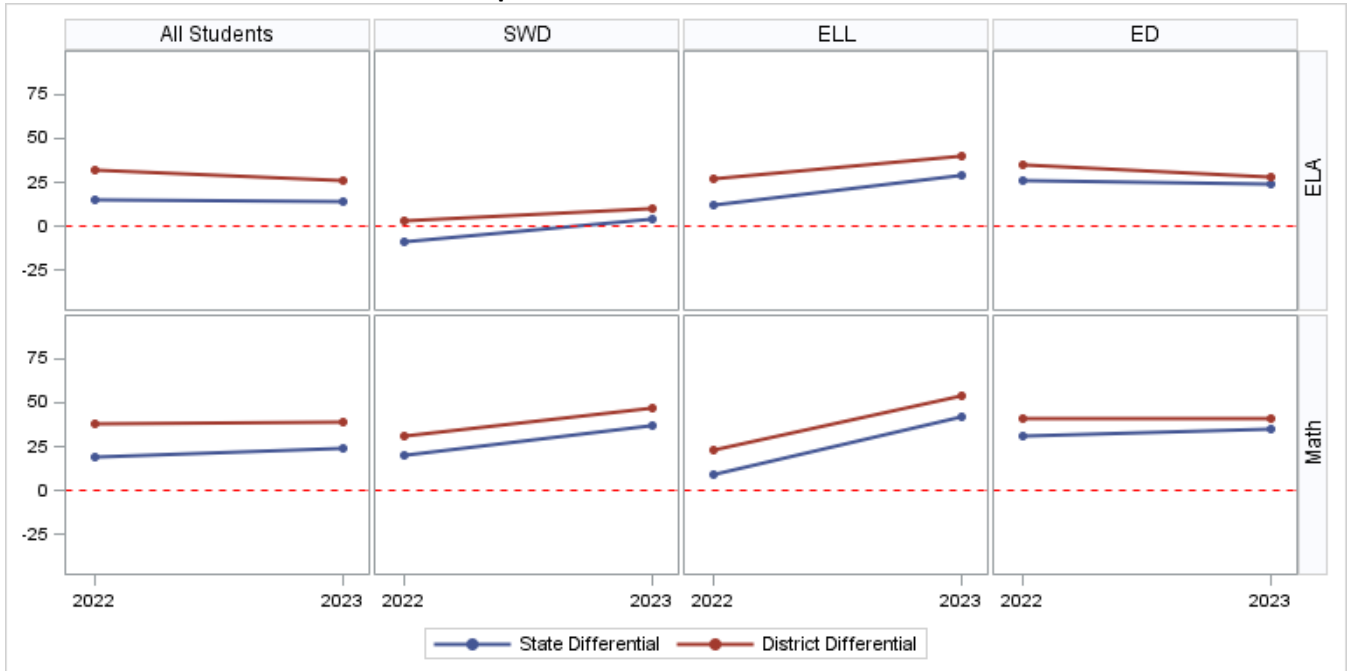
Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Bold CS and NYC CSD 8

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

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 Bold CS and NYC CSD 12

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

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

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

		ELA					Math				
		Bold CS	NYC CSD 8	District Differential	NYS	NYS Differential	Bold CS	NYC CSD 8	District Differential	NYS	NYS Differential
All Students	2021-2022	61%	29%	+32	46%	+15	67%	29%	+38	48%	+19
	2022-2023	61%	35%	+26	47%	+14	78%	39%	+39	54%	+24
SWD	2021-2022	11%	8%	+3	20%	-9	44%	13%	+31	24%	+20
	2022-2023	24%	14%	+10	20%	+4	65%	18%	+47	28%	+37
ELL	2021-2022	45%	18%	+27	33%	+12	45%	22%	+23	36%	+9
	2022-2023	61%	21%	+40	32%	+29	82%	28%	+54	40%	+42
ED	2021-2022	61%	26%	+35	35%	+26	67%	26%	+41	36%	+31
	2022-2023	60%	32%	+28	36%	+24	77%	36%	+41	42%	+35

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

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

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

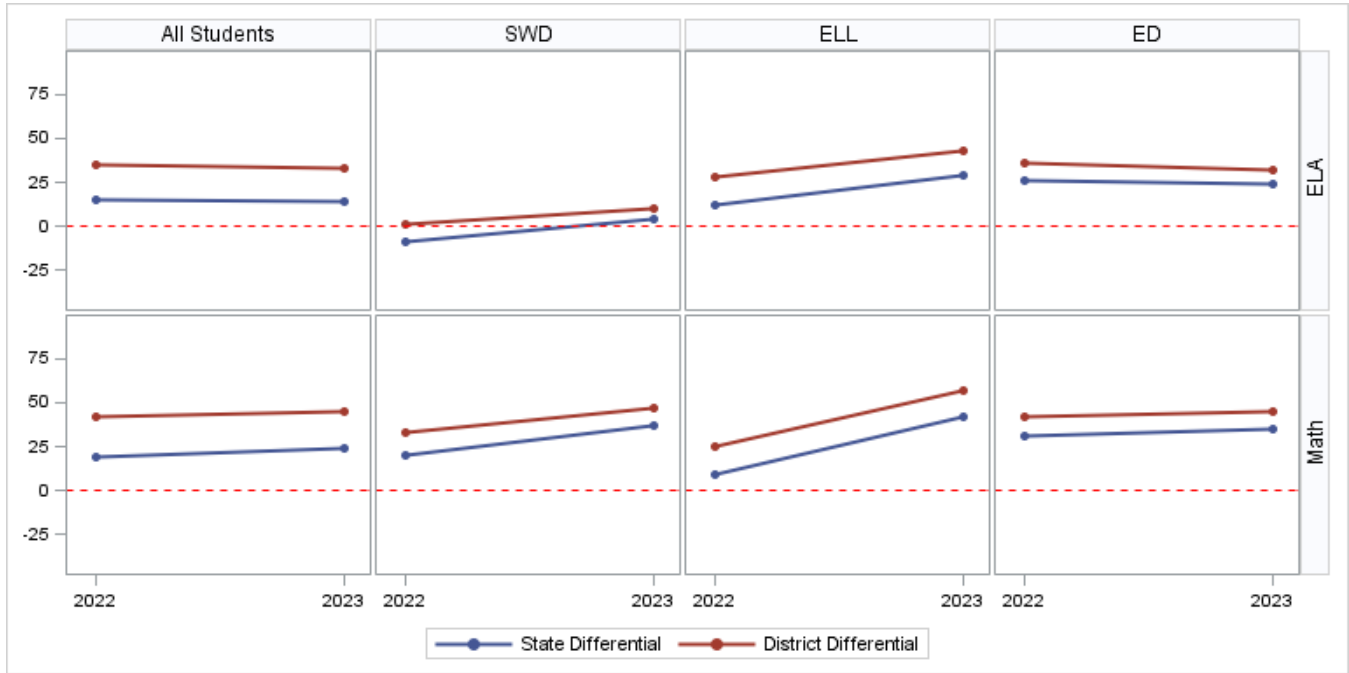|		ELA					Math				
		Bold CS	NYC CSD 12	District Differential	NYS	NYS Differential	Bold CS	NYC CSD 12	District Differential	NYS	NYS Differential
All Students	2021-2022	61%	26%	+35	46%	+15	67%	25%	+42	48%	+19
	2022-2023	61%	28%	+33	47%	+14	78%	33%	+45	54%	+24
SWD	2021-2022	11%	10%	+1	20%	-9	44%	11%	+33	24%	+20
	2022-2023	24%	14%	+10	20%	+4	65%	18%	+47	28%	+37
ELL	2021-2022	45%	17%	+28	33%	+12	45%	20%	+25	36%	+9
	2022-2023	61%	18%	+43	32%	+29	82%	25%	+57	40%	+42
ED	2021-2022	61%	25%	+36	35%	+26	67%	25%	+42	36%	+31
	2022-2023	60%	28%	+32	36%	+24	77%	32%	+45	42%	+35

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

3/1/2024

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

All Students Grade-Level Proficiency

All Students		ELA					Mathematics				
		Bold CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bold CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2022	61%	29%	+32	46%	+15	67%	29%	+38	48%	+19
	2023	58%	31%	+27	45%	+13	72%	41%	+31	54%	+18
Grade 4	2023	65%	39%	+26	49%	+16	84%	37%	+47	54%	+30

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

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

All Students Grade-Level Proficiency

All Students		ELA					Mathematics				
		Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS
Grade 3	2022	61%	26%	+35	46%	+15	67%	25%	+42	48%	+19
	2023	58%	29%	+29	45%	+13	72%	36%	+36	54%	+18
Grade 4	2023	65%	28%	+37	49%	+16	84%	29%	+55	54%	+30

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

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

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics				
		Bold CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bold CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2022	11%	8%	+3	20%	-9	44%	13%	+31	24%	+20
	2023	33%	11%	+22	19%	+14	67%	19%	+48	29%	+38
Grade 4	2023	17%	17%	0	21%	-4	64%	18%	+46	27%	+37

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

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

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics				
		Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS
Grade 3	2022	11%	10%	+1	20%	-9	44%	11%	+33	24%	+20
	2023	33%	14%	+19	19%	+14	67%	22%	+45	29%	+38
Grade 4	2023	17%	15%	+2	21%	-4	64%	15%	+49	27%	+37

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

3/1/2024

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

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics				
		Bold CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bold CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2022	45%	18%	+27	33%	+12	45%	22%	+23	36%	+9
	2023	65%	13%	+52	29%	+36	88%	25%	+63	40%	+48
Grade 4	2023	56%	27%	+29	36%	+20	76%	30%	+46	40%	+36

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

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

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics				
		Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS
Grade 3	2022	45%	17%	+28	33%	+12	45%	20%	+25	36%	+9
	2023	65%	17%	+48	29%	+36	88%	28%	+60	40%	+48
Grade 4	2023	56%	18%	+38	36%	+20	76%	23%	+53	40%	+36

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

3/1/2024

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

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics				
		Bold CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Bold CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 3	2022	61%	26%	+35	35%	+26	67%	26%	+41	36%	+31
	2023	58%	28%	+30	34%	+24	71%	37%	+34	42%	+29
Grade 4	2023	62%	37%	+25	38%	+24	83%	35%	+48	42%	+41

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

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

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics				
		Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS	Bold CS	NYC CSD 12	Differential to District	NYS	Differential to NYS
Grade 3	2022	61%	25%	+36	35%	+26	67%	25%	+42	36%	+31
	2023	58%	28%	+30	34%	+24	71%	36%	+35	42%	+29
Grade 4	2023	62%	28%	+34	38%	+24	83%	29%	+54	42%	+41

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

3/1/2024

Charter School

BOLD CHARTER SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Bold CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	120	121	101%
2020-2021	210	187	89%
2021-2022	300	241	80%
2022-2023	390	328	84%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Bold CS	NYC CSD 8	Differential to District	Bold CS	NYC CSD 8	Differential to District	Bold CS	NYC CSD 8	Differential to District
2019-2020	20%	21%	-1	12%	16%	-4	87%	85%	+2
2020-2021	21%	21%	0	0%	16%	-16	93%	86%	+7
2021-2022	22%	22%	0	25%	18%	+7	90%	86%	+4
2022-2023	24%	24%	0	34%	20%	+14	90%	87%	+3

*The 2020-2021 ELL enrollment for this school is under-represented due to a reporting error.
*See NOTES (2) and (6).

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Bold CS	NYC CSD 12	Differential to District	Bold CS	NYC CSD 12	Differential to District	Bold CS	NYC CSD 12	Differential to District
2019-2020	20%	20%	0	12%	22%	-10	87%	94%	-7
2020-2021	21%	21%	0	0%	23%	-23	93%	94%	-1
2021-2022	22%	21%	+1	25%	26%	-1	90%	94%	-4
2022-2023	24%	22%	+2	34%	27%	+7	90%	94%	-4

The 2020-2021 ELL enrollment for this school is under-represented due to a reporting error.
See NOTES (2) and (6).

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Bold CS	NYC CSD 8	Differential to District	Bold CS	NYC CSD 8	Differential to District	Bold CS	NYC CSD 8	Differential to District	Bold CS	NYC CSD 8	Differential to District
2020-2021	89%	86%	+3	92%	86%	+6	87%	85%	+2	90%	86%	4
2021-2022	81%	80%	+1	75%	79%	-4	.	.	.	81%	81%	0
2022-2023	79%	83%	-4	75%	85%	-10	89%	83%	+6	79%	83%	-4

See NOTES (2) and (6) below.

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Bold CS	NYC CSD 12	Differential to District	Bold CS	NYC CSD 12	Differential to District	Bold CS	NYC CSD 12	Differential to District	Bold CS	NYC CSD 12	Differential to District
2020-2021	89%	87%	+2	92%	86%	+6	87%	85%	+2	90%	87%	3
2021-2022	81%	79%	+2	75%	80%	-5	.	.	.	81%	79%	+2
2022-2023	79%	82%	-3	75%	81%	-6	89%	82%	+7	79%	82%	-3

See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

See NOTES (2), (3), and (10) below.

2024 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.

(13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students. An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.

Charter School Fiscal Accountability Summary

BOLD CHARTER SCHOOL

	2018-19	2019-20	2020-21	2021-22	2022-23
Grades Served	-	K-1	K-2	K-3	K-4
Maximum Chartered Grades Served	-	K-5	K-5	K-5	K-5
Chartered Enrollment	-	120	210	300	390
Maximum Chartered Enrollment	-	480	480	480	480
Actual Enrollment	-	121	187	241	328

Chartered vs. Actual Enrollment

AUDITED FINANCIALS — STATEMENT OF FINANCIAL POSITION

ASSETS	2018-19	2019-20	2020-21	2021-22	2022-23
Current Assets					
Cash and Cash Equivalents	-	486,331	1,246,239	1,689,843	678,163
Grants and Contracts Receivable	-	71,415	159,834	276,903	422,808
Prepaid Expenses	-	138,189	59,810	343,933	278,305
Other Current Assets	-	93,602	-	402,584	1,175,403
Total Current Assets	-	789,537	1,465,883	2,713,263	2,554,679
Non-Current Assets					
Property, Building and Equipment, net	-	235,660	427,457	394,906	713,026
Restricted Cash	-	75,006	75,029	75,047	100,008
Security Deposits	-	57,450	57,450	57,450	57,450
Other Non-Current Assets	-	-	-	-	12,284,643
Total Non - Current Assets	-	368,116	559,936	527,403	13,155,127
Total Assets	-	1,157,653	2,025,819	3,240,666	15,709,806

Cash, Assets and Liabilities

LIABILITIES and NET ASSETS	2018-19	2019-20	2020-21	2021-22	2022-23
Current Liabilities					
Accounts Payable and Accrued Expenses	-	52,367	47,422	102,219	190,487
Accrued Payroll and Payroll Taxes	-	78,195	11,842	16,686	16,148
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	84,030	-	-	2,049,944
Total Current Liabilities	-	214,592	59,264	118,905	2,256,579
Long-Term Liabilities					
Deferred Rent	-	376,000	208,000	435,095	-
Other Long-Term Liabilities	-	133,042	-	-	11,152,696
Total Long-Term Liabilities	-	509,042	208,000	435,095	11,152,696
Total Liabilities	-	723,634	267,264	554,000	13,409,275
NET ASSETS					
Unrestricted	-	434,019	1,758,555	2,686,666	2,300,531
Restricted	-	-	-	-	-
Total Net Assets	-	434,019	1,758,555	2,686,666	2,300,531
Total Liabilities and Net Assets	-	1,157,653	2,025,819	3,240,666	15,709,806

Net Assets

AUDITED FINANCIALS — STATEMENT OF ACTIVITIES

OPERATING REVENUE	2018-19	2019-20	2020-21	2021-22	2022-23
State and Local Per Pupil Revenue - Reg. Ed	-	1,916,908	2,914,942	4,024,419	5,693,551
State and Local Per Pupil Revenue - SPED	-	206,123	411,056	514,372	839,414
State and Local Per Pupil Facilities Revenue	-	430,000	874,482	940,000	1,708,197
Federal Grants	-	932,945	451,466	1,128,987	994,663
State and City Grants	-	31,921	9,628	10,833	-
Other Operating Income	-	451,983	308,815	334,139	466,184
Total Operating Revenue	-	3,969,880	4,970,389	6,952,750	9,702,009
EXPENSES					
Program Services					
Regular Education	-	2,035,705	2,212,513	3,967,201	6,661,249
Special Education	-	445,250	570,995	912,189	1,707,181
Other Expenses	-	-	-	-	-
Total Program Services	-	2,480,955	2,783,508	4,879,390	8,368,430
Supporting Services					
Management and General	-	1,054,906	862,345	1,145,249	1,719,714
Fundraising	-	-	-	-	-
Total Support Services	-	1,054,906	862,345	1,145,249	1,719,714
Total Expenses	-	3,535,861	3,645,853	6,024,639	10,088,144
Surplus/Deficit from Operations	-	434,019	1,324,536	928,111	(386,135)
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	-	-	-	-	-
Change in Net Assets	-	434,019	1,324,536	928,111	(386,135)
Net Assets - Beginning of Year	-	-	434,019	1,758,555	2,686,666
Net Assets - End of Year	-	434,019	1,758,555	2,686,666	2,300,531

Revenue & Expenses

Change in Net Assets

FISCAL ANALYSIS — RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	-	32,809	26,580	28,850	29,579
Support and Other Revenue	-	-	-	-	-
Total Revenue	-	32,809	26,580	28,850	29,579
Expenses - Per Pupil					
Program Services	-	20,504	14,885	20,246	25,514
Mangement and General, Fundraising	-	8,718	4,611	4,752	5,243
Total Expenses	-	29,222	19,497	24,999	30,757
% of Program Services	0.0%	70.2%	76.3%	81.0%	83.0%
% of Management and Other	0.0%	29.8%	23.7%	19.0%	17.0%
% of Revenue Exceeding Expenses	0.0%	12.3%	36.3%	15.4%	-3.8%

FINANCIAL COMPOSITE SCORE

	2018-19	2019-20	2020-21	2021-22	2022-23
Composite Score	-	1.99	3.00	3.00	1.26
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Strong	Adequate

Enrollment vs. Revenue & Expenses

WORKING CAPITAL

	2018-19	2019-20	2020-21	2021-22	2022-23
Net Working Capital	-	574,945	1,406,619	2,594,358	298,100
Working Capital (Current) Ratio	-	3.7	24.7	22.8	1.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard

DEBT TO ASSET

	2018-19	2019-20	2020-21	2021-22	2022-23
Debt to Asset Ratio	-	0.6	0.1	0.2	0.9
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

	2018-19	2019-20	2020-21	2021-22	2022-23
Days of Cash	-	50.2	124.8	102.4	24.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard

TOTAL MARGIN

	2018-19	2019-20	2020-21	2021-22	2022-23
Total Margin Ratio	-	0.1	0.3	0.1	(0.0)
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard

Working Capital

Debt to Asset

Days of Cash

Total Margin