



**Department of  
Education**

*Carmen Fariña, Chancellor*

Renewal Report  
for Bronx Lighthouse Charter School  
  
SCHOOL YEAR 2015-16

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

## Part 1: Summary of Renewal Recommendation

### Charter School Background

Bronx Lighthouse Charter School is an elementary, middle, and high school located in the Longwood neighborhood of the Bronx. The school is located in its own buildings and is not co-located with any other New York City public school.<sup>1</sup> Grades kindergarten through 8<sup>th</sup> grade are located in a public building, while the high school is located in private space.

The school is currently in its third charter term.

### School Mission

Bronx Lighthouse Charter School offers students a rigorous K-12 program that provide students with a foundation that will allow them to succeed in and graduate from college. The school offers an arts-infused curriculum with an emphasis on social development and the integration of diverse cultural opportunities that help augment learning and broadens students' horizons.

Bronx Lighthouse Charter School	
School Leader(s)	Travis Brown and Alix Duggins
Board Chair	Hagos Mehreteab
Charter Management Organization (if applicable)	Lighthouse Academies, Inc.
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 12
Physical Address(es)	1001 Intervale Avenue, Bronx, NY 10459 (K-8) 1005 Intervale Avenue, Bronx, NY 10459 (9-12)
Facility Owner(s)	1001 Intervale Avenue: Charter Partnership Building 1005 Intervale Avenue: Private Space
Enrollment <sup>2</sup>	664
Grades Served	K-12

<sup>1</sup> According to NYC DOE Location Code Generation and Managements System.

<sup>2</sup> Students active in school as of October 14, 2015, according to ATS.

**Renewal Recommendation**

Bronx Lighthouse Charter School was previously renewed for a two-year short term renewal in the 2013-2014 academic year with no conditions.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a short term, three year renewal.

<b>Bronx Lighthouse Charter School</b>	
School Opened For Instruction	2004-05
Date of First Renewal	2008-09
Date of Second Renewal	2013-14
Current Charter Term Expiration Date	June 30, 2016
Current Authorized Grade Span	K-12
Current Authorized Enrollment	669
Proposed New Charter Term	Short term: three years July 1, 2016 - June 30, 2019
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	678

## **Part 2: Background on the Charter Renewal Process**

### ***Renewal Process***

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than November 2, 2015.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in this document, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to the Charter Authorizing Team.

### ***Statutory Basis for Renewal***

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

**§ 2851(4):** Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

### **Renewal Outcomes**

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

### **Full-Term Renewal**

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

### **Short Term Renewal**

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

### **Non-Renewal**

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may be recommended.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may appeal the non-renewal decision.

### **Part 3: Findings**

An important note about meeting the standards of the framework:

We measure a school's ability to meet the standards of the framework by looking at aggregated outputs. Standards in Essential Question 1 are measured for all students who completed exams at all grade levels.

If a school met the standard each year of the charter term, the standard will be marked "Met." If a school met the standard in one or more years during the charter term, but did not meet the standard each year of the charter term, the standard will be marked "Partly Met." If a school did not meet the standard for any year during the charter term, the standard will be marked "Not Met."

**Essential Question 1: Is the school an academic success?**

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Bronx Lighthouse Charter School met or did not meet the standards for Essential Question 1:

- Primary Evidence: New York State (NYS) assessments including Regents, Grades 3-8 English Language Arts (ELA) and Math<sup>3</sup>, Grades 4 and 8 Science, and New York State Alternative Assessment (NYSAA); Graduation rates; Post-secondary enrollment; Charter school academic goals
- Secondary Evidence: NYC DOE School Quality Reports; College and Career Preparatory Course Index (CCPCI); College Readiness Index (CRI), NYS Mean Growth Percentile

At the time of this school's renewal, Bronx Lighthouse Charter School has partially demonstrated academic success.

The school was last renewed in March 2014. As a result, the NYC DOE has one year of NYS assessment data and two years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Bronx Lighthouse Charter School. For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. For Regents exams administered beginning 2013-14, some were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to 2012-13 for grades 3-8 and prior to 2013-14 for high school are not directly comparable.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.<sup>4</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

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<sup>3</sup> Grades 3-8 ELA and math proficiency rates are based on attribution using BEDS Day enrollment for the applicable school year.

<sup>4</sup> Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-2013 and beyond because of the move to Common Core Learning Standards in 2012-2013. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

## Comparative Academic Performance

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates exceed comparable community school district (CSD) rates			
NYS ELA exam proficiency rates exceed comparable Citywide rates			
NYS ELA exam proficiency rates exceed comparable DOE-defined comparison group rates <sup>5</sup>			
NYS Math exam proficiency rates exceed comparable CSD rates			
NYS Math exam proficiency rates exceed comparable Citywide rates			
NYS Math exam proficiency rates exceed comparable DOE-defined comparison group rates			
NYS Science exam proficiency rates exceed comparable CSD rates			
NYS Science exam proficiency rates exceed comparable Citywide rates			
NYS Science exam proficiency rates exceed comparable DOE-defined comparison group rates <sup>6</sup>		N/A	
NYS ELA Regents exam pass rates exceed Citywide rates			
NYS Math Regents exam pass rates exceed Citywide rates			
NYS Science Regents exam pass rates exceed Citywide rates			
Graduation rates <sup>7</sup> exceed Citywide rates			

### Partly Met Standards—Comparative Academic Performance

- Common Core Geometry pass rates did not exceed Citywide rates in 2014-2015.

## Academic Growth

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates increase			
NYS Math exam proficiency rates increase			
NYS Regents exam pass rates increase			
Graduation rates increase		N/A	

### Partly Met Standards—Academic Growth

- Regents pass rates for Integrated Algebra, US History, Geometry, and Common Core Algebra decreased over the course of the charter term.

<sup>5</sup> The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the NYC DOE’s school quality resources for a current definition.

<sup>6</sup> The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “NA” for all Chancellor-authorized charter schools.

<sup>7</sup> The NYC DOE evaluates all applicable graduation rates.

## Closing the Achievement Gap

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates for English Language Learners (ELLs) exceed CSD rates			
NYS ELA exam proficiency rates for ELLs exceed Citywide rates			
NYS Math exam proficiency rates for ELLs exceed CSD rates			
NYS Math exam proficiency rates for ELLs exceed Citywide rates			
NYS ELA exam proficiency rates for Students with Disabilities (SWD) exceed CSD rates			
NYS ELA exam proficiency rates for SWD exceed Citywide rates			
NYS Math exam proficiency rates for SWD exceed CSD rates			
NYS Math exam proficiency rates for SWD exceed Citywide rates			
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) <sup>8</sup> exceed CSD rates			
NYS ELA exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed CSD rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Regents exam pass rates for ELLs exceed Citywide rates			
NYS Regents exam pass rates for SWD exceed Citywide rates			
NYS Regents exam pass rates for students eligible for FRPL exceed Citywide rates			
Graduation rates for ELLs exceeds Citywide rates		N/A	
Graduation rates for SWD exceeds Citywide rates			
Graduation rates for students eligible for FRPL exceeds Citywide rates <sup>9</sup>		N/A	

### Partly Met Standards—Closing the Achievement Gap

- Regents pass rates for ELLs in Common Core English did not exceed Citywide rates in 2014-15.
- Regents pass rates for students with disabilities in Algebra II/Trigonometry did not exceed Citywide rates in 2014-15.
- Regents pass rates for students eligible for free and reduced price lunch did not exceed Citywide rates in 2014-15.

## College & Career Readiness (for grades 9-12 only)

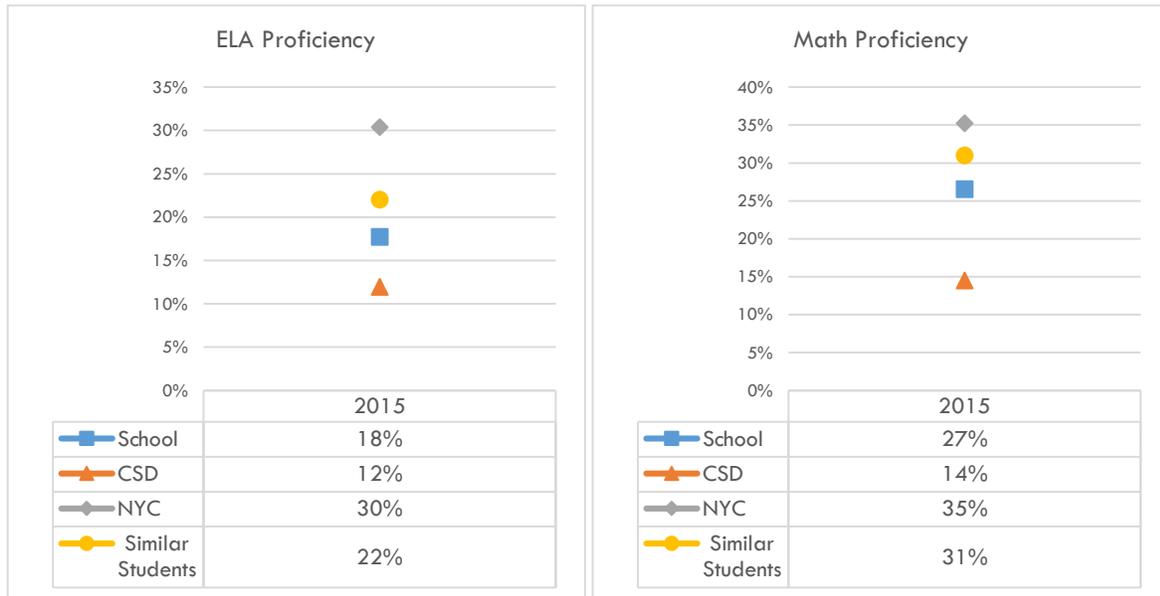
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Postsecondary enrollment rates exceed Citywide rates <sup>10</sup>		N/A	
College & Career Preparatory Course Index exceeds Citywide average			
College Readiness Index exceeds Citywide average			

<sup>8</sup> The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

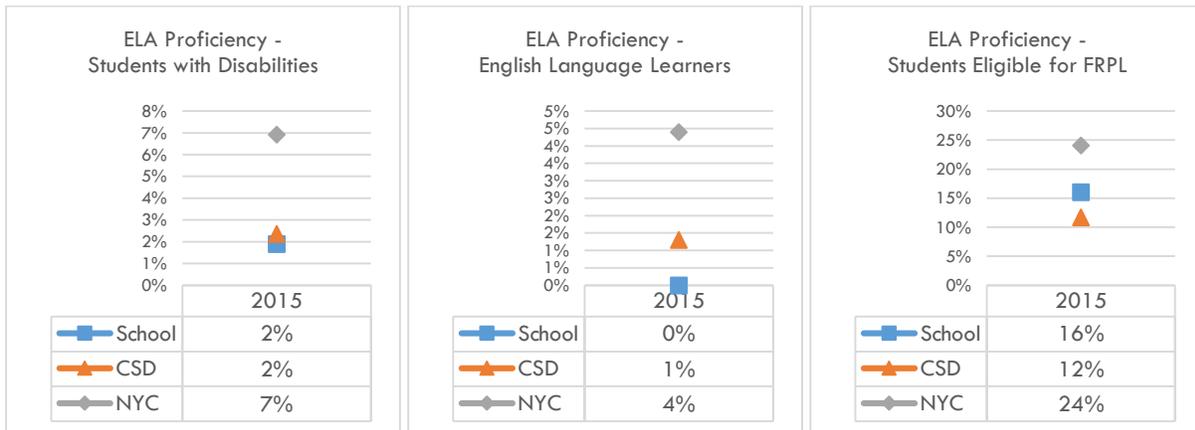
<sup>9</sup> The NYC DOE does not report Citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

<sup>10</sup> The NYC DOE evaluates all applicable postsecondary enrollment rates.

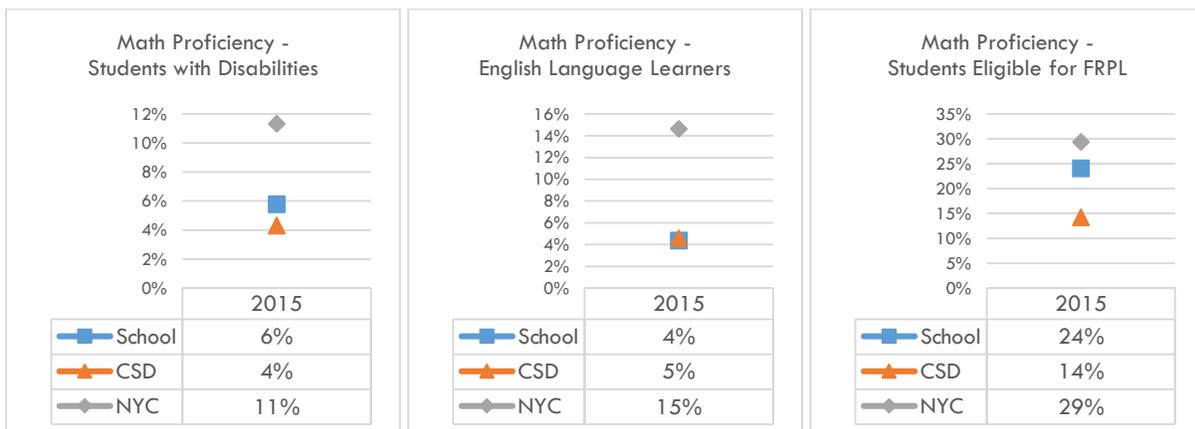
## Overall Proficiency



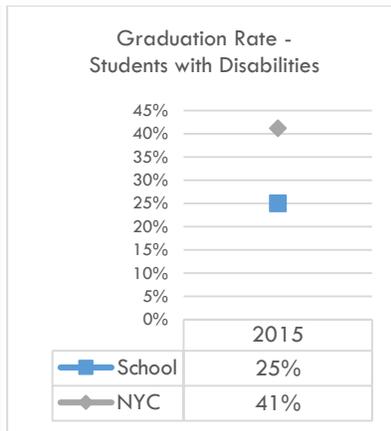
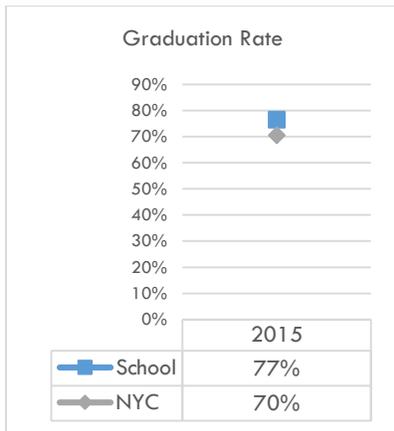
## Closing the Achievement Gap – English Language Arts



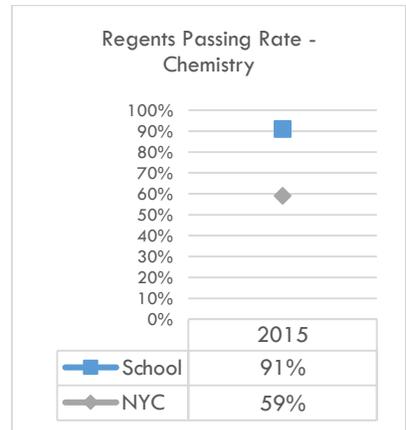
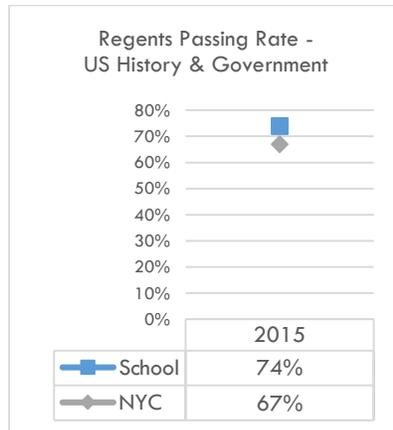
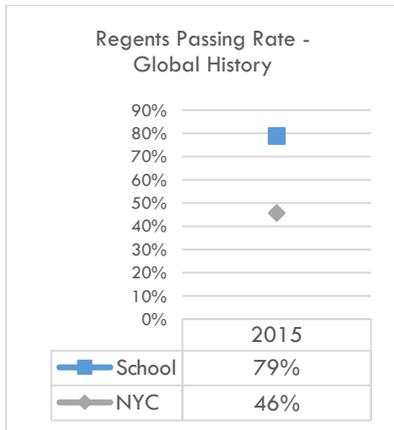
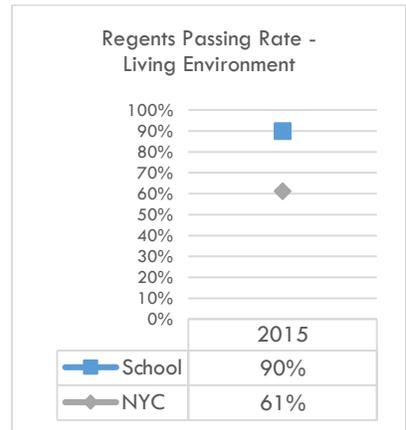
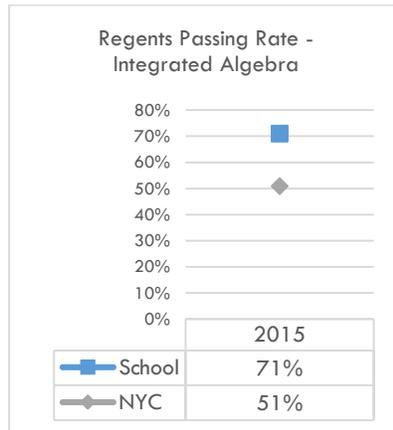
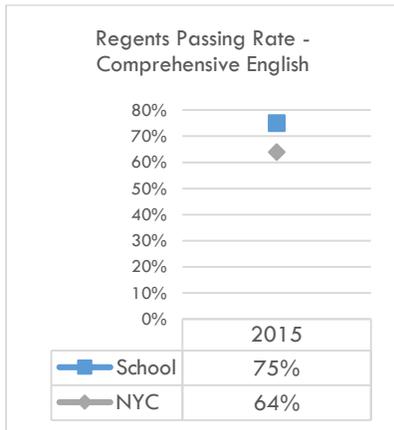
## Closing the Achievement Gap – Math

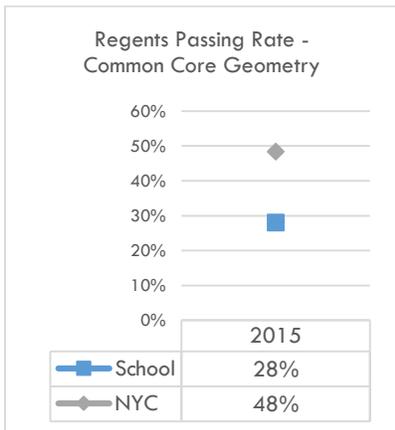
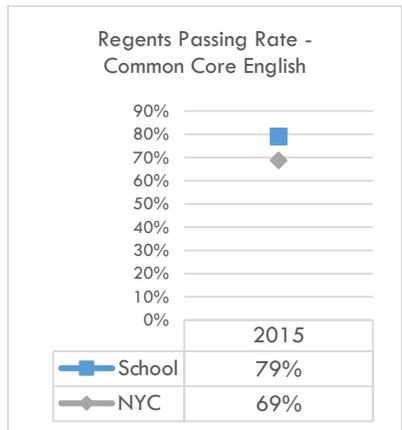
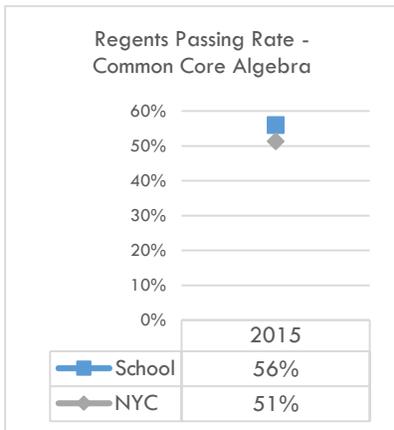
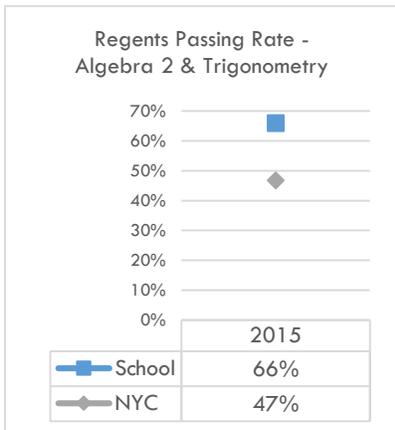
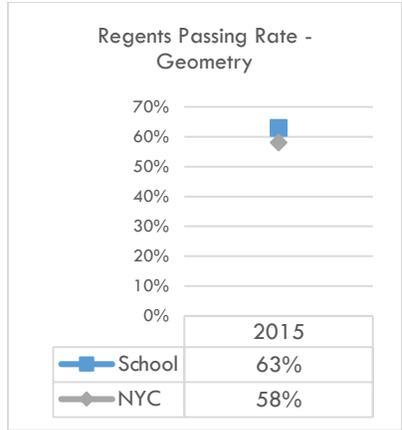
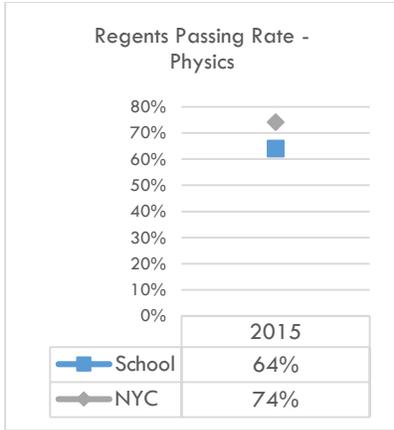
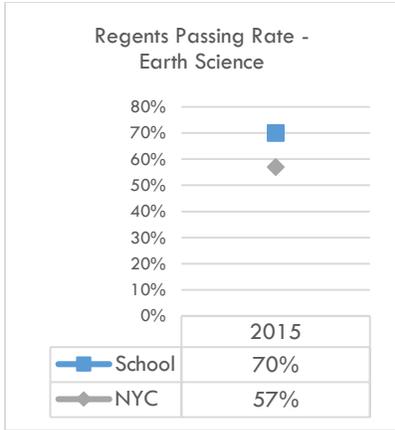


## Graduation Rate

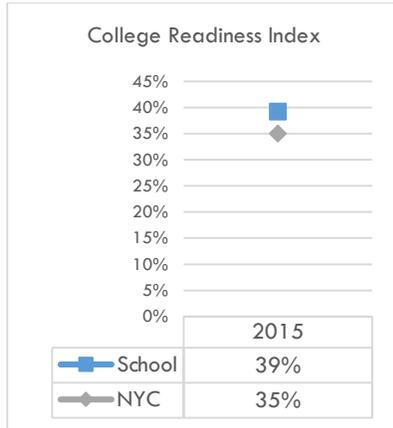
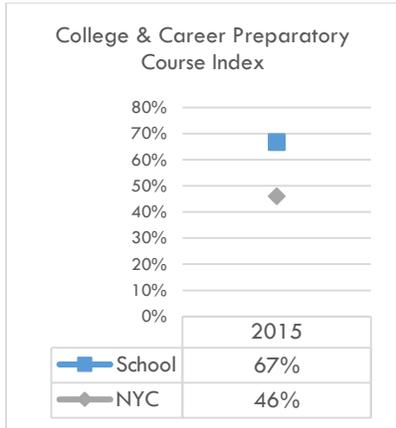


## Regents Passing Rates





**College & Career Readiness**



### **Essential Question 2: Is the school effective and well run?**

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Bronx Lighthouse Charter School met or did not meet the standards for Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; Board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

At the time of this school's renewal, Bronx Lighthouse Charter School has demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

### **Curriculum**

Bronx Lighthouse Charter School has recently implemented Common Core-aligned Engage NY modules in English and math for grades kindergarten through 8<sup>th</sup> grade (referred to as "Lower Academy" for grade K-5 and "Upper Academy" for grade 6-8.) The high school (referred to as "College Prep Academy" or "CPA") uses a homegrown, teacher-developed, curriculum based on the Common Core Learning Standards, aligned to Regents or Advanced Placement ("AP") expectations, and generated using the principles of Understanding by Design. This year, the principal of the Lower and Upper Academies added an additional 75 minutes per week for both ELA and math instruction. The school stated that the curricular changes made this school year support the school's larger goal of creating an articulated K-12 program.

### **Assessments and Use of Data**

In the Lower and Upper Academies, teachers use LinkIt!, an online assessment tool, to gather data on student progress every three months. Teachers use this data to develop action plans, which impact lesson plans and student groupings, in order to address students' learning needs in six week cycles. Additionally, the Lower Academy teachers use Fountas and Pinnell benchmark assessments to determine students' reading levels and literacy growth. In CPA, interim assessments are teacher generated and students participate in mock Regents exams in January and April. CPA offers a period of focused small group instruction (SGI) once a day and these groups are formed based on quarterly report card performance. Across both schools, teachers use exit tickets as a daily form of assessment that informs the planning of future lessons. The school also administers social emotional baseline evaluations three times a year to students. As both principals are new to Bronx Lighthouse Charter School, they discovered that student level growth data, such as the results of mandated services for ELLs, were missing. The school staff has since then corrected these missing data points.

### **Enrichment Opportunities**

Across all grades, students at Bronx Lighthouse Charter School have the opportunity to participate in arts classes; CPA students are encouraged to take Regents exams early in their high school careers to allow them to focus on AP courses in their junior and senior years. In 2014-15, CPA offered six AP courses.

### **Special Populations**

This year, the Lower and Upper Academies restructured its pull out program of services for students with special needs. Students requiring special education support are no longer pulled out during academics or "specials" periods but instead received Resource Room during online adaptive literacy and math sessions. Under this new structure, special education students never miss teacher-led instructional time. Both general education and special education teachers have co-planning sessions built into their schedules. All general education students participate in daily sessions of adaptive intervention sessions of Raz-Kids (for reading) and Zearn (for math). The school's Student Intervention Team meets weekly with social workers to discuss various students' growth and challenges.

## **Staffing**

At the start of the 2015-16 school year, Bronx Lighthouse Charter School experienced significant teacher and leadership turnover. As previously mentioned, the school has two new principals, both of whom officially started in September 2015. In the 2015-16 school year, nearly a quarter of the instructional staff left or were terminated, mostly in the Lower and Middle Academies. This is an improvement from the 2014-15 school year, where nearly half of the teachers and non-instructional staff resigned or were terminated. Many teachers at the Lower and Middle Academies are new to teaching, and in response to this, the leadership team had created a coaching structure to support novice teachers. The school's leadership team has made significant changes to the roles and of its Director of Student Services and its Director of Teacher Leadership for the Arts.

## **Professional Development**

The school's leadership team develops and implements Individualized Professional Development Plans (IPDP) for each teacher. The IPDP contains teacher-set professional goals; these goals are monitored and supported by the principals through formal and informal classroom observations. The principals provide specialized support for teacher new to the profession; this support is based on observational data, student achievement data, and IPDP goals. New teacher are supported by coaching sessions with the Lower and Middle School leaders. First-year teachers also receive specialized training on how to analyze classroom data and use data results to improve classroom teaching strategies. The school's leadership team supports all teacher development by collecting various data points on teachers through learning walks, classroom visits, grade level meetings, staff meetings, one-on-one check-ins, and individualized coaching. The school's Charter Management Organization, Lighthouse Academies Inc., provides professional development to all teachers and staff.

## **Supportive Environment**

As mentioned in "Special Populations," special education students receive individualized support during the time general education students participate in online adaptive intervention software. The school also offers the Wilson Reading System as part of their Response to Intervention structure for academically at-risk students.

## **School Culture**

The school believes in restorative justice practices. The school has provided professional development to strengthen teachers' listening skills in order to improve their ability to have conversations with students. The school strives to build a culture of respect and learning and has eliminated their Dean's Office and rebranded it as a "Restorative Center." Instead of suspending students, those reporting to the Restorative Center receive individualized ELA and math instruction, participate in art therapy sessions, and group mindfulness practices. The school has implemented Kickboard as method of tracking and incentivizing student behavior.

## **Public Hearing**

On December 9<sup>th</sup>, 2015, a public hearing was held to solicit comments from the school community regarding their renewal application. 40 members attended and 15 speakers were in favor of the school's renewal; no speakers were in opposition of the renewal.

## **Governance**

Over the course of the charter term, a new Board Chair was appointed. While one of founding member of still serves on the Board, more than half of its current members joined over the course of the charter term. The Board has consistently met quorum at every meeting and meets times than required by its bylaws.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement please see Appendix C. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll and retain students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for free or reduced price lunch

(FRPL), as per the NYS Charter Schools Act, please see Appendix D.

Detail on OSDCP's findings for Essential Question 2 is below.

### Supportive Environment

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School program differentiates instruction for SWD			
School program differentiates instruction for ELLs			
School schedule and program offers defined opportunities for remediation and acceleration			
School utilizes an interim assessment system			
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer			
Parent, staff, and student responses on the NYC DOE School Survey exceed Citywide averages			
Student attendance rate exceeds CSD average			
Student attendance rate exceeds Citywide average			
Improved student retention rate over course of charter			

#### Partly Met Standards—Supportive Environment

- Over the course of the renewal visits, the Charter Authorizing Team noticed mixed evidence in classrooms and lesson plans of differentiated instruction for students with disabilities.
- Over the course of the renewal visits, the Charter Authorizing Team noticed mixed evidence in classrooms and lesson plans of differentiated instruction for ELLs.
- The school did not exceed the city in the following 2014-2015 Learning Environment metrics:
  - Parents: How satisfied are you with the education your child has received this year?
  - Parents: The principal promotes family and community involvement in the school
  - Teachers: Teachers work closely with families to meet students' needs
  - Students: It's clear what I need to do to get a good grade

### Operational Stability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School has an operations manual			
School meets all DOE deadlines for annual reporting requirements			
School meets all DOE deadlines for the Annual NYC DOE Charter School Survey			
School meets all DOE deadlines for renewal application documents			
School has documented teacher evaluation procedures			
School has documented professional development opportunities			
School has a formal process for evaluating progress against charter school goals			
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff			
Board has developed a succession plan for board and school leadership			N/A
Board has access to legal counsel			
Board meetings consistently meet quorum			

## Compliance (with all applicable laws & regulations)

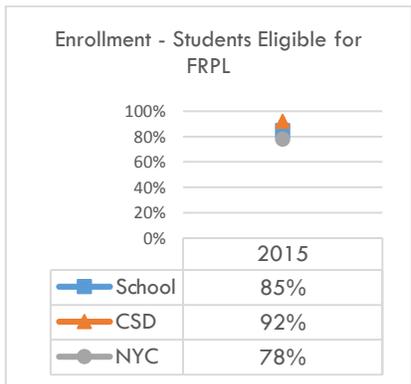
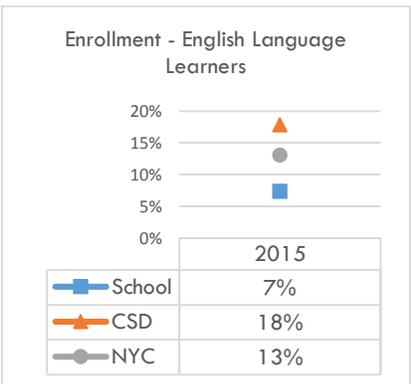
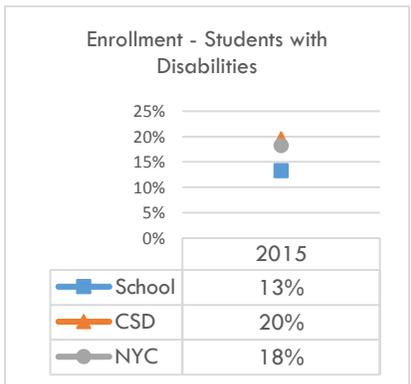
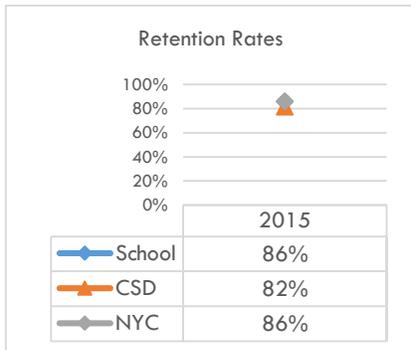
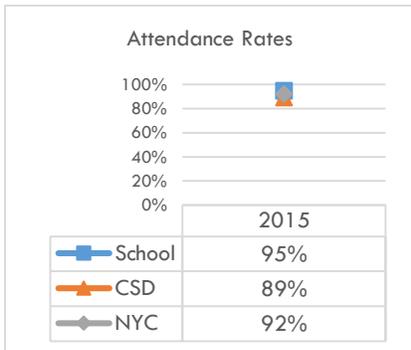
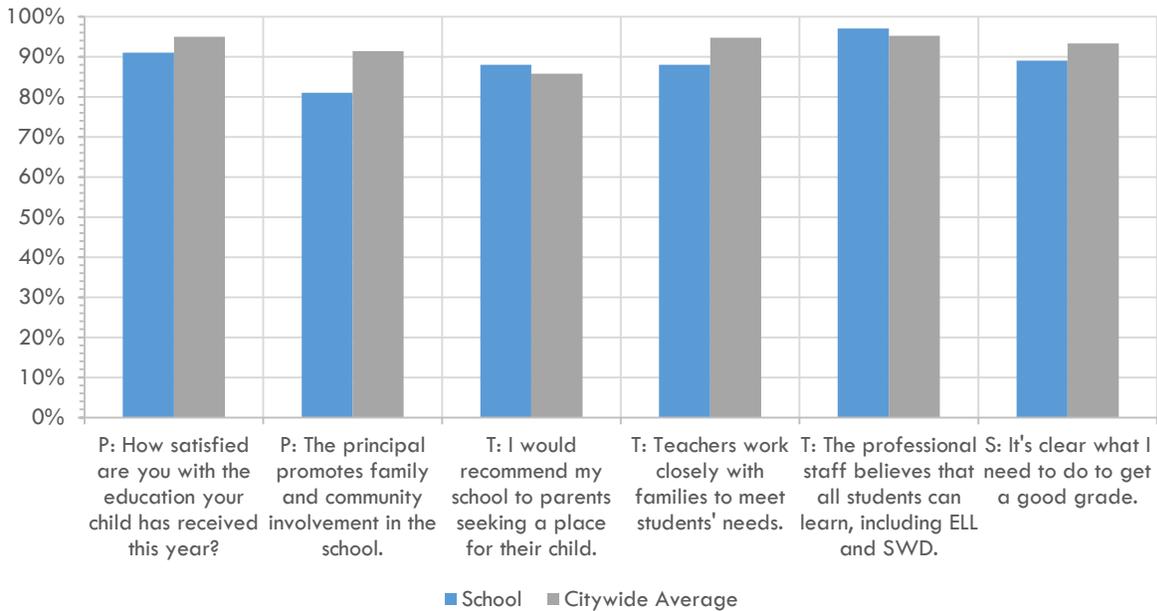
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School's SwD enrollment rate exceeds CSD and NYC rate			
School's ELL enrollment rate exceeds CSD and NYC rate			
School's FRPL enrollment rate exceeds CSD and NYC rate			
School's SwD retention rate exceeds CSD and NYC rate			
School's ELL retention rate exceeds CSD and NYC rate			
School's FRPL retention rate exceeds CSD and NYC rate			
School is in compliance with its charter and its charter agreement			
School is in good standing with authorizer			
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD			
School has required facility documents (lease, certificate of occupancy, fire and safety inspections)			
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)			
School is in compliance with employee fingerprinting requirements			
School has an appropriate safety plan			
School has appropriate insurance documentation			
School is meeting Department of Health immunization requirements			
School has submitted its Annual Report to NYSED and posted it online			
School has followed all applicable lottery and enrollment regulations			
Board held the required number of meetings			
School and board follows posting and procedural requirements of NYS Open Meetings Law			
School and board follows posting and procedural requirements of Freedom of Information Law (FOIL) <sup>11</sup>			N/A

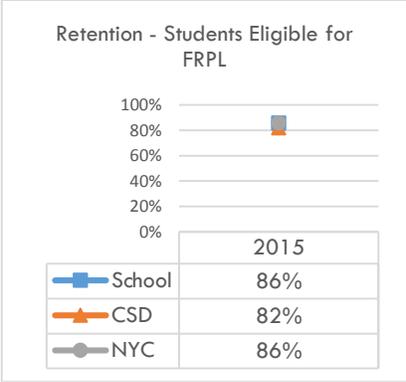
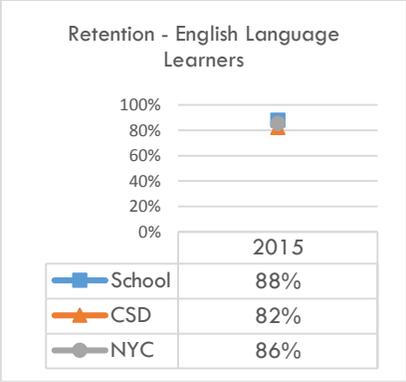
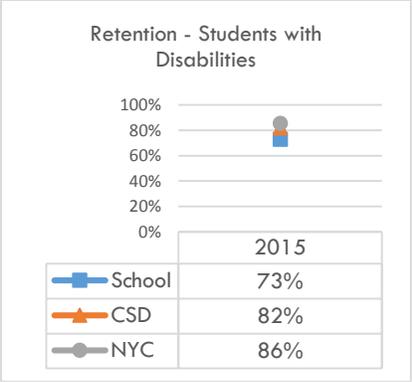
### Partly Met Standards—Compliance

- The school did not exceed CSD enrollment rates for students eligible for free and reduced priced lunch in 2014-15.
- The school did not exceed CSD retention rates for students eligible for free and reduced priced lunch in 2014-15.

<sup>11</sup> The New York Charter Schools Act makes charter schools subject to FOIL (§2854[1][e]). The New York City Department of Education monitors charter school compliance with FOIL through the complaint process outlined in §2855(4) of the New York State Charter Schools Act. All complaints received through this process are investigated by OSDCP. Noncompliance with any applicable laws and regulations, including FOIL, are addressed and documented.

### Percent Satisfaction on the NYC School Survey





***Essential Question 3: Is the school financially viable?***

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Bronx Lighthouse Charter School met or did not meet the standards for Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

At the time of this school's renewal, Bronx Lighthouse Charter School has demonstrated financial viability.

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement please see Appendix C. These goals relate to short- and long-term financial viability.

Detail on OSDCP's findings for Essential Question 3 is below.

### Short-term Financial Viability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Cash position – school has at least 60 days of cash on hand to cover operating expenses			
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months			
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment			
Debt management – school is meeting all current debt obligations			

### Long-term Financial Sustainability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)			
Aggregated three-year total margin – school operates at a surplus over three-year period		N/A	
Debt to assets ratio less than 1.0			
Aggregate assets to liabilities ratio greater than 1.0		N/A	
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)			
Multi-year cash flow – positive cash flow over previous three fiscal years		N/A	

## Appendix A: School Overview

### Enrollment and Demographics



### Programming, Admissions, and Lottery<sup>12</sup>

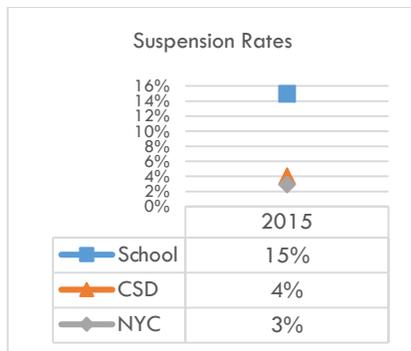
Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Primary Entry Grade(s)	K-12
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	720
Number of Students Accepted via the Lottery (School Year 2015-16)	48
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

<sup>12</sup> Based on self-reported data from the 2015-2016 DOE Annual Charter School Survey.

### Current Board of Trustees

	Board Member Name	Position	Committee(s)
1.	Hagos Mehreteab	Board Chair	
2.	Stephanie Brown	Treasurer	
3.	Karla Figueroa	Secretary	
4.	Tonya Anderson	Parent Trustee	
5.	Vilma Caba	Patent Trustee	
6.	Jess Conway	Trustee	
7.	Evelyn De Gonzalez	Trustee	
8.	Javier Lopez-Molina	Trustee	
9.	Christian Lopez	Trustee	

### Suspension and Expulsion Rates<sup>13</sup>



	2015
# of Suspensions	154
Suspension Rate	15%
# of Expulsions	1
Expulsion Rate	0.2%

### Future Plans

As reported by school leadership and the school's Board, the following was noted:

- The school has not requested any material revisions for its next charter term.
- The school will continue to serve students in grades K-12.

<sup>13</sup> Suspension rates include aggregated in- and out-of-school rates.

## Appendix B: Academic Performance

Students scoring at or above Level 3 on NYS assessments:

<b>Grade-Level Proficiency in English Language Arts</b>	
2014-2015	
Bronx Lighthouse Charter School	
Grade 3	21.3%
Grade 4	6.3%
Grade 5	6.3%
Grade 6	16.7%
Grade 7	13.6%
Grade 8	36.9%
PERCENTAGE POINT DIFFERENCE FROM CSD 12	
Grade 3	9.4
Grade 4	-7.6
Grade 5	-4.2
Grade 6	4.7
Grade 7	4.6
Grade 8	22.8

<b>Grade-Level Proficiency in Math</b>	
2014-2015	
Bronx Lighthouse Charter School	
Grade 3	31.9%
Grade 4	27.1%
Grade 5	12.5%
Grade 6	40.4%
Grade 7	25.8%
Grade 8	23.4%
PERCENTAGE POINT DIFFERENCE FROM CSD 12	
Grade 3	16.0
Grade 4	11.2
Grade 5	-2.6
Grade 6	25.2
Grade 7	13.0
Grade 8	11.8

## Appendix C: Charter School Goals

According to annual reports submitted to NYSED over each year of the school's charter term, the school achieved/met its goals as follows:

- Academic Goals:<sup>14</sup>
  - 4 of 10 applicable academic charter goals in its most recent year
  - 4 of 10 applicable academic charter goals over the course of the charter term
- Operational Goals:
  - 3 of 5 applicable operational charter goals in its most recent year
  - 3 of 5 applicable operational charter goals over the course of the charter term
- Financial Goals:
  - 1 of 1 applicable financial charter goals in its most recent year
  - 1 of 1 applicable financial charter goals over the course of the charter term

Charter Goals		2014-2015
Academic Goals	Throughout the course of the school's next charter term, it will earn a score of B or better in "Performance" section of the Citywide Progress Report.	N/A
	Throughout the course of the school's next charter term, the school will show progress towards achieving earning 75 percent of 3rd - 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	Met
	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd - 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.	Met
	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.	Met
	The school will show progress towards earning a score of B or better on the "Progress" section of the citywide Progress Report.	N/A
	The 60th percentile or above peer schools on the NYC DOE Progress Report for its 4-year graduation rate and in the 75th percentile or above peer schools on the NYC DOE Progress Report for its 6-year graduation rate.	N/A
	100% of students enrolled in an AP course will take the AP test and 50% of those students will attain a score of 3 or higher.	Partially Met
	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics. 75% of 12 graders will participate.	Partially Met
	75% of students who graduate within 5 years will graduate with an Advanced Regents Diploma.	Not Met

<sup>14</sup> Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	Each year, the percent of students performing at or above Level 3 on the State ELA and Math exams in each tested grade will exceed the average performance of students in Community School District 12	Partially Met
	Each year, the percent of students performing at or above Level 3 on the State ELA exams in the majority of tested grades will exceed the average performance of students in Community School District 12	Met
	At least 20% of 2-8 scholars will be in the top quartile on the NWEA MAP reading assessment and at least 30% of K-7 scholars will be in the top quartile on the math and reading assessment in the spring.	Not Met
	For both math and reading, Lighthouse K-8 scholars will achieve an average of at least 120% (1.2 years) of their projected growth on the NWEA MAP assessments each year.	Not Met
Operational Goals	Each year, the school will have an average daily student attendance rate of at least 95%.	Met
	Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	Not Met
	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Not Met
	The school shall be at least 85% to fully enrolled and demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.	Met
	Parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. 50% of parents will participate.	Met
Financial Goals	The school will undergo an annual, independent financial audit that will result in an unqualified opinion and no major finding. Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Met

## **Appendix D: Enrollment & Retention of Special Populations**

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

Over the course of its charter term, Bronx Lighthouse Charter School made efforts to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. This was done by:

- Creating a Director of Student Services (DSS) position
- Translating the Scholar Family Handbook into Spanish
- Participating in a student recruitment fair
- Home visits conducted by the DSS along with a translator
- Ensuring a translator is available at all parent teacher nights
- Creating a Google translate option is available on the school's website
- Deliberate hiring of bilingual staff
- Documents sent to students' home are translated
- The hiring of two ELL specialist teachers, one for the Lower/Middle Academy and one for CPA
- Teachers will creating academic achievement plans for all IEP/ELL CPA students, in order to more closely track student progress towards graduation
- The school hired an additional a bilingual Family Coordinator
- The DSS and family coordinator are available to support families in completing all necessary paperwork to ensure eligible students participate in needed services.
- School information session(s) will be held in the schools' Family Resource Centers in order to attract more families who speak a language other than English

## **Appendix E: Additional Accountability Data**

Please refer to additional accountability reports for this school on the NYC DOE's web site at.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the [2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools](#).