New York State Education Department

Renewal Site Visit Report
2019-2020

South Bronx Early College Academy Charter School

Visit Date: October 7-8, 2019
Date of Report: January 7, 2020

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

CONTENTS

SCHOOL DESCRIPTION **2**

METHODOLOGY **4**

BENCHMARK ANALYSIS **6**

SUMMARY OF FINDINGS 8
BENCHMARK 1: STUDENT PERFORMANCE 10
BENCHMARK 2: TEACHING AND LEARNING 12
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT 17
BENCHMARK 4: FINANCIAL CONDITION 20
BENCHMARK 5: FINANCIAL MANAGEMENT 22
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE 23
BENCHMARK 7: ORGANIZATIONAL CAPACITY 25
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS 28
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION 29
BENCHMARK 10: LEGAL COMPLIANCE 30

ATTACHMENT 1: BENCHMARKS 1 AND 9 DATA **32**

ATTACHMENT 2: CHARTER SCHOOLS FISCAL ACCOUNTABILITY SUMMARY DASHBOARD **39**

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Board Chair	Davon Russell
Name of School Leader	Brian Blough
District/CSD of Location	NYC CSD 8
Opening Date	Fall 2015
Charter Terms	Initial Charter Term: August 30, 2015 - June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	Grades 6-8/326 Students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-8/330 Students
Comprehensive Management Service Provider	None
Facilities	766 Westchester Avenue, Bronx, NY 10455 - Private Space
Mission Statement	*South Bronx Early College Academy Charter School will provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State Common Core standards-aligned curriculum. The Early College Academy will establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning. Students will graduate from the Early College Academy prepared for success in college and for active and thoughtful citizenship.*
Key Design Elements	• Small school culture and extended day/year • Differentiated and personalized instruction • Use of research-based, standards-aligned curricula and instructional strategies • Comprehensive advisory and classroom support • Comprehensive college preparation and opportunities for early college • Parent and family support
Requested Revisions	To Increase maximum enrollment from 326 to 330 students.

Noteworthy: After failing to meet academic and operational charter performance expectations in the first half of the initial term, the South Bronx Early College Academy Charter School (SBECA) Board of Trustees replaced the school leadership team at the beginning of year 4. The new leadership team, with new staff,

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

has dramatically improved school culture and classroom practice, and indicated that it is building an academic program aimed at achieving the school's early college mission.

Renewal Outcomes

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

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

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

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

  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019	Year 5 2019 to 2020
Grade Configuration	Grade 6	Grades 6- 7	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	110	218	326	326	326

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

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8
Total Proposed Enrollment	330	330	330	330	330

METHODOLOGY

A two-day renewal site visit was conducted at South Bronx Early College Academy Charter School on October 7-8, 2019. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and teachers. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers.

The team conducted sixteen classroom observations in Grades 6-8. The observations were approximately 20 minutes in length and conducted jointly with the principal, vice principals, and directors of student support services.

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

a. Current organizational chart;
b. A master school schedule;
c. A map of the school;
d. Board materials, strategic plan, and a narrative describing the board's self-evaluation process;
e. Narrative describing the process used to evaluate school leadership;
f. Narrative describing the process school leadership uses to evaluate teachers;
g. 2018-2019 New York City Department of Education (NYCDOE) School Quality Report;

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

h. Efforts toward achieving enrollment and retention targets;
i. Admissions and Waitlist
j. Faculty/Staff Roster
k. Classroom Observations
l. NYSED Parent and Teacher Surveys
m. Lesson Plans from 09-24-2019 to 10-8-2019
n. 06-05-2019 Approved NYSED Charter School Office Corrective Action Plan
o. School-submitted Annual Reports
p. Previous Mid-term SV Reports and Check-in Site Visit Memos
q. Renewal Application and attachments
r. Other documents requested by the CSO site visit team

BENCHMARK ANALYSIS

The 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 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.

For the site visit conducted on October 7-8, 2019 at the South Bronx Early College Academy Charter School, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
Charter School Performance Framework Rating

	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).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school 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.	Approaches
	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.	Approaches
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.	Approaches
	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.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Summary of Findings

SBECA is in its fifth year of operation and serves students in Grades 6-8. During its current charter term, the school is rated in the following manner: meeting five benchmarks and approaching five benchmarks. Additional details regarding those ratings are provided below.

Areas of Strength:

In the spring of 2018, SBECA refocused its charter implementation with a decisive change in school leadership and staffing. SBECA's Board of Trustees took this action to reverse the poor academic outcomes and other operational failures of the first half of the term. The school began its fourth year in August 2018 with a new leadership team and full student enrollment. Prior to 2018, SBECA had replaced two-thirds of its instructional faculty. This trend reversed going into the subsequent school year, however, when 93% of teachers returned. Since 2018-2019, school leaders have stabilized a positive culture and climate, improved attendance, and decreased behavioral issues. Additionally, the school's institutional partnership with the Women's Housing and Economic Development Corporation (WHEDco) provides social work and counseling expertise, and as well as other resources.

Teachers and the overall school community are engaged with the school's mission and key design elements, including standards-based curricula, student-centered learning, and opportunities for early college preparation. The principal and two vice principals serve as instructional leaders, guiding curricular development and refinement, lesson planning, and coaching with the school's 30+ teachers. SBECA currently provides three Regents-level courses for Grade 8 students. In 2019, the school achieved an all-student proficiency rate exceeding NYS in Algebra I.

The school's board of trustees is increasing its engagement with the school. In 2019-2020, the board added new staff to facilitate responsive use of data and to better track human resources and finance. The board is also improving its governance capacity through the use of a dashboard that reports progress in key indicators.

SBECA's enrollment of students with disabilities (SWD), English language learners (ELLs)/ multilingual learners (MLLs), and economically-disadvantaged (ED) students approximates that of NYC Community School District (NYC CSD) 8, the district of location.

Areas in Need of Improvement:

Despite the changes made in 2018-2019, SBECA proficiency levels in the NYS 6-8 testing program continue to lag below NYC CSD 8 in ELA, and below both NYC CSD 7 and NYC CSD 8 in math. The school is marginally outperforming NYC CSD 7 in ELA proficiency. Based on the school's standards-based internal quarterly assessments, school leaders had anticipated higher proficiency outcomes in 2018-2019 than were achieved. This was true especially in Grade 6 ELA (which showed a 15 percentage point decline over the prior year). The Individual Learning Time (ILT) program put in place to close skill and knowledge gaps, especially for Grade 6 students, is not being utilized effectively in terms of timeliness, focus, and intensity. Although the school administered i-Ready assessments to incoming Grade 6 students in summer and early fall this year, ILT classes were not yet delivering individualized, targeted content at the time of the site visit.

The percentage of SWD and ELLs/MLLs trending toward proficiency on NYS exams decreased from 2017-2018 to 2018-2019 in ELA and math. In addition, the school's special education program is not fully meeting all mandated services listed in students' Individualized Education Programs (IEPs). The school should consider whether its special education expertise is sufficient to meet performance and legal obligations for SWDs, considering the size of that population at the school.

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: Approaches

Academic Program for Elementary School/Middle School:

- SBECA delivers a NYSLS-based, school-developed core academic program in English language arts, math, science, and social studies, as well as visual arts, music, and physical education. All core classes are co-taught to allow for more individualized instruction. Teacher pairs use differing co-teaching models, such as team teaching; parallel teaching; one teach, one support; and station teaching.
- The school uses standards-based interim assessments (quarterly) and Illuminate Education's standards-based quizzes (typically on a weekly basis) to monitor student progress. SBECA also administers i-Ready three times/year. Teachers use information from i-Ready and prior NYS exams to plan for differentiation.
- ILT classes are scheduled three times per week at each grade to provide targeted intervention for students in need of additional support. In addition, SBECA offers a Saturday Academy to supplement instruction in ELA and mathematics for students with the most severe performance deficits. Saturday Academy is not mandated, but the school makes efforts, including incentives and communication with families, to engage student participation.

Academic Program for Students with Disabilities and English language learners (ELLs)/Multilingual Learners (MLLs):

- SWDs and ELLs/MLLs are taught in heterogenous, inclusive classrooms, led by two teachers. One teacher in each classroom is the "designated special education teacher" with the role of working with school leaders to differentiate instructional strategies and materials, such as grouping, leveled texts, other scaffolding supports. School leaders review weekly lesson plans and work with teachers to design and implement differentiated lessons. English as a New Language (ENL) teachers push in to classrooms to support language differentiation.
- ILT classes are intended to provide targeted interventions for homogeneous groups of students with similar learning needs, including SWD and ELL/MLL students. This was not in practice at the time of the renewal site visit.

Summative Evidence for Benchmark 1:

Trending Toward Proficiency: The school does not meet the expectations included in the NYSED CSO Performance Framework for students trending toward proficiency. Although the overall percentage of SBECA students trending toward proficiency increased in both ELA (from 14% to 41%) and in math (from 8% to 28%) between 2015-2016 and 2018-2019, the school is not meeting the minimum expectation of 75%. In 2018-2019, the school posted declines over the prior year in percentages of SWD and ELLs/MLLs trending toward proficiency in both ELA and math.

Aggregate and Subgroup Proficiency: School proficiency rates are compared to both NYC CSD 7 and NYC CSD 8 since the school relocated in the middle of the charter term. According to the school's renewal application, in 2019-2020, 48% of its population reside in NYC CSD 8, the school's current district of residence, and 19% in NYC CSD 7, with the balance of students coming from other districts. SBECA

underperforms NYC CSD 8 ELA proficiency overall, and in both the SWD and ED subgroups. The school did, however, outpace the district's growth in ELL/MLL proficiency over the charter term. In mathematics, SBECA continues to lag behind district proficiency for all students and all subgroups, posting a decline in outcomes for its SWD and ELL/MLL groups over the prior year, while the district posted gains. In comparison with NYC CSD 7, the school's ELA proficiency is level with or slightly higher than the district proficiency in 2018-2019, although growth in proficiency has increased more quickly than the district over the charter term. It should be noted that the school posted a decline in its SWD outcomes over the prior year, while those for the district did not change. The school underperforms NYC CSD 7 in math outcomes for all students and all three subgroups, although the gaps are narrowing. Again, the SWD population showed a decline in state test proficiency between 2017-2018 and 2018-2019.

Aggregate Grade Level Proficiency: The school shows a 15-percentage point decrease in Grade 6 ELA performance between 2017-2018 and 2018-2019, while NYC CSD 7 Grade 6 ELA proficiency increased slightly, and NYC CSD 8 Grade 6 proficiency remained level. Grade 7 and Grade 8 all-student ELA proficiency growth outpaced NYC CSD 7 and NYC CSD 8 between 2017-2018 and 2018-2019. In math, Grade 6 outcomes declined by nine percentage points between 2017-2018 and 2018-2019, while NYC CSD 7 and NYC CSD 8 respectively posted gains of nine percentage points and seven percentage points. Grade 7 posted a two-percentage point proficiency increase over that period but did not keep pace with greater gains posted by NYC CSD 7 and NYC CSD 8.

Annual Regents Outcomes: SBECA administered the Algebra I Regents exam for the second year in 2018-2019, increasing the number of students taking the test from 20 in 2017-2018 to 99 in 2018-2019. Performance improved significantly, exceeding NYS levels for all-students, ELL/MLL, and ED subgroups. SWD performance fell below NYS by 12 percentage points. Of the 101 students who took the US History and Government Regents exam, 26% were proficient, well below the NYS average of 66%. Subgroup proficiency was also below state levels.

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: Approaches

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.

Summative Evidence for Benchmark 2:

1. **Element: *Curriculum***
   - **Indicator a:** According to the NYSED CSO survey, 97% of teachers agree that the school has a documented curriculum that is aligned to the NYSLS. As stated in the school's renewal application and discussions with school leaders on site, SBECA instructional leaders work with teachers in the summer and throughout the school year to develop, implement, and refine the school's NYSLS-based curricula for all academic subjects. For ELA and math, the school uses Engage NY to map

scope/sequence, benchmarks, performance tasks, and classroom instructional resources and materials. The primary resource for the social studies curriculum is *History Alive* by TCI, and the science curriculum is based on the Next Generation Science Standards (grades 6 and 7). Regents course curricula for Algebra I (Common Core), US History and Government, and Living Environment are standards-based and school-developed.

- **Indicator b:** All lesson plans are NYSLS-aligned. During the focus group, school leaders indicated that unit plans for the year are developed by the school's instructional leaders prior to the start of the school year. They are usually reviewed monthly, and sequence the learning standards and objectives, and identify texts to be used and other content components. Teachers in grade level teams and with co-teachers, use a standard format to create a "week-at-a-glance" and daily lesson plans. School leadership explained that weekly plans are more detailed, and show specific standards, Do Now activities, lesson content, exit tickets, and required class materials. Daily lesson plans are prepared for the day of each lesson. During site visit classroom observations, weekly and daily lesson plans were available in all observed classrooms, and instruction in most of the classrooms appeared to follow the lesson plans.
- **Indicator c:** According to the NYSED CSO survey, 94% of teachers agree that the school's curriculum is aligned horizontally across same grade level classrooms and vertically among grade levels. The school's renewal application states that horizontal and vertical curriculum alignment are achieved monthly through unit planning, weekly through each teacher's "week-at-a-glance" preview, and daily through individual lesson plans. All plans are submitted to vice principals and coordinators of student support services the week prior to the lesson for review and feedback on standards alignment, pacing, rigor, and differentiation. The plans set forth standards to be taught that week, objectives for each day, tasks, texts to be used, and supplemental materials. Instructional leaders use observations and feedback to assure that standards-based instruction is horizontally and vertically aligned.
- **Indicator d:** In its renewal application, SBECA describes co-planning and co-teaching as its major strategies for differentiating instruction. The application states that content teacher and designated special education teacher teams plan differentiated lessons based on student IEPs and "other learning needs." During the focus group, school leaders explained that the co-directors of student support services meet weekly with each grade level special education team to give guidance on differentiation strategies for ELLS/MLLs and SWDs along with other students with special learning needs. Differentiation strategies practiced at the school include leveled reading materials, translations of read-aloud content, pictures, key words, glossaries, and other scaffolding mechanisms. The co-directors of student support services stated that they review weekly lesson plans and instructional materials and provide feedback to teachers prior to the lesson. In response to the NYSED CSO survey question asking teachers which colleagues help them to create modifications and accommodations for individual students, the majority of teachers agreed that special education (SPED) teachers/coordinators (91%), ENL teachers/coordinators (88%); and counseling or behavioral specialists (66%) are available to assist them. The standard lesson plan template the school uses includes a section for differentiation strategies, but the CSO team observed that these are not always described in the context of the specific lesson. Some plans list generic differentiation strategies without reference to specific lesson materials, i.e., "Visual diagrams presented, cooperative learning through grouping, graduated difficulty on independent practice." Differentiation in practice was observable in some, but not all the 16 observed classrooms.
- **Indicator e:** During the focus group, school leadership stated that 2018-2019 state testing outcomes and end-of-year i-Ready results reveal school-wide areas of weakness in writing. In response, they have created a "hit list" of writing standards at each grade level for further

attention. School leaders are implementing a whole school literacy and writing initiative to build student capacity, stamina, and basic grammar skills. Teachers are coached to teach "RATE" prompts (restate- answer-text evidence-elaborate/explain) for all student written work. Professional development this past summer included "Understanding by Design" / backwards planning, to further guide teachers in modifying curriculum and lesson plans to address weaknesses in 2018-2019 state test outcomes.

2. **Element:** ***Instruction***
   - **Indicator a:** The school's foundational instructional strategy is co-teaching. Additional instructional practices cited in the renewal application are: Do Now activities with multiple entry points (MEPs); a blend of instruction, guided practice, and independent practice (I Do/We Do/You Do); and, the use of exit tickets for formative assessment. During the focus group, school leaders mentioned other strategies that teachers use, such as questioning at increasing levels of difficulty, student interaction, accountable talk, differentiated grouping, leveled reading materials, and translations. Teachers' open-ended responses in the NYSED CSO survey mirrored these responses, also including meaningful tasks and multiple checks for understanding as elements of high-quality instruction. While SBECA staff does appear to have a common understanding of high-quality instruction, not all instructional practice is aligned to this understanding. In some observed classrooms, teacher questioning was basic and did not engage all students in learning. Also, in several classrooms, observers and accompanying school leaders were not able to discern grouping strategies or other ways teachers were differentiating lessons.
   - I**ndicator b:** The school's renewal application describes instructional strategies that teachers use to encourage student engagement, including co-teaching, choice-directed Do Nows (with MEPs), student-centered activities, and differentiation. On site, the CSO team observed student engagement and participation in learning activities in most classrooms visited. All lesson plans indicate Do Now activities with MEPs, which are intended to encourage student engagement with their classwork. During classroom observations, however, student choice of Do Now questions did not appear to be consistently used by all teachers to structure or enhance instruction during the lesson.

3. **Element:** ***Assessment and Program Evaluation***
   - I**ndicator a:** SBECA administers triannual i-Ready assessments and standards-based interim assessments to determine student progress in core subject areas. In the leadership and special populations focus groups, it was explained that this year, the school used results from the *i-Ready* administration this fall and NYS test results from last spring to identify students with below-level performance. The school administered Houghton Mifflin Harcourt's *Reading Inventory* and the *Scholastic Phonics Inventory* as a diagnostic assessment, pinpointing areas of deficiency for the students identified for Response to Intervention (RtI) services. These assessments are part of the school's intervention curriculum (Read 180 and System 44). This information will guide targeted intervention lessons in Individual Learning Time (ILT) classes, but, at the time of the visit, this had not yet been put in place. School leaders reported that SBECA uses standards-based interim assessments to drive instruction and project end-of-year NYS test outcomes. In 2019, these internal assessment results proved to be misaligned to NYS test outcomes, leading the school to overestimate aggregate and individual student progress toward proficiency. School leaders said that, in review, they have come to believe that i-Ready assessment results had better predictive validity; therefore, although they are not making changes to the current assessment system, the school leadership will use the i-Ready assessment results as the predictors for the State exams, rather than the quarterly interim assessments, moving forward.

- **Indicator b:** SBECA uses some quantitative and qualitative data to inform instruction at the daily classroom level, but internal assessment data is not yet used to its full potential to guide instruction and improve student outcomes. As discussed above, the school is beginning to use diagnostic assessment to organize instruction and targeted intervention for high needs students. During the focus group, school leaders stated that school-developed standards-based quarterly assessments, and, as of the current year, weekly assessments, are used to assess needs for reteaching and to predict proficiency on end-of-year state tests. However, as previously stated, in 2018-2019, the school's interim assessment results were not well-aligned with the school's state test outcomes, leading the school to expect far better results at all three grade levels, in both ELA and math, than were achieved.
- I**ndicator c:** The school is developing its capacity to use data to evaluate and modify the academic program. During the focus group, school leaders described some changes made this year to address academic weakness and standards not mastered last year, which include more focus on weekly classroom assessments, and a comprehensive school-wide writing initiative. A coordinator of data and assessment was appointed to build a global data platform, which would facilitate access for school personnel to review and apply data to academic decisions from classroom to the broader curricular/program level. The renewal application describes formative classroom assessments, such as teacher-developed Do Nows, exit tickets, quizzes, school-developed unit tests, for grouping, pacing, and reteaching. At monthly "Data Days," teachers review and discuss quarterly unit assessments and use this information to modify plans for instruction. Teacher responses in the NYSED CSO survey were quite consistent in describing the use of data, listing i-Ready results, Do Nows, exit tickets, Plickers (an interactive online tool), classroom assessments, and state test results as means to inform content to be retaught, particular standards that need to be addressed, student groupings, tiered levels of practice, and remediation. The renewal application describes teacher-developed Interim Action Plans to identify standards that are not yet mastered, but these were not mentioned in the NYSED CSO survey nor seen on site.

4. Element: *Supports for Diverse Learners*

- **Indicator a:** SBECA does not provide effective instructional services for SWDs and students performing below grade level. In a statement, the NYCDOE Committee on Special Education (CSE) 2 wrote that "the school collaborates with the CSE but does not consistently take an active role in drafting the IEP goals and present levels of performance." School leadership and the BoT chair expressed their disagreement with this statement and indicated that they could provide documentation to verify the school's leadership role in this process. During the focus group, special populations staff indicated that the expectations of CSE 2 were not clear last year. They stated that CSE 2 has assigned a new representative to work with the school this year and that the process has improved. Core classrooms are co-taught by a "designated special education teacher," but the school does not appear to have the capacity to provide all IEP-mandated services. In the focus group, special populations staff acknowledged that Special Education Teacher Support Services (SETSS) and related services (Occupational Therapy) are not provided at the school. They said that they are working with CSE 2 to correct "misaligned" IEPs and are continuing to develop the school's RtI program, which has been in place since the fall of 2018, to support initial and current IEP determinations. According to the NYSED CSO survey, 69% of teachers agree that the school has an effective special education program. Regarding the school's ELL/MLL program, 94% percent of teachers agree that it is effective. During the focus group, special populations staff stated that the school's two ENL teachers work with specific content teachers in planning lessons, suggesting appropriate differentiation strategies, and providing adapted and/or supplemental materials for individual ELL/MLL students. They also push in to

classes to provide support. In addition, due to the large number of ELL/MLL students who are currently at the “emergent” level, the school has added an ESL block, where a combined group of 6-8 graders receive 3 hours of ENL instruction per week. The school will soon begin voluntary Saturday Academy for 47 students scoring in the bottom 12% on i-Ready and state tests. Performance data to assess the effectiveness of the 2018-2019 Saturday program was not available at the time of the site visit.

- **Indicator b:** The renewal application describes co-teaching and weekly grade level meetings as the mechanism of communication between interventionists and classroom teachers regarding the needs of individual students. Student progress is monitored through the Illuminate platform, which is used to track progress on standards-based formative and interim assessments. The coordinator of data and assessment is developing a "global" system to make wider student data more immediately accessible to teachers for instructional planning purposes. However, in focus group meetings, data personnel could not articulate how the creation and review of data by the school is presently used to systematically inform conversations about specific instructional strategies for individual students.

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:

1. **Element:** ***Behavior Management and Safety***
   - **Indicator a:** SBECA appears to have a clear approach to behavior management. The school's renewal application describes improvements implemented by the new leadership team in 2018-2019: the addition of a director of school culture position, the implementation of Responsive Classroom practices, and monthly reporting on positive/negative student behaviors to the board. Eighty-four percent of teachers responding to the NYSED CSO Teacher Survey agree that the school discipline policy is consistently applied. According to the NYSED CSO Parent Survey, nearly 98% of parents agree that the school has high behavioral expectations for their children. Ninety percent of parents agree that disciplinary consequences are fair and consistently enforced at the

school. The school discipline policy was recently updated and reviewed by school leaders, the board, and the school's attorney.

- **Indicator b:** SBECA appears to maintain a safe environment. School safety associates monitor school entrance, neighborhood incidents, and visitors sign-in to assure safety in the school. According to the NYSED CSO survey, nearly 94% of parents agree that the school provides a safe environment. During classroom observations, the site visit team found that all classes were safe and well-managed.
- **Indicator c:** SBECA has implemented systems to prevent/address harassment and discrimination. According to the NYSED CSO survey, 91% of teachers agree that SBECA is generally free of student bullying, discrimination, and harassment. They commented, in open-ended responses, that the School Culture Team and social workers proactively decrease incidents of harassment by building awareness through presentations and videos at student town hall meetings. When there are incidents, school culture staff responds promptly, using reflection, mediation and Restorative Justice techniques. Many teachers responding to this survey, however, did not know the name of the school's current Dignity for All Students (DASA) Coordinator, and one-third stated that they have never received DASA training and are unaware of the school's DASA policy. Consequences of negative behaviors are clearly laid out in the school's Community Handbook (discipline policy). Eighty-nine percent of parents responding to the NYSED CSO survey agree that the school has an effective process for dealing with bullying and harassment.
- **Indicator d:** According to the NYSED CSO survey, 94% of parents agree that classroom environments support learning and are generally free from disruption. The site visit team found the 16 observed classrooms to be well-managed and free from disruption. In most, students demonstrated awareness of rules and expectations. The school entrance, hallways, and staircases appeared orderly during transitions.

2. **Element:** ***Family Engagement and Communication***
    - **Indicator a:** During the board of trustees focus group, members stated that the school is making family engagement a priority this year. The school has hired a family engagement coordinator to advance communications with parents and encourage family involvement with the school and the board. The family engagement coordinator is tasked with getting a parent organization started at the school, and she is currently surveying families to better understand their interests and availability. In the special populations focus group, the family engagement coordinator described her current engagement strategies, including the distribution of the SBECA Community Handbook, summer orientation for incoming student families, and an English/Spanish newsletter. The school uses its website, social media, and the Spartan news broadcast, as well as Power School and Kickboard, to communicate with families. The family engagement coordinator said that she invites parents into the school to learn Kickboard.
    - **Indicator b:** As stated in the school's renewal application, teachers communicate with families through quarterly family/teacher conferences and/or phone calls. During the focus group, school leaders said that they encourage teachers to make ongoing positive communications with families. When there is a Level 2 disciplinary infraction, the teacher or social worker is required to have a conversation with the parent, by phone or in person. According to the NYSED CSO survey, 97% of teachers agree that teachers regularly communicate with families on issues related to academics. Ninety-one percent of parents surveyed agree that they receive regular and timely information on their children's academic progress.
    - **Indicator c:** According to the NYSED CSO survey, nearly 95% of parents agree that the school seeks feedback from parents through surveys, meetings, or some other forum. The renewal application

states that, in the past, SBECA has used anecdotal evidence and the NYCDOE School Quality Survey to gather information about family satisfaction. During their respective focus groups, board members and school staff stated that, as of this year, the family engagement coordinator is using internal school surveys to get feedback and information to inform planning for future parent engagement initiatives.

- **Indicator d:** In order to respond to family and student concerns, as well as feedback provided through NYSED CSO site visit reports, last year SBECA created six Culture of Achievement Plan (CAP) committees. These committees, as described in the school's renewal application and on site in conversation with school leadership, respond to identified needs and concerns. An identified need that was addressed by one of the CAP committees was to make the school more welcoming to parents and community members. According to the SBECA renewal application, as a result of changes made to the building and the accessible location of key personnel, parent communication with school staff and participation in school events and activities has increased. Despite this improvement, the renewal application notes that the family engagement coordinator will assist in launching a parent organization to coordinate input and feedback from parents. In addition, the board chair stated during the focus group that he responds to all emails sent to the board's email address.
- **Indicator e:** The school does not post school-level academic performance data on the school's website or provide any other means of proactively sharing this data with the broader school community. The SBECA renewal application listed this as an area in need of improvement that will be addressed by the new family engagement coordinator. During the board of trustees focus group, trustees reported that community members who seek Information about school-level academic performance can find information in the dashboards presented at monthly board meetings and in board meeting minutes posted on the website. According to the NYSED CSO survey, 65% of parents agree that the school informs parents about how it performs compared to other schools in the district and NYS.

3. **Element:** ***Social-Emotional Supports***
    - **Indicator a:** The renewal application describes programs led by the social emotional team, consisting of the director of school culture, social workers, and counselor, to support student needs. Examples of programs that are in place include the Morning Homeroom Huddle; the advisory program; and staff professional development, addressing such topics as trauma, help with behavior issues, and restorative processes with deans and security personnel. Teachers may bring specific student concerns to the social emotional team or to the School Intervention Team (SIT) for guidance and/or intervention. The SIT uses the RtI framework to track and respond to issues concerning student attendance, behavior, and academics. In 2018-2019, SBECA added Taekwondo to the physical education program and also as an afterschool activity to enhance students' social-emotional well-being. The renewal application stated that student response to this opportunity has been "extremely positive." According to the renewal application and on-site focus groups, a WHEDco-employed social worker is based at the school and collaborates with school staff through the institutional partnership agreement with SBECA. Under this arrangement, students are provided with IEP-mandated counseling, as well as other counseling and social work services. Additional programs for students are under consideration. Case management, legal, other services are made available to students and families through WHEDco. Based on the NYSED CSO survey, 95% of parents agree that the school has social or emotional programs and supports for students that need them.
    - **Indicator b:** According to the NYSED CSO survey, 84% of teachers agree that the school collects and uses data to track the social emotional needs of all students. As observed by the site visit

team on site, the school uses the Kickboard tool to track information about positive and negative behavioral and disciplinary incidents. According to the renewal application, Kickboard is used by staff to record all positive and negative discipline observations. It provides cumulative information (ratio of positive/negative incidents), and also allows the school to track incidents related to a single child and document the effects of a specific intervention. Social workers use the WHEDco database to track IEP-mandated and other counseling services. This practice, in the absence of an explicit protocol to maintain student confidentiality, is in violation of the Family Educational Rights and Privacy Act (FERPA). See Benchmark 10 below.

- **Indicator c:** The collection and use of data to evaluate the impact of programs supporting students' social and emotional health is not systematic at SBECA. The renewal application describes the collection of anecdotal or other information on an ad hoc basis, when information is sought for specific program decisions. When school leaders do seek such information, they use student focus groups, observations, or informal teacher surveys, but such data does not appear to be collected routinely for all programs

Benchmark 4: Financial Condition

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

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

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.

Financial Condition

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

Overall Financial Outlook

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. South Bronx Early College Academy Charter School's 2018-2019 composite score is 1.69.

Composite Scores
2015-2016 to 2018-2019

Year	***Composite Score***
2015-2016	2.26
2016-2017	2.37
2017-2018	1.14
2018-2019	1.69

Benchmark 5: Financial Management

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

Finding: **Meets**

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 absence of a going concern disclosure.

Summative Evidence for Benchmark and Benchmark 5:

The Charter School Office reviewed South Bronx Early College Academy Charter School's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

This school's outside independent auditors report in the financial statements that the school has a reserve established for legal and audit expenses to cover the dissolution of the school should it occur.

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:

1. **Element*: Board Oversight and Governance***
   - **Indicator a:** SBECA is governed by an eight-member board. Board membership that has been substantially stable since the school was founded, with six of the eight members serving since 2014. The board is seeking to add expertise in education (NYC middle school level), higher education (teacher training), and charter school finance. Currently, the board is considering two potential candidates.
   - **Indicator b:** As noted by board members during the focus group, the SBECA Board of Trustees does not have a written strategic plan in place. Since spring 2018, when poor academic outcomes led the board to replace the founding school leader, the board has been working to improve its governance and meet charter performance standards. Prior to 2018, the board was focused on supporting the school's facility needs, while trusting in the former school leader to establish the academic program. Since then, the focus has been to establish stable leadership and improve the school's program and performance. The board engaged consultant support to help accomplish these efforts. As stated in both the renewal application and during the board focus group, board members are beginning to conceptualize a strategic plan with short- and long-term goals. The board identified its current priorities as 1) improved academic performance on state tests and Regents examinations, 2) the hiring and retention of high-quality faculty and staff, and 3) heightened focus on the needs of ELL/MLL and SWD populations, in particular, increasing the school's enrollment of ELLs/MLLs and improving academic interventions for special populations.
   - **Indicator c:** The SBECA board is strengthening its capacity to oversee school operations. It has established, as an ongoing practice, that the principal provides a dashboard of objective, quantitative, and qualitative information about academic and operational progress at each

monthly board meeting. As evidenced in the September board meeting minutes, board members have been concerned about the misalignment between 2019 projected and actual state test results; they asked about instructional modifications and requested additional i-Ready data to better understand the utility of school's internal assessments. The board has adopted a written decision-making matrix to assure that school operational matters are appropriately brought before the board for discussion and approval. As reported during the focus group, the board has also taken a greater role in interviewing and hiring decisions (discussed further in Benchmark 7). In addition, the board is heightening its oversight of fiscal management by bringing budget oversight in house and bringing monthly financial statements not only to the finance committee, but also to the full board for review.

- **Indicator d:** The board has conducted a review of most school policies and made changes in accordance with input from legal counsel. Revised policies include: Board by-laws, Code of Ethics, DASA, Enrollment and Retention, Conflict of Interest, Conflict of Interest Disclosure, Discipline Policy, Complaint Policy, Whistleblower Policy, FERPA Policy.
- **Indicator e:** The SBECA Board of Trustees completed a formal review of the first-year performance of the principal in September 2019. It is currently reviewing the performance evaluations of the leadership team that were completed by the principal. However, the board has not completed a self-evaluation of its own performance. During the focus group, the board stated that it intends to undertake this, but was not specific about when it would be done. The board's evaluation of its consultant service provider is based on timeliness, utility, and satisfaction with requested analyses and recommendations. The board states that it does not have an open-ended contract with the consultant, but rather engages the consultant team to provide specific information to help the school achieve its performance goals.
- **Indicator f:** The board demonstrates a general awareness of its legal obligations to all stakeholders. However, the site visit team notes two areas of concern: compliance with student IEPs, and compliance with FERPA. See Benchmark 10 for discussion.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and 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: Approaches

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:

1. Element: *School Leadership*

- **Indicator a:** SBECA is currently led by an eight-member team headed by a principal who was brought in by the board in 2018-2019, the fourth year of the charter term, to replace the founding school leader because of low performance. Most members of the leadership team are in their second year at SBECA (three members left in 2018-2019; new hires were made for 2019-2020). Two vice principals are instructional leaders for humanities and STEM and lead curriculum development, teacher professional development, and teacher coaching/feedback. Co-directors of student support services oversee special education and ELL/MLL programs. A director of school

culture oversees deans, social workers (one recently hired by the school and one a WHEDco employee, per SBECA/WHEDco partnership agreement), and a family engagement coordinator, who was hired in 2019-2020. A director of human resources and budget was added to the leadership team to support personnel and financial management. A director of operations rounds out the leadership team.

- **Indicator b:** As stated by board members during the focus group, the definition of principal and board roles is evolving as the board works toward correcting past deficits in school oversight without micro-managing the school. In 2018-2019, the board contracted with a consultant for specific guidance on improving instruction, governance, and progress toward goals. This work is continuing in 2019-2020. Board/staff decision-making roles are clarified with a written decision-making matrix. Board members explained that the board has increased its involvement with key staff hires (director of human resources and budget, coordinator of data and assessment, parent coordinator, social worker). In addition, the board has established stronger oversight of consultant use in the school. For his part, the principal is establishing clear roles and responsibilities within the school, although certain aspects of the instructional program require further refinement, such as data management, SPED services, and the intervention program. Based on overall focus group and survey comments, the principal is developing a positive, collaborative workplace environment and building staff commitment to the school mission and expectations.
- **Indicator c:** Meetings for the purposes of communication and decision-making are routinely conducted and appear to be effective at SBECA. During the focus group, the board chair stated that he meets with the principal weekly to maintain a conduit of information about school operations. The renewal application describes weekly leadership team, all-faculty, student intervention team, and grade level team meetings, as well as 1:1 individual meetings and an open-door policy by which staff has easy access to school leaders. According to the NYSED survey, 94% of teachers agree that meetings at SBECA are well- organized and well-attended. Eighty-eight percent agree that meetings are focused on relevant content, and 81% agree that meetings are recognized as valuable. As mentioned above, the board has recently codified its expectations of decision-making with and without board discussion and approval.
- **Indicator d:** As stated earlier, the SBECA board brought in a new leadership team in 2018-2019 to address poor academic performance and other issues. In 2019-2020, the director of school culture was replaced with a new hire, and a new position, director of human resources and budget, was created and filled in September. A coordinator of data and assessment was also added this year. According to the renewal application, SBECA has dramatically improved teacher retention, with all but two of its 29 teachers returning between 2018-2019 and 2019-2020.

2. **Element:** ***Professional Climate***
   - Indicator a: Although progress is being made, SBECA is not currently meeting this performance indicator. During the focus group, school leadership stated that the school is fully staffed. SBECA currently has 12 co-teachers who are “designated special education teachers"; however, according to information provided by the school on site, only three teachers have acquired formal special education expertise. In some classrooms, teaching assistants are filling co-teacher roles. The school should consider whether this staffing profile is affecting its capacity to comply with IEP requirements (SETSS), and to implement an RtI program that provides the data needed to support IEP goals and levels of student performance for the CSE.
   - **Indicator b:** The school appears to have well-established structures for teacher collaboration. According to the NYSED CSO survey, 97% of teachers agree that faculty members frequently collaborate on matters of curriculum and instruction. In the survey, teachers commented that

they collaborate through weekly grade level team meetings, weekly professional development and faculty meetings, and daily planning time with co-teachers.

- **Indicator c:** As noted in Indicator 2.a, it is not evident that the skills and expertise of those serving the SPED population are sufficient to meet students' needs. The school does provide ample professional development for all teachers prior to and throughout the school year. However, it is not clear from the renewal application that professional development needs are objectively assessed, or how the effectiveness of professional development is evaluated. Professional development is provided by a mix of school leaders and outside consultants. Kim Marshall provided professional development to the leadership team to help them develop a system for formal and informal teacher observations. Mr. Marshall also provided teacher training in August 2019 on "Understanding by Design: Backwards Planning of Curriculum Units." According to school leaders, other professional development topics within the past two years include: standardized headings, uniform lesson plans, cultural relevancy, Costa's House and Hess Cognitive Rigor matrix, co-teaching strategies, Responsive Classroom practices, standards-based grading, writing strategies (RATE).
- **Indicator d:** SBECA leaders primarily monitor instructional quality through frequent classroom observation and coaching. Evidence is insufficient to assess the process and quality of formal teacher evaluation. According to the application, school leaders use the *Kim Marshall Teacher Self-Evaluation Rubric* for teachers to set growth goals at the beginning of the year. The frequency and tool used for formal teacher evaluation, though, is unclear. While Marshall's teacher evaluation rubric is mentioned in the renewal application and a rubric was provided on site, the Charlotte Danielson framework is mentioned by several teachers in the NYSED CSO Teacher Survey. During the focus group, the board noted that it had requested copies of leadership team and teacher evaluations from 2018-2019 over the summer but was told that they were unavailable. The newly-hired director of human resources and finance is tasked with gathering this information and assigned with the responsibility to track teachers' credentials and performance evaluations going forward.
- **Indicator e:** The school uses formal and informal mechanisms to solicit teacher feedback. The board administers an annual teacher survey, which also contributes to its annual evaluation of the principal's performance. School leaders use staff meetings and informal individual meetings with teachers to gauge teacher satisfaction. Feedback is also obtained through the NYCDOE School Quality Survey.

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: Approaches

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. 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:

1. **Element: *Mission and Key Design Elements***
   - **Indicator a:** SBECA school stakeholders appear to have a clear understanding of the school mission and key design elements. The school leader has effectively engaged faculty and staff, many of whom were new to the school in 2018-2019, with the mission and vision. According to the NYSED CSO survey, 94% of surveyed teachers agree that the school mission is clear and shared by all stakeholders. In the NYSED Parent Survey, 93% of parents agree that they are familiar with the school mission, and nearly 94% agree that the school is fulfilling its mission.
   - **Indicator b.** Based on the evidence gathered, not all the school's key design elements are being fully implemented.
     - Small school culture and extended day/year: Partially Implemented. The school has a low student/teacher ratio (13:1), but most observed classes serve 22-27 students. The learning environment with larger group sizes in small classrooms can be noisy, crowded, and distracting, and can compromise the small school culture.
     - Differentiated and personalized instruction: Partially Implemented. As discussed earlier, differentiation and personalized learning must be further refined to meet individual student learning needs at SBECA. Although efforts are made by teachers to differentiate classroom instruction, there is variation in the consistency of differentiation practices across classrooms. Also, at the time of the site visit, the school had not yet set up targeted intervention instruction to accelerate learning for students with below-level skills in reading or mathematics in ILT classrooms. Prompt implementation of individualized instructional should begin early in the year in order to maximize time and opportunity for below-level students to engage with the middle school curriculum.
     - Use of research-based and standards-aligned curricula and instructional strategies: Partially Implemented. The school's limited growth in NYS test proficiency warrants additional review of school curricula.
     - Comprehensive advisory and classroom supports: Partially Implemented. Instructional supports for students with diverse learning needs must be strengthened to actualize the early college mission for these students.
     - Comprehensive college preparation and opportunities for early college: Partially implemented. US History and Government and Living Environment coursework must achieve performance standards to support student admission to high performing NYC high schools.

- Parent and family support: Implemented. See Benchmark 3 for a summary of the school's continuing efforts and achievements related to this element.

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: Meets

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

Summative Evidence for Benchmark 9:

1. **Elements:** ***Targets are met***
   - **Indicator a:** SBECA maintains the enrollment plan outlined in the charter. In 2017-2018 the school served 335 students. In 2017-2018 and 2018-2019, enrollment proportions of SWD, ELL/MLL, and economically disadvantaged (ED) students differed by less than five percentage points from NYC CSD 8. In both years, SBECA served a higher percentage of ED students (94% in 2017-2018 and 91% in 2018-2019) than NYC CSD 8 (85% in 2017-2018 and 84% in 2018-2019). In comparison to NYC CSD 7, enrollment percentages for all three groups differed by less than five percentage points in 2017-2018. In 2018-2019, the school served a similar percentage of SWD and ED students, but served a smaller percentage of ELLs/MLLs than NYC CSD 7, with 16% compared to 24%, a differential of eight percentage points.

2. **Elements:** ***Targets are not met***
   - **Indicator a:** N/A

- **Indicator b:** According to the renewal application, SBECA uses a range of outreach strategies to attract students in the three priority populations. School staff continues to build relationships with feeder elementary schools in the area to distribute information to prospective SWDs and ELL/MLL students. Written communication (flyers and website) is in English and Spanish, and bilingual flyers are distributed in neighborhoods and community organizations that serve families whose home language is not English. School staff encourages families with enrolled students receiving ELL/MLL services to share their experience at the school with other community members.
- **Indicator c:** As noted, both in the renewal application and during the board focus group, the school is closely monitoring the effectiveness of its outreach strategies. One of the responsibilities of the recently hired bilingual family engagement coordinator is to evaluate the recruitment and outreach strategies used in the past, and recommend improvements, especially in ELL/MLL recruitment. The board is considering the use of a weighted lottery to increase ELL/MLL enrollment at the school, if the need is indicated by enrollment trends.

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: Approaches

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:

1. Element: *Legal Compliance*

- **Indicator a:** SBECA is not consistently meeting its compliance obligations. The school has a history of late submissions of VADIR reports (2016 and 2017), and the reports that were filed contained errors. In addition, the school's Annual Reports for 2017-2018 and 2018-2019 were not submitted on time. As mentioned above, the school is not providing all IEP-mandated services (SETSS). The school has had multiple parent complaints regarding safety concerns in the early part of its charter

term. A temporary Certificate of Occupancy was provided, which was expired. The fire inspection certificate provided for the 2018-2019 school year was for the 2017-2018 school year. Also, school leaders stated that when a prospective student's IEP requires specific services that the school does not provide, they assist in locating an alternative school. This practice minimizes the school's legal obligation to provide IEP services. In addition, as stated by CSE 2, school officials do not consistently take an active role in drafting IEP goals and presenting required levels of student performance. (The school's response to this statement is included in Benchmark 2.) Lastly, WHEDco staff provides counseling (IEP-mandated) and other services to students, which is documented in a WHEDco database. The school's partnership agreement with WHEDco does not include terms that would prevent the dissemination of student data, in violation of FERPA and Education Law 2-d.

- **Indicator b:** According to the SBECA board minutes, focus group, and the renewal application, the board and the principal are jointly acting to improve the school's record of compliance with all legal requirements. The board of trustees is increasing its governance capacity through the use of monthly academic and financial dashboard reporting; clarification of financial policies with regard to the use of contractors; execution of a complete review of all school policies with legal guidance; and, working toward an improved relationship with the authorizer to assure that the school maintains compliance with reporting and oversight requirements. The CSO is currently reviewing policies with the school so that it updates them accordingly. From review of school-provided documents, it appears, that the school employs 15 uncertified teachers, which is the maximum number of uncertified teachers permitted under existing law. Finally, SBECA is implementing a Corrective Action Plan (CAP) to improve ELA state testing outcomes, that was approved by the CSO in May 2019. The school did not meet its 2019 CAP goals and continues conversations with the CSO.
- **Indicator c:** In earlier years, the school made revisions to its instructional days and organizational chart without authorizer approval, continuing to use the revised organizational chart after the CSO asked the school not to do so. The school has since improved its communication with the CSO in an effort to remain in compliance with the terms of its charter.

Attachment 1: 2019-2020 Renewal Site Visit

South Bronx Early College Academy Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

In ELA and math, South Bronx Early College Academy Charter School students did not tend to outperform students in schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

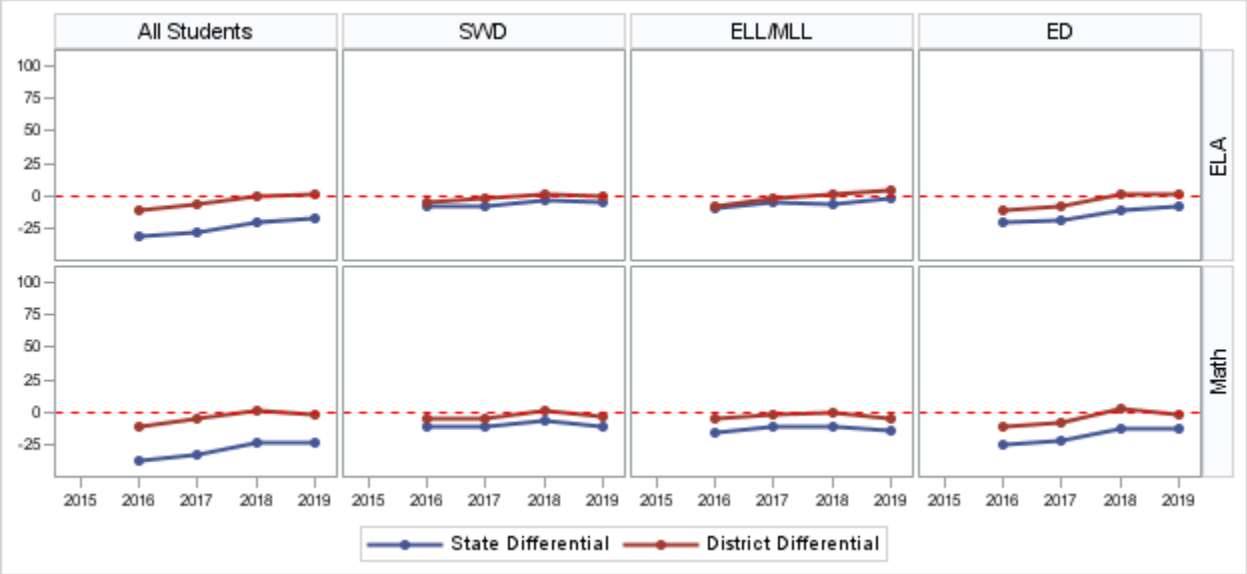
Table 1: Elementary/Middle School Trending Toward Proficiency – Minimum Expectation = 75%

		2015-2016	2016-2017	2017-2018	2018-2019
ELA	All Students	14%	30%	39%	41%
	SWD	18%	34%	28%	21%
	ELL/MLL	11%	39%	36%	33%
	ED	14%	30%	38%	41%
Math	All Students	8%	16%	33%	28%
	SWD	0%	16%	18%	15%
	ELL/MLL	11%	10%	23%	20%
	ED	9%	13%	34%	28%

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

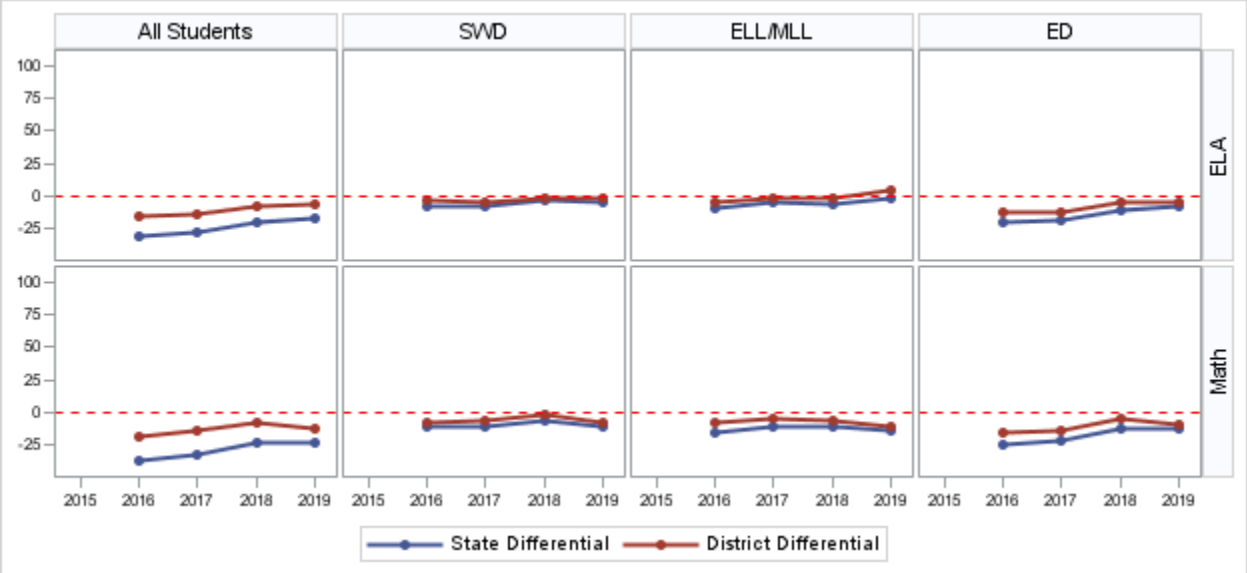
2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup School Level Proficiency: See Figures 1a and 1b and Tables 2a and 2b below.

Figure 1a: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison of South Bronx Early College Academy Charter School and NYC CSD 7



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

Figure 1b: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison of South Bronx Early College Academy Charter School and NYC CSD 8



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

Table 2a: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		South Bronx Early College Academy CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
All Students	2015-2016	4%	15%	-11	34%	-30	3%	13%	-10	40%	-37
	2016-2017	10%	16%	-6	37%	-27	7%	12%	-5	39%	-32
	2017-2018	26%	26%	0	46%	-20	17%	15%	+2	40%	-23
	2018-2019	28%	27%	+1	45%	-17	19%	21%	-2	42%	-23
SWD	2015-2016	0%	4%	-4	7%	-7	0%	5%	-5	11%	-11
	2016-2017	2%	4%	-2	9%	-7	0%	5%	-5	10%	-10
	2017-2018	11%	9%	+2	14%	-3	6%	5%	+1	12%	-6
	2018-2019	9%	9%	0	13%	-4	3%	6%	-3	13%	-10
ELL/MLL	2015-2016	0%	8%	-8	9%	-9	0%	5%	-5	16%	-16
	2016-2017	3%	5%	-2	7%	-4	3%	4%	-1	14%	-11
	2017-2018	14%	12%	+2	20%	-6	10%	10%	0	21%	-11
	2018-2019	18%	14%	+4	19%	-1	9%	14%	-5	23%	-14
ED	2015-2016	5%	15%	-10	25%	-20	3%	13%	-10	28%	-25
	2016-2017	9%	17%	-8	27%	-18	5%	12%	-7	27%	-22
	2017-2018	26%	25%	+1	36%	-10	18%	15%	+3	30%	-12
	2018-2019	28%	26%	+2	35%	-7	20%	21%	-1	33%	-13

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

Table 2b: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
All Students	2015-2016	4%	20%	-16	34%	-30	3%	22%	-19	40%	-37
	2016-2017	10%	24%	-14	37%	-27	7%	21%	-14	39%	-32
	2017-2018	26%	34%	-8	46%	-20	17%	25%	-8	40%	-23
	2018-2019	28%	34%	-6	45%	-17	19%	32%	-13	42%	-23
SWD	2015-2016	0%	3%	-3	7%	-7	0%	7%	-7	11%	-11
	2016-2017	2%	6%	-4	9%	-7	0%	6%	-6	10%	-10
	2017-2018	11%	12%	-1	14%	-3	6%	7%	-1	12%	-6
	2018-2019	9%	11%	-2	13%	-4	3%	11%	-8	13%	-10
ELL/MLL	2015-2016	0%	5%	-5	9%	-9	0%	8%	-8	16%	-16
	2016-2017	3%	5%	-2	7%	-4	3%	7%	-4	14%	-11
	2017-2018	14%	16%	-2	20%	-6	10%	16%	-6	21%	-11
	2018-2019	18%	14%	+4	19%	-1	9%	20%	-11	23%	-14
ED	2015-2016	5%	17%	-12	25%	-20	3%	19%	-16	28%	-25
	2016-2017	9%	22%	-13	27%	-18	5%	19%	-14	27%	-22
	2017-2018	26%	31%	-5	36%	-10	18%	23%	-5	30%	-12
	2018-2019	28%	32%	-4	35%	-7	20%	29%	-9	33%	-13

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

2.b.iii. Aggregate Grade Level Proficiency: See Tables 3a and 3b below.

Table 3a: Aggregate Grade Level Proficiency

		ELA					Math				
		South Bronx Early College Academy CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	4%	15%	-11	34%	-30	3%	13%	-10	40%	-37
	2016-2017	8%	13%	-5	32%	-24	12%	13%	-1	40%	-28
	2017-2018	34%	27%	+7	49%	-15	27%	17%	+10	44%	-17
	2018-2019	19%	28%	-9	47%	-28	18%	26%	-8	47%	-29
Grade 7	2016-2017	11%	20%	-9	42%	-31	1%	11%	-10	38%	-37
	2017-2018	16%	20%	-4	40%	-24	19%	15%	+4	41%	-22
	2018-2019	31%	22%	+9	40%	-9	21%	21%	0	43%	-22
Grade 8	2017-2018	26%	31%	-5	48%	-22	7%	14%	-7	30%	-23
	2018-2019	34%	31%	+3	48%	-14	.	.	.	.	.

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

Table 3b: Aggregate Grade Level Proficiency

		ELA					Math				
		South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	4%	20%	-16	34%	-30	3%	22%	-19	40%	-37
	2016-2017	8%	20%	-12	32%	-24	12%	23%	-11	40%	-28
	2017-2018	34%	37%	-3	49%	-15	27%	27%	0	44%	-17
	2018-2019	19%	37%	-18	47%	-28	18%	34%	-16	47%	-29
Grade 7	2016-2017	11%	29%	-18	42%	-31	1%	19%	-18	38%	-37
	2017-2018	16%	29%	-13	40%	-24	19%	25%	-6	41%	-22
	2018-2019	31%	27%	+4	40%	-9	21%	29%	-8	43%	-22
Grade 8	2017-2018	26%	37%	-11	48%	-22	7%	24%	-17	30%	-23
	2018-2019	34%	38%	-4	48%	-14	.	.	.	.	.

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

Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Table 4 below.

Table 4: Annual Regents Outcomes

		All Students				SWD				ELL/MLL				ED			
		Charter Total Tested	South Bronx Early College Academy Charter School	NYS	Differential to NYS	Charter Total Tested	South Bronx Early College Academy Charter School	NYS	Differential to NYS	Charter Total Tested	South Bronx Early College Academy Charter School	NYS	Differential to NYS	Charter Total Tested	South Bronx Early College Academy Charter School	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	20	10%	70%	**-60**	.	.	.	.	.	.	.	.	20	10%	60%	**-50**
	2018-2019	99	73%	71%	**+2**	28	32%	44%	**-12**	18	72%	51%	**+21**	91	71%	62%	**+9**
US History and Government	2017-2018	24	46%	81%	**-35**	.	.	.	.	.	.	.	.	22	45%	73%	**-28**
	2018-2019	101	26%	77%	**-51**	30	10%	51%	**-41**	20	25%	47%	**-22**	93	25%	67%	**-42**

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

Benchmark 9:

Table 5a: Student Demographics

	SWD			ELL/MLL			ED		
	South Bronx Early College Academy CS	NYC CSD 7	Differential to District	South Bronx Early College Academy CS	NYC CSD 7	Differential to District	South Bronx Early College Academy CS	NYC CSD 7	Differential to District
2015-2016	26%	33%	**-7**	17%	24%	**-7**	85%	94%	**-9**
2016-2017	32%	32%	**0**	15%	19%	**-4**	77%	93%	**-16**
2017-2018	29%	32%	**-3**	20%	24%	**-4**	94%	95%	**-1**
2018-2019	30%	30%	**0**	16%	24%	**-8**	91%	94%	**-3**

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

According to NYSED data, in the 2017-2018 school year, 85% of students were retained in South Bronx Early College Academy Charter School compared with 95% in NYC CSD 7.

Table 5b: Student Demographics

	SWD			ELL/MLL			ED		
	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District	South Bronx Early College Academy CS	NYC CSD 8	Differential to District
2015-2016	26%	31%	**-5**	17%	16%	**+1**	85%	83%	**+2**
2016-2017	32%	31%	**+1**	15%	16%	**-1**	77%	81%	**-4**
2017-2018	29%	30%	**-1**	20%	20%	**0**	94%	85%	**+9**
2018-2019	30%	27%	**+3**	16%	19%	**-3**	91%	84%	**+7**

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

According to NYSED data, in the 2017-2018 school year, 85% of students were retained in South Bronx Early College Academy Charter School compared with 95% in NYC CSD 8.

**NOTES:*

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL 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).

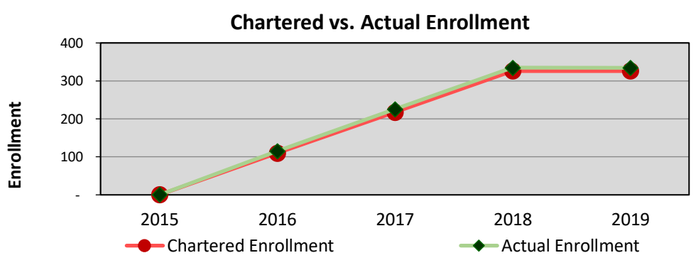
Charter School Fiscal Accountability Summary

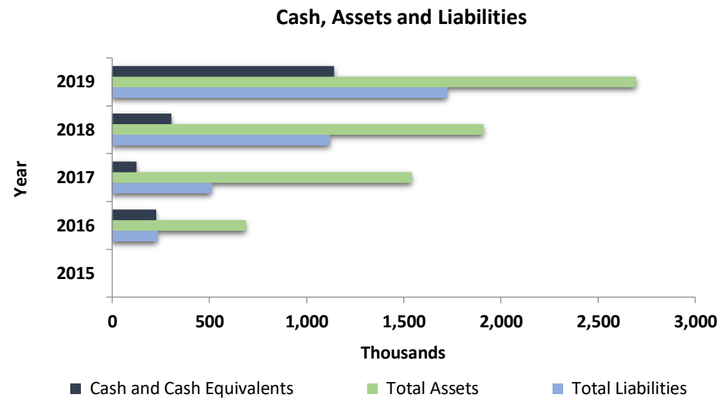
SOUTH BRONX EARLY COLLEGE ACADEMY CHARTER SCHOOL

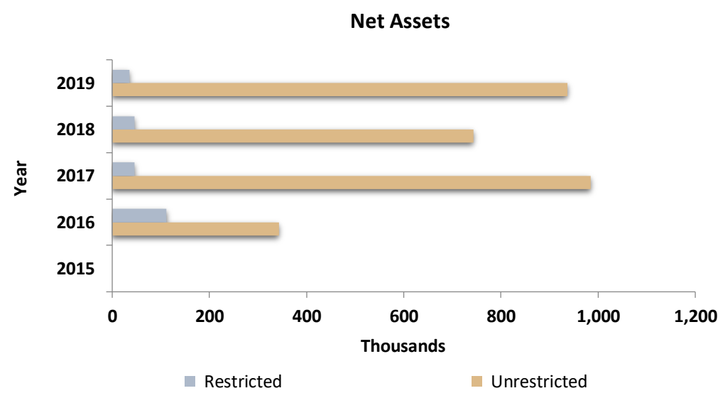
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	planning	6	6-7	6-8	6-8
Maximum Chartered Grades Served	-	6-8	6-8	6-8	6-8
Chartered Enrollment	-	110	218	326	326
Maximum Chartered Enrollment	-	396	396	396	396
Actual Enrollment	-	115	226	335	334
ASSETS					
Current Assets					
Cash and Cash Equivalents	-	227,606	125,243	303,437	1,141,147
Grants and Contracts Receivable	-	64,088	361,426	176,128	53,780
Prepaid Expenses	-	112,868	214,375	56,119	12,448
Other Current Assets	-	-	300,000	300,000	314,298
Total Current Assets	-	404,562	1,001,044	835,684	1,521,673
Non-Current Assets					
Property, Building and Equipment, net	-	183,034	424,559	826,607	899,932
Restricted Cash	-	-	50,028	75,065	100,105
Security Deposits	-	102,617	67,435	172,950	174,950
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	-	285,651	542,022	1,074,622	1,174,987
Total Assets	-	690,213	1,543,066	1,910,306	2,696,660
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	40,503	86,854	63,283	75,875
Accrued Payroll and Payroll Taxes	-	89,188	364,648	655,071	864,341
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	60,522	60,956	-	-
Other Current Liabilities	-	44,854	-	-	-
Total Current Liabilities	-	235,067	512,458	718,354	940,216
Long-Term Liabilities					
Deferred Rent	-	-	-	401,678	783,692
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	401,678	783,692
Total Liabilities	-	235,067	512,458	1,120,032	1,723,908
NET ASSETS					
Unrestricted	-	343,499	984,283	743,949	937,041
Restricted	-	111,647	46,325	46,325	35,711
Total Net Assets	-	455,146	1,030,608	790,274	972,752
Total Liabilities and Net Assets	-	690,213	1,543,066	1,910,306	2,696,660

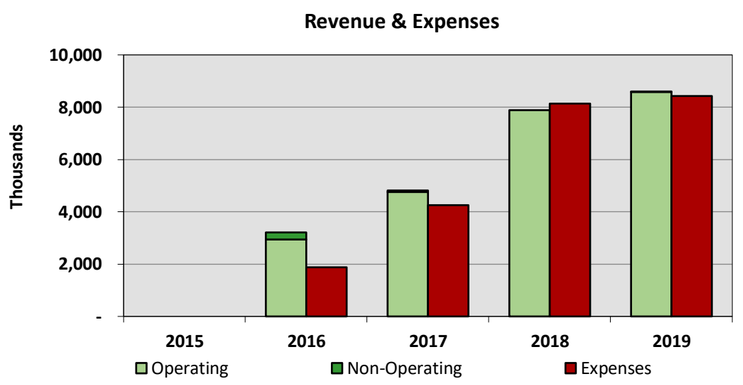


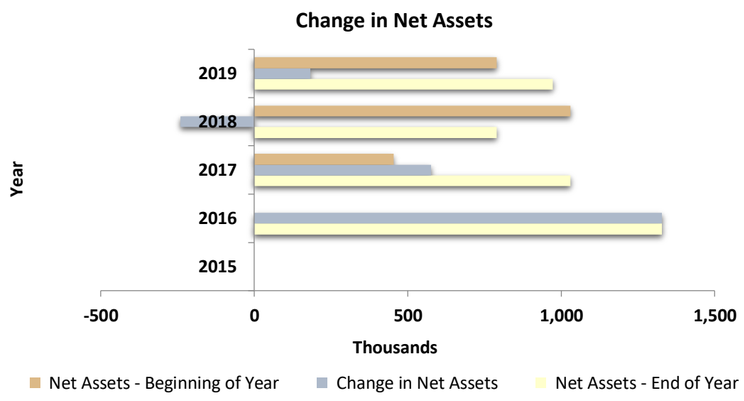




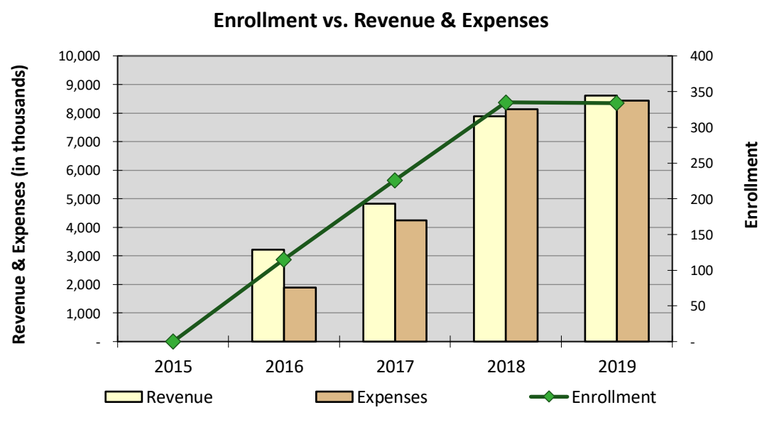
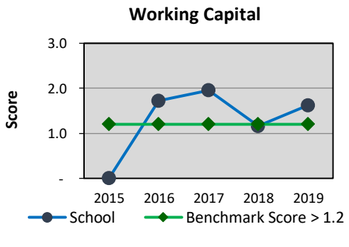
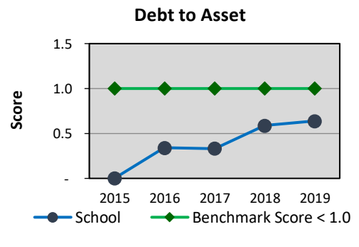
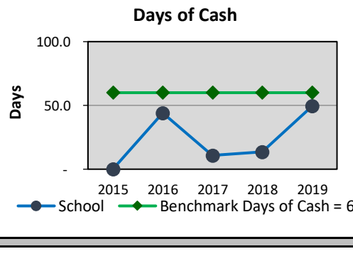
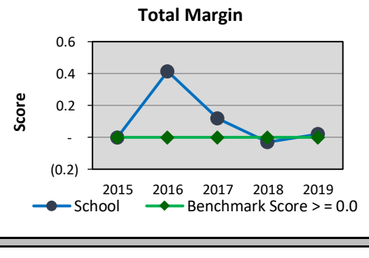
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	-	1,778,536	3,030,183	4,726,872	4,985,617
State and Local Per Pupil Revenue - SPED	-	-	894,126	1,350,528	1,631,090
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	-	1,165,696	826,095	1,806,560	1,969,404
State and City Grants	-	-	-	-	-
Other Operating Income	-	-	14,155	9,086	-
Total Operating Revenue	-	2,944,232	4,764,559	7,893,046	8,586,111
EXPENSES					
Program Services					
Regular Education	-	1,361,437	2,234,008	4,515,760	4,341,459
Special Education	-	503,423	1,247,529	2,044,423	2,496,210
Other Expenses	-	-	-	-	-
Total Program Services	-	1,864,860	3,481,537	6,560,183	6,837,669
Supporting Services					
Management and General	-	S	735,362	1,549,405	1,571,490
Fundraising	-	17,768	30,847	23,792	18,130
Total Support Services	-	17,768	766,209	1,573,197	1,589,620
Total Expenses	-	1,882,628	4,247,746	8,133,380	8,427,289
Surplus/Deficit from Operations	-	1,061,604	516,813	(240,334)	158,822
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	409	-	-	9,630
Contributions and Grants	-	266,184	13,795	-	11,494
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	44,854	-	2,532
Total Support and Other Revenue	-	266,593	58,649	-	23,656
Change in Net Assets	-	1,328,197	575,462	(240,334)	182,478
Net Assets - Beginning of Year	-	-	455,146	1,030,608	790,274
Net Assets - End of Year	-	1,328,197	1,030,608	790,274	972,752





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	-	25,602	21,082	23,561	25,707
Support and Other Revenue	-	2,318	260	-	71
Total Revenue	-	27,920	21,342	23,561	25,778
Expenses - Per Pupil					
Program Services	-	16,216	15,405	19,583	20,472
Mangement and General, Fundraising	-	155	3,390	4,696	4,759
Total Expenses	-	16,371	18,795	24,279	25,231
% of Program Services	0.0%	99.1%	82.0%	80.7%	81.1%
% of Management and Other	0.0%	0.9%	18.0%	19.3%	18.9%
% of Revenue Exceeding Expenses	0.0%	70.6%	13.5%	-3.0%	2.2%
FINANCIAL COMPOSITE SCORE					
Composite Score	-	2.26	2.37	1.14	1.69
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Adequate	Strong
WORKING CAPITAL					
Net Working Capital	-	169,495	488,586	117,330	581,457
Working Capital (Current) Ratio	-	1.7	2.0	1.2	1.6
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Meets Standard	Meets Standard	Partly Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	-	0.3	0.3	0.6	0.6
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	-	44.1	10.8	13.6	49.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
TOTAL MARGIN					
Total Margin Ratio	-	0.4	0.1	(0.0)	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard