



**Department of
Education**

Dennis M. Walcott, Chancellor

**Charter School Renewal Report
Charter Schools Accountability and Support
2012-2013**

**BRONX ACADEMY OF PROMISE CHARTER SCHOOL
RENEWAL REPORT**

2012-13 SCHOOL YEAR

Part 1: Executive Summary

School Overview and History:

Bronx Academy of Promise Charter School opened in 2008 and is in its first charter term, which expires on February 11, 2013. The school is currently split-sited in private facilities at 1166 River Avenue in the Bronx, NY, 10452, in Community School District 9, and 416 Willis Avenue, but anticipates a move into a larger private facility in 2013. It currently serves approximately 440 students in grades K-6¹. The school's primary intake grade is Kindergarten but it accepts applications and fills available seats at all grades. It received over 900 applications, K-6, for its spring 2012 lottery². Below are the school's 2012 Progress Report grade and overall assessment results and demographic data for the school and CSD.

During the 2011-12 school year, the average attendance at Bronx Academy of Promise, depending on the grade, was between 95% and 97%³. The school scored above average on Academic Expectations and well-above average on Communication, Engagement and Safety & Respect on its 2011-2012 NYC DOE School Survey with 76% of Parents and 97% of Teachers responding to the survey⁴.

Bronx Academy of Promise Charter School is an independent charter school. When the school opened it was partnered with a charter management organization (CMO), Imagine Schools, but severed its relationship with Imagine after the 2008-09 school year. Prior to the current school leader, Catherine Jackvony, who began serving as principal in March 2011, the school had several leadership changes.

	2011-12 PR overall grade	2012 ELA, 3+%	2012 Math, 3+%	FRL %	SWD %	ELL %
School ⁵	A	48.9	66.1	85	12	23
CSD 9 ⁶		31.6	43	85	17	24

Renewal Recommendation:

In order for a charter school to be renewed it must demonstrate that it has earned renewal and is worthy of continuing the privilege of educating New York City students. While the academic

¹ Self reported in Renewal Application (8/31/12).

² Self-reported in Renewal Application (8/31/12) Renewal Visit Data Collection Form

³ Self-reported in Renewal Application (8/31/12) Renewal Visit Data Collection Form

⁴ NYC DOE School Survey – <http://schools.nyc.gov/survey>

⁵ Proficiency rates from <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>. Demographics from ATS 11/20/12.

⁶ CSD ELA and Math data from NYC DOE website and measures average performance of common grades only. Demographics from ATS 11/26/12 data pull.

performance of students is the foremost determining factor of a school's success, a school's ability to demonstrate an effective educational program, a financially and operationally viable organization, and a strong learning community with support from stakeholders are important factors that inform a renewal decision.

Based on the evaluation of the renewal application, renewal visit, historical annual reports and visits, performance on Progress Reports, comparisons to the CSD, and other factors, the New York City Department of Education Charter Schools Accountability & Support team (NYC DOE CSAS) recommends a **Full-Term Renewal with Conditions** of the charter for Bronx Academy of Promise Charter School. The conditions are as follows:

- 1) Board of Trustees must activate its committees by January 2013 Board meeting and throughout the new charter term demonstrate capacity, through recommendations made by its committees and actions taken by the Board, to provide strategic planning and support for sustainable school leadership.

Part 2: Renewal Decision and Findings

Renewal Framework:

The New York State Charter Schools Act (“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 [also] 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. 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.

(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.

The Charter Schools Accountability and Support (CSAS) team may recommend four potential outcomes for charter schools applying for renewal: full-term renewal, renewal with conditions, short-term renewal, or non-renewal.

Full-Term Renewal

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has yielded strong student performance and progress, has met the majority of its charter goals, has demonstrated financial stability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

Renewal with Conditions

In cases where a school has demonstrated mixed academic results or concerns about organizational viability, renewal is contingent upon changes to the prospective application or new charter, new performance measures, or both. These may include changes to curriculum, leadership, or board governance structure that are intended to yield improved academic outcomes during the next chartering period.

Short-Term Renewal

In cases where a school is up for renewal of its initial charter and has fewer than two years of state-assessment results, a renewal of three-years or fewer may be considered. In very limited circumstances, a school not in its initial charter or in its initial charter with more than three years of state assessment data, may be considered for a short-term renewal if the school's most recent year results are good (for example, an A or B on the NYC DOE Progress Report) while the previous year's results may have been poor (D or F).

Non-Renewal

Schools that have not demonstrated significant progress or high levels of student achievement and/or are in violation of their charter will not be renewed.

NYC DOE CSAS Renewal Recommendation:

Based on the evaluation of the renewal application, renewal visit, historical annual reports and visits, performance on Progress Reports, comparisons to the CSD, and other factors, the New York City Department of Education Charter Schools Accountability & Support team (NYC DOE CSAS) recommends a **Full-Term Renewal with Conditions** of the charter for Bronx Academy of Promise Charter School. The conditions are as follows:

- 1) Board of Trustees must activate its committees by January 2013 Board meeting and throughout the new charter term demonstrate capacity, through recommendations made by its committees and actions taken by the Board, to provide strategic planning and support for sustainable school leadership.

This recommendation is made for reasons that include the following:

1. The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement (Education Law Section 2850(2)(a)).

Bronx Academy of Promise has partially demonstrated student progress and achievement for the following reasons:

- i. Receiving overall grades of B, F and A on its three Progress Reports to date.⁷
- ii. The percent of students scoring proficient on NYS Math and ELA exams increased dramatically from 2011 to 2012 (20 percentage points in ELA and 30 in Math) and the school earned an A on its Student Progress grade on the 2012 PR, indicating significant progress for students compared to their peers.⁸
- iii. The school outperformed its CSD in student proficiency in all three common-tested grades in both ELA and Math in 2012.⁹
- iv. The school has not yet met the academic goals in its charter but has demonstrated progress toward those goals.

2. In accordance with Education Law Section 2852(2)(b), a charter applicant must demonstrate the ability to operate the school in a educationally and fiscally sound manner.

Bronx Academy of Promise has proven to be an effective and viable organization:

- i. After a period of uncertainty and leadership turnover, the school has developed a positive and collaborative professional culture. Survey results improved substantially in 2012 in each category included on the DOE School Survey.¹⁰
- ii. The school has been fiscally sound through its first charter term, operating with annual budget surpluses and meeting almost all of the financial and operational goals set out in its charter.
- iii. The school has substantially met the fiscal and operational goals in its charter.

⁷ 2009-2012 Progress Reports.

⁸ 2010-11 and 11-12 Progress Report.

⁹ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

¹⁰ 2011-12 School Survey.

3. In accordance with Education Law Section 2853(1)(f), the board of trustees of the charter school shall have final authority for policy and operational decisions of the school.

The board of Bronx Academy of Promise has proven to be partially effective for the following reasons:

- i. While the school has managed major challenges in its first charter term, including separating from its charter management organization after only one year, and three formal principal changes, the Board failed to maintain functioning standing committees during its first charter term, limiting its capacity to proactively plan and support school leader and to establish or adjust Board oversight policies and procedures.
- ii. Currently all school staff report directly to the school leader, which may not be a sustainable structure as the school expands, manages its move to a permanent private facility, and moves forward with ongoing union negotiations.

4. In accordance with Education Law Section 2855(1)(b) and Education Law Section 2855(1)(c), a charter may be terminated or revoked in the event of serious violations of law, and/or material and substantial violations of the charter.

Bronx Academy of Promise has been substantially in compliance with its charter and applicable laws and regulations, with the exception of activating its board committees.

5. As defined by Part 4 of the NYC DOE CSAS Accountability Framework, a school is to be assessed on its plan for its next charter term.

Bronx Academy of Promise has demonstrated viable plans for its next term for the following reasons:

- i. School's revised renewal application includes clear plans for continued academic success.
- ii. Revised renewal application addressed planning concerns over governance and sustainability.

Part 3: Charter School Goals

Below is the school's report on its progress toward meeting its charter goals.

Please note that information in this section is provided by the school, and may vary from data reported by the NYC DOE because, among other reasons, the NYC DOE reports on all students, while certain school goals may only apply to students falling under a given criteria. All data errors, discrepancies, or omissions in this section are not the responsibility of the NYC DOE.

Bronx Academy of Promise Charter School - Charter Goals					
Goals	First Year 2008- 2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012	
<p>Each year, 75 percent of students in the grades assessed will perform at or above Level 3 on the New York State ELA examination.</p> <p>ELA Goal 1: Absolute Measure 1</p>	N/A	<p>Percent of all BAPCS 3rd graders enrolled at BAPCS for two full academic years at Level 3 & 4: 48%</p>	<p>Percent of all BAPCS 3rd and 4th graders enrolled at BAPCS for two full academic years at Level 3 & 4: 26%</p>	<p>Percent of all BAPCS 3rd, 4th, and 5th graders enrolled at BAPCS for two full academic years at Level 3 & 4: 50%</p>	
		Met? No	Met? No	Met? No	
		<p>Explanation of Result: We determined that reason our students did not meet this goal was in part due to an insufficient amount of classroom time. To remedy this, in 2010-11, BAOPCS offered an afterschool K- 4 remedial program, which was open to 10-15 students per grade based on</p>	<p>Explanation of Result: The result of 26% scoring proficient in ELA and 36% scoring proficient in math instigated BAPCS to seriously improve our intervention services. In 2011-12, BAOPCS incorporated a new Academic Intervention Program to be implemented during the school day for students who have been identified in need of academic assistance. Two full-time academic intervention service providers deliver support in ELA and math during the school day via push-in & pull-out approaches. One floating TA was hired to support each grade to help with small group instruction. In addition, a Saturday school program was offered during the winter months, to</p>	<p>Explanation of Result: After an initial evaluation of 2012 NYS assessments we concluded that our students require additional assistance with ELA instruction. This knowledge will inform and drive the collaboration between our resource teacher and classroom curriculum maps to provide additional academic support in our next charter term. We plan to form a "Special Education Data Team" to analyze the end of year second grade Terra Nova ELA and third grade NYS ELA scores for the special education students. Once this data is analyzed, we will focus on the specific skills needed by incoming third and fourth grade students during bi-weekly, intensive special education data meetings that will determine instruction during each two week period. In addition, we are developing two ICT classrooms to maximize instruction for special duration students in grades five and</p>	

		classroom performance based assessments. A Saturday school program was offered to specifically work on skills needed to improve performance levels on the NYS ELA and math exams.	specifically work on skills needed to improve performance levels on the NYS ELA and math exam. Furthermore, a Data Team process was implemented to create a learning community which will analyze the data to help drive instruction on individual grade level.	six. BAPCS will continue to use 6 Trait Writing across the curriculum and will consistently review the process to ensure inter-rater reliability on writing rubrics.
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ELA GOAL 2: Comparative #1 Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools	N/A	BAPCS did not place in the top quartile of all similar schools.	BAPCS did not place in the top quartile of all similar schools.	Results Pending (Report has not been released as of August 31, 2012)
		Met? No	Met? No	
		Please see explanation for ELA Goal 1	Please see explanation for ELA Goal 1	

ELA GOAL 3: Comparative #2 Each year, the percent of students scoring	N/A	N/A	2010 Percent of all students scoring at Levels 3 & 4: 26%	2011 Percent of all students scoring at Levels 3 & 4: 26%
			2011 Percent of all students scoring at Levels 3 & 4: 49%	2012 Percent of all students scoring at Levels 3 & 4: 49%
			Met? No	Met? Yes

	Levels 3 and 4 on the NYS ELA exam will increase by at least 8 percent age points annually, until it reaches and stays at 100%.			Explanation of Result: Please refer to the aforementioned ELA explanation.	
ELA GOAL 4: Comparative #3	The percent of students scoring at Level 3 or 4 in the NYS ELA will meet or exceed the percent of students elsewhere in NYC District #9 scoring at Level 3 or 4.	N/A	Percent of 3rd graders at BAPCS scoring at a level 3 & 4: 48%	Percent of all 3rd & 4th graders at BAPCS scoring at a level 3 & 4: 27%	Percent of all 3rd, 4th, & 5th graders at BAPCS scoring at a level 3 & 4: 50%
			Percent of 3rd graders in CSD #9 scoring at a level 3 & 4: 29%	Percent of 3rd & 4th graders in CSD #9 scoring at a level 3 & 4: 32%	Percent of all 3rd, 4th, & 5th graders in CSD #9 scoring at a level 3 & 4: 32%
			Met? Yes	Met? No Explanation of Result: Please refer to the aforementioned ELA explanation.	Met? Yes
ELA GOAL 5: Value Added	Each grade-level cohort will reduce by one-half the	N/A	N/A Comparative Terra Nova Data not collected this year. Terra Nova was	Cohort 1 (1st in '10, 2nd in '11) June 2010 NCE: 46 June 2011 NCE: 44 Cohort 2 (2nd in '10, 3rd in '11) June 2010 NCE: 40	Cohort 1 (1st in '11, 2nd in '12) June 2010 NCE: 45 June 2011 NCE: 44 Cohort 2 (2nd in '11, 3rd in '12) June 2010 NCE: 44

	gap between prior year NCE group average in Reading (TerraNova) and an NCE group average of 50.		administered but comparative scores are unavailable	June 2011 NCE: 40 Cohort 3 (3rd in '10, 4th in '11) June 2010 NCE: 44 June 2011 NCE: 43	June 2011 NCE: 49
			Met? N/A	Met? No	Met? No (Partially met: Cohort 2 met this goal, Cohort 1 did not)
			Explanation of Result: Leadership transitions limited documentation of Terra Nova comparison during this school year.	Explanation of Result: Please refer to the aforementioned ELA explanation.	Explanation of Result: Please refer to the aforementioned ELA explanation. BAPCS has amended our Terra Nova goals. We will no longer track Terra Nova results beyond 3rd grade.

ELA GOAL 6: Each year, the percent of students scoring Level 1 on the NYS ELA exam will decrease by at least 8 percentage points annually, until it reaches and stays at 0%.	N/A	N/A	Percent of All Students Scoring at Level 1 in 2010 in Grades 3-4: 17%	Percent of All Students Scoring at Level 1 in 2011 in Grades 3-4: 15%
			Percent of All Students Scoring at Level 1 in 2011 in Grades 3-4: 15%	Percent of All Students Scoring at Level 1 in 2012 in Grades 3-4: 7%
			Met? No	Met? Yes

ELA GOAL 7: Each year, the percent of students scoring at Level	N/A	Percent of students scoring at Level 1 on the NYS ELA exam at BAPCS: 17%	Percent of students scoring at Level 1 on the NYS ELA exam at BAPCS: 15%	Percent of students scoring at Level 1 on the NYS ELA exam at BAPCS: 7%
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	<p>1 on the NYS ELA exam will be lower than the percent of students in the rest of the school district scoring at Level 1.</p>		<p>Percent of students in Bronx District #9 scoring at Level 1: 31%</p>	<p>Percent of students in Bronx District #9 scoring at Level 1: 21%</p>	<p>Percent of students in Bronx District #9 scoring at Level 1: 23%</p>
			<p>Met? Yes</p>	<p>Met? Yes</p>	<p>Met? Yes</p>
<p>ELA GOAL 8:</p>	<p>For years 2 through 5 of our proposed charter, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's</p>	<p>N/A</p>	<p>N/A</p>	<p>Grade 4 Cohort % at Level 3 & 4 in 2009-10: 46%</p>	<p>Grade 4 Cohort % at Level 3 & 4 in 2010-11: 20% Grade 4 Cohort % at Level 3 & 4 in 2011-12: 41%</p>
				<p>Grade 4 Cohort % at Level 3 & 4 in 2010-11: 34%</p>	<p>Grade 5 Cohort % at Level 3 & 4 in 2010-11: 35%</p>
				<p>Met? No</p>	<p>Grade 5 Cohort % at Level 3 & 4 in 2011-12: 60%</p>
					<p>Met? No (Goal was met for 5th grade Cohort, but not 4th grade Cohort.)</p>
				<p>Explanation of Result: Please refer to the aforementioned ELA explanation.</p>	<p>Explanation of Result: Please refer to the aforementioned ELA explanation.</p>

	State ELA exam.				
Math GOAL 1: Absolute Performance	Each year, 75 percent of students in the grades assessed will perform at or above Level 3 on the New York State Math examination.	N/A	Percent of all BAPCS 3rd graders enrolled at BAPCS for two full academic years at Level 3 & 4: 65%	Percent of all BAPCS 3rd & 4th graders enrolled at BAPCS for two full academic years at Level 3 & 4: 36%	Percent of all BAPCS 3rd, 4th, & 5th graders enrolled at BAPCS for two full academic years at Level 3 & 4: 67%
			Met? No	Met? No	Met? No
			In 2010-11, BAOPCS offered an afterschool K-4 remedial program, which was open to 10-15 students per grade based on classroom performance based assessments. A Saturday school program was offered to specifically work on skills needed to improve performance levels on the NYS Math exam.	In 2011-12, BAOPCS will offer a Saturday school program during the winter months to specifically work on skills needed to improve performance levels on the NYS math exam and build on basic math skills and concepts. In addition, BAOPCS has incorporated a new Academic Intervention Program to be implemented during the school day for students who have been identified in need of academic assistance. Two full-time academic intervention service providers will deliver support in ELA and math during the school day via push-in & pull-out approaches. One floating TA has been hired to support each grade to help with small group instruction. Furthermore, a Data Team process has been implemented to create a learning community which will analyze the data to help drive instruction on individual grade level.	School wide plans for improvement in 2012-13, based on NYS exam results for 2011-12, include the following: (1) BAPCS will increase the percentage of push-in services, to exceed the amount of pull-out services, specifically for the ELL and Special Education populations. (2) BAPCS will complete Common Core aligned curriculum maps with "power standards" aligned to NYC DOE instructional expectations for 2012-2013. (3) BAPCS will use the NYC DOE teacher effectiveness program (Danielson) to improve instructional competencies, on a teacher-by-teacher basis, with a focus on 1E (Designing Coherent Instruction) and 3B (Questioning and Student Instruction) and 3D (Assessment). (4) BAPCS will deepen Data Team examination of student work with a special emphasis on developing teacher leadership. (5) BAPCS will prioritize purposeful, differentiated instruction linked to clear lesson objectives.
Math GOAL 2:	Each year, the percent of	N/A	N/A	2010 Percent of all students scoring at Levels 3 & 4: 63% 2012 Percent of all students scoring at Levels 3 & 4:	2011 Percent of all students scoring at Levels 3 & 4: 36% 2012 Percent of all students scoring at Levels 3 & 4: 66%

	students scoring Levels 3 and 4 on the NYS Math exam will increase by at least 8 percent age points annually, until it reaches and stays at 100%.			36%	
				Met? No	Met? Yes
				Explanation of Result: Please refer to the aforementioned math explanation.	

	For the 2008-09 through 2011-12 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or	N/A	N/A	Grade 4 Cohort % at Level 3 & 4 in 2009-10: 65%	Grade 4 Cohort % at Level 3 & 4 in 2010-11: 33%
				Grade 4 Cohort % at Level 3 & 4 in 2010-11: 42%	Grade 4 Cohort % at Level 3 & 4 in 2011-12: 74%
				Met? No	Grade 5 Cohort % at Level 3 & 4 in 2010-11: 44%
					Grade 5 Cohort % at Level 3 & 4 in 2011-12: 70%
				Explanation of Result: Please refer to the aforementioned math explanation.	Met? Yes

	above Level 3 on the current year's State Math exam.				
Math GOAL 4: Comparative measure	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools.	N/A	BAPCS did not place in the top quartile of all similar schools.	BAPCS did not place in the top quartile of all similar schools.	Results Pending (Report has not been released as of August 31, 2012)
			Met? No	Met? No	
			Explanation of Result: Please refer to the aforementioned math explanation.	Explanation of Result: Please refer to the aforementioned math explanation.	
Math GOAL 5	The percent of students scoring at Level 3 or 4 in the NYS Math will meet or exceed the percent of students elsewhere	N/A	Percent of students scoring at Level 3 & 4 on the NYS math exam at BAPCS: 65%	Percent of students scoring at Level 3 & 4 on the NYS math exam at BAPCS: 36%	Percent of students scoring at Level 3 & 4 on the NYS math exam at BAPCS: 67%
			Percent of students in District #9 scoring at Level 3 & 4: 37%	Percent of students in District #9 scoring at Level 3 & 4: 41%	Percent of students in District #9 scoring at Level 3 & 4: 43%
			Met? Yes	Met? No	Met? Yes
				Explanation of Result: Please refer to the	

	re in NYC District #9 scoring at Level 3 or 4.			aforementioned math explanation.	
Math GOAL 6:	Each year, the percent of students scoring Level 1 on the NYS Math exam will decrease by at least 8 percentage points annually, until it reaches and stays at 0%.	N/A	N/A	Percentage of students scoring Level 1 in 2010: 7%	Percentage of students scoring Level 1 in 2011: 5%
				Percentage of students scoring Level 1 in 2011: 5%	Percentage of students scoring Level 1 in District #9: 2%
				Met? No	Met? No
				Explanation of Result: Please refer to the aforementioned math explanation.	Explanation of Result: Please refer to the aforementioned math explanation.
Math GOAL 7	Each year, the percent of students scoring at Level 1 on the NYS Math exam will be lower than the percent of students in the rest of the	N/A	Percent of students scoring at Level 1 on the NYS ELA exam at BAPCS: 4%	Percentage of students scoring Level 1 at BAPCS: 5%	Percentage of students scoring Level 1 at BAPCS: 2%
			Percentage of students scoring Level 1 in District #9: 21%	Percentage of students scoring Level 1 in District #9: 15%	Percentage of students scoring Level 1 in District #9: 15%
			Met? Yes	Met? Yes	Met? Yes

	school district scoring at Level 1.				
Math GOAL 8: Value Added	Each grade-level cohort will reduce by one-half the gap between prior year NCE group average in Math (Terra Nova) and an NCE group average of	N/A	N/A	Cohort 1 (1st in '01, 2nd in '11) June 2010 NCE: 39 June 2011 NCE: 43	Cohort 1 (1st in '11, 2nd in '12) June 2011 NCE: 45 June 2012 NCE: 44
				Cohort 2 (2nd in '10, 3rd in '11) June 2010 NCE: 36 June 2011 NCE: 45	Cohort 2 (2nd in '11, 3rd in '12) June 2011 NCE: 44 June 2012 NCE: 49
					Met? No (Partially met: Goal was met for Cohort 2, but not Cohort 1).
				Cohort 3 (3rd in '10, 4th in '11) June 2010 NCE: 49 June 2011 NCE: 43	Explanation of Result: Please refer to the aforementioned math explanation. BAPCS has amended our Terra Nova goals. We will no longer track Terra Nova results beyond 3rd grade.
				Met? No	
				Explanation of Result: Please refer to the aforementioned math explanation.	
Organizational GOAL 1	Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80% of all parents provide a positive	N/A	Response Rate: 38%	Response Rate: 36%	Response Rate: 76%
			Academic Expecations: 8.5 Communication: 8.6 Engagement: 8.5 Saftey and Respect: 8.5	Academic Expecations: 8.5 Communication: 8.6 Engagement: 8.2 Saftey and Respect: 9.1	Academic Expecations: 9.2 Communication: 8.5 Engagement: 8.4 Saftey and Respect: 8.4
			Met? No	Met? No	Met? No
			Explanation of Result: Our parent response rate was disappointing. Although the parents who did participate in the survey responded quite	Explanation of Result: Due to leadership transistions, the promotion of opportunities for parents to complete the survey was not prioritized.	Explanation of Result: Our parent response rate increased by more than double from the 2011 survey. Although the parents who did participate in the survey responded quite favorably, we will offer more opportunities for parents to complete the survey to increase the parent response rate in 2012-13. Parents will be afforded time to complete the survey at school events, including parent-teacher conferences.

	respons e to each of the survey items.		favorably, we will offer more opportunities for parents to complete the survey to increase the parent response rate in 2010-11.		
Organizational GOAL 2	At least 95% of the students will re- enroll at the school each year, not includin g any who might leave due to geograp hic reasons.	N/A	98% of BAPCS' students will re-enroll at the school each year, not including any who might leave due to geographic reasons.	99% of BAPCS' students will re-enroll at the school each year, not including any who might leave due to geographic reasons.	98% of BAPCS' students will re- enroll at the school each year, not including any who might leave due to geographic reasons.
			Met? Yes	Met? Yes	Met? Yes
Organizational GOAL 3	Each year, the students ' grade promoti on rate will meet or exceed the district' s rate, while adherin g to standar ds for grade promoti on that are consiste	N/A	100% grade promotion rate	99% grade promotion rate	98.5% grade promotion rate
			Met? Yes (District promotion rates were unavailable)	Met? Yes (District promotion rates were unavailable)	Met? Yes (District promotion rates were unavailable)

	nt with NYC's standards.				
Organizational Goal 4	Each year, the school will comply with all applicable laws, rules, regulations and contract terms applicable to charter schools 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,	All applicable laws, rules, and regulations were met.	Annual Report was not submitted on time.	All applicable laws, rules, and regulations were met.	All applicable laws, rules, and regulations were met.
		Met? Yes	Met? No Explanation of Results: BAOPCS failed to submit the 2010 Annual Report due to a transition in leadership. Because the annual report submission date was delayed until Nov. 1, 2010 the outgoing school leader did not complete the report. This went unnoticed by the interim leader, but the current leader who began in March took action to have the report completed as soon as possible. However, it was difficult to back track and locate all the necessary data. The	Met? Yes	Met? Yes

	and federal Family Educational Rights and Privacy Act		report was subsequently submitted.		
Organizational Goal 5: Attendance	Each year, the school will have a daily student attendance rate of at least 95 percent.	95% attendance rate in 2008-09	95% attendance rate in 2009-10.	95.37% attendance rate in 2010-11.	96% attendance rate in 2011-12.
		Met? Yes	Met? Yes	Met? Yes	Met? Yes
Organizational GOAL 6: Enrollment	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	Enrollment was within 15% of planned capacity.	The enrollment for 2009-10 was 249 and planned capacity was 249.	Enrollment for 201-11 was 320, within 15% of planned capacity.	Enrollment for 2011-12 was 342, within 15% of planned capacity.
		Met? Yes	Met? Yes	Met? Yes	Met? Yes
Financial GOAL 1	Upon completion of the school's first year of operation and every year	No major findings.	No major findings.	No major findings.	No major findings.
		Met? Yes	Met? Yes	Met? Yes	Met? Yes

	<p>thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.</p>				
<p>Financial GOAL 2</p>	<p>Each year, the school will operate on a balanced budget and maintain a stable cash flow.</p>	<p>The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.</p>	<p>The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.</p>	<p>The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.</p>	<p>The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.</p>
		<p>Met? Yes</p>	<p>Met? Yes</p>	<p>Met? Yes</p>	<p>Met? Yes</p>

<p style="text-align: center;">Charter Specific GOAL 1</p>	<p>Each year, each child will successfully complete two career education projects that are developmentally appropriate to research a career category and define the impact those working in the category have on the community.</p>	<p>Each student completed two career education projects.</p>	<p>Each student completed two career education projects.</p>	<p>Each student completed two career education projects.</p>	<p>Each student completed two career education projects.</p>
	<p>Met? Yes</p>	<p>Met? Yes</p>	<p>Met? Yes</p>	<p>Met? Yes</p>	
<p style="text-align: center;">AYP GOAL</p>	<p>Each year, the school will make AYP in ELA, Math, and Science</p>	<p>Met? NA</p>	<p>Met? Yes</p>	<p>Met? No; cited for Elementary-Middle Level English Language Arts and Elementary-Middle Level Mathematics</p>	<p>Met? No; cited for Elementary-Middle Level English Language Arts, Elementary-Middle Level Mathematics, and Elementary-Middle Level Science</p>

Part 4: Charter School Performance Data

Percent of Students Scoring at or above Level 3 - Whole School¹¹

Overall

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Academy of Promise Charter School		44.6	26.0	48.9
CSD 9*		28.2	31.9	31.6
NYC*		46.5	49.6	51.2
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Academy of Promise Charter School		62.7	36.1	66.1
CSD 9*		36.8	40.7	43.0
NYC*		54.3	58.6	62.6

Percent of Students Scoring at or above Level 3 - By Grade

Grade 3

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Academy of Promise Charter School		44.6	18.3	49.3
CSD 9		28.2	31.2	28.2
NYC		46.5	48.1	49.0
Math	2009	2010	2011	2012
Bronx Academy of Promise Charter School		62.7	32.2	58.2
CSD 9		36.8	38.6	36.0
NYC		54.3	54.8	57.0

Grade 4

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Academy of Promise Charter School			33.3	39.3
CSD 9			32.5	34.6
NYC			51.0	52.4
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Academy of Promise Charter School			39.7	70.5
CSD 9			42.7	46.7
NYC			62.3	65.7

¹¹ All data from NYC DOE website.

<http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

*CSD and City data represent the average performance of the same testing grades of the school.

Grade 5

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Academy of Promise Charter School				58.6
CSD 9				32.1
NYC				52.2
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Bronx Academy of Promise Charter School				70.7
CSD 9				58.0
NYC				65.2

Part 5: Bronx Academy of Promise Charter School Charter Renewal Visit



Charter School Renewal Visit Report
Charter Schools Accountability and Support
2012-2013

BRONX ACADEMY OF PROMISE CHARTER SCHOOL RENEWAL VISIT REPORT

OCTOBER 2012

Part A: Executive Summary

Renewal Visit Process Overview:

The New York City Department of Education (NYC DOE) Charter Schools Accountability and Support (CSAS) team conducts renewal visits of charter schools authorized by the NYC DOE. The renewal visit is designed to address four questions: is the school an academic success; is the school a fiscally sound, viable organization; is the school in compliance with its charter and all applicable laws and regulations; and what are the school's plans for its next charter term? The visits are conducted by representatives of CSAS and may also include the district superintendent and other DOE staff or consultants. The visits last the duration of two to three school days. The renewal visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. They also review academic and operational documents. Additionally, reviewers meet with one or more of the school's Board representatives and speak to a sampling of the school's parents. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security. The renewal visit is intended to provide a snapshot of the school and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on September 24-25, 2012:

- Richard Larios, Senior Director, NYC DOE CSAS
- Gabrielle Mosquera, Director of Oversight, NYC DOE CSAS
- Kamilah O'Brien, Director of Operations, NYC DOE CSAS
- Lynnette Aqueron, NYC DOE Division of Students with Disabilities & ELLs

Part B: Renewal Visit Observations

AREAS OF STRENGTH

The school has a strong school leader with a supportive staff focused on instruction and academic performance.

- The current school leader assumed her role in March 2011 and began a collaborative effort to refocus the school after several years of leadership turnover.
- The school's renewed focus on instruction, use of data, teacher collaboration, and professional development resulted in strong academic gains in 2012. Math and ELA proficiency scores increased dramatically; the school received an A on its 2012 NYC School Progress Report, including an A for Student Progress, indicating strong gains for students at all levels; and for the second of its three years of state assessments surpassed the district in its performance at all tested grade levels in both ELA and Math. It also surpassed city averages in 2012 for the first time at all grade levels except for Grade 4 ELA.
- The school's 2011 small group instruction and cooperative learning initiatives were effectively implemented, as indicated by assessment results as well as classroom observations on the day of the visit, where numerous examples of small group instruction were observed and evidence of students having internalized cooperative learning routines and responsibilities were observed in all visited classrooms.
- Teacher data teams were launched in 2011 and have resulted in regular meetings of grade level teams to consider recent data and set SMART goals for students that are then monitored for progress and adjustment.

The school has developed a safe, orderly and positive learning environment that is conducive to learning.

- The school, prior to moving into a permanent facility, is temporarily split-sited between two campuses not within walking distance of each other. Despite this challenging circumstance, both campuses appear safe and orderly, with a consistent and positive learning environment. Interviewed teachers and other staffers reported no significant changes in student behavior despite the shift of 5th and 6th graders to the Willis Avenue campus, which is suggestive of a strongly established culture and an internalized set of behavioral expectations.
- Students in observed classrooms on both campuses were consistently on task and often engaged learners on both days of the visit. All observed student-teacher interactions on the days of the visit were positive and supportive of school's instructional and behavioral expectations.
- Classrooms are print-rich with instructional supports, ample instructional resources, and student work displayed. Hallways are bright and classrooms, though small, were comfortable and even cheerful despite an absence of windows in the main campus facility and only a handful in the second campus facility.

- The school has a character education program supported by the elementary school guidance counselor and the middle school student advisor. It features a character trait of the month, a quote of the month, monthly classroom celebrations, and a monthly 30-minute character education lesson taught as a push-in by the two character education leads.
- Interviewed students reported that teachers are very supportive and willing to help them.
- Observed students were polite, thoughtful and supportive of one another. Students were observed self-correcting as well as assisting one another in group activities. For example, in one instance where directions for groupings were unclear, a female student asked a male student if he had a partner and, when he replied he didn't, asked if he would like to work with her group.
- Interviewed teachers praised students' behavior and their cooperation and eagerness to learn, with one saying that students "have a genuine want, need to learn."

Over the past two school years, and after a period of uncertainty and leadership turnover, the school has developed a positive and collaborative professional culture.

- Teachers are organized into grade level teams that meet three times a week or more. Teacher Assistants assigned to each grade level meet with their respective grade level teams. Teachers co-plan and decide instructional roles.
- The school leader meets at least monthly with the school's Shared Decision Making Team, which was created to ensure that all stakeholders have input into school planning. This team includes teachers, the school counselor, an operations staffer, and a parent rep, and works with a list of topics and issues for resolution.
- Teachers were key drivers in replacing Saxon Math with EnVision Math for better alignment with state and Common Core standards, and third grade teachers are piloting a reading program that they identified.
- Teacher satisfaction survey results improved substantially in 2012 in each category included on the DOE School Survey: Academic Expectations (+.9), Communication (+.7), Engagement (+1.1), and Safety and Respect (+1.0). All scores are either above average or well above average.
- Interviewed teachers talked about the school community as a family, and those that had been at the school for two years or more praised the change in culture. Teachers in their first year at the school talked about how much better the cooperation and support is at this school than at their previous ones.
- The school's staff organized into a union in 2011 and instructors are operating under a one-year contract that is currently in negotiation for a new contract term.

The school has worked to improve its support of at-risk learners.

- The school began implementing a formal Response to Intervention (RtI) program last year, adding intervention specialists for math and ELA; added two Integrated Co-Teaching (ICT) classes this year at grades 5 and 6; and has transitioned the majority of its

support services for SpEd, ELLs, and other academic needs from pull-out to push-in support.

- The school's data teams also have supported the individualizing of learning and ensuring that student needs are met.
- The school has a productive relationship with the local Committee for Special Education (CSE) and its CSE liaison works with the CSE to ensure IEPs are reviewed and in compliance, with all IEPs up-to-date and students receiving services as per their IEPs—in cases of students in ICT classes, more.
- General education teachers have access to IEPs for the students they are responsible for, and general education and special education teachers meet to plan lessons together.
- English as Second Language (ESL) teachers work collaboratively with general education teachers to plan support for students and to ensure that lessons are presented at the level of language acquisition of individual students. ESL learning progress is documented and monitored for adjustment.

The school has been fiscally sound through its first charter term, meeting almost all of the financial and operational goals set out in its charter.

- The school has operated with annual budget surpluses.
- The school's annual audits have either been clean or have had minor deficiencies that were immediately corrected, but none have had major findings. The school now uses Charter School Business Management to provide greater fiscal control and sufficient separation of duties, per one audit's recommendations.
- The school has been in a temporary private facility since it opened, expanded this year into a second temporary private facility, and is on track to move into its permanent site in the current school year while maintaining a balanced budget and effective operations at both sites.

The school serves a comparable at-risk population to that of the district.

- Free and Reduced-price Lunch (FRL) and English Language Learner (ELL) populations are equal to or greater than their respective averages in CSD 9—85% FRL at the school compared to 85.3%, and 23% ELLs at the school compared to 23.9%, as shown in a November 2012 ATS data pull.
- However, Students With Disabilities (SWD) at the school are below the district (12% in November 2012 compared to 17.2%) and the school has been working to reach more comparable averages of SWD.

School has demonstrated strong parent support over the term of its charter.

- Parent satisfaction rates on the DOE School Survey are consistently above or well above average overall and in sub-categories, with parent participation improving substantially

in 2012 to 76%, which is also well over the city average after having been below the city average for the previous two years.

- The school has an active parent coordinator who works in support of the parent committee, organizing parent workshops (one every two months) and supporting school wide social events.
- The parent committee has officers, by-laws, and monthly meetings with agendas. It also meets monthly with school leadership prior to the committee meetings.
- The school reports near-100% parent attendance at parent-teacher conferences.

AREAS OF GROWTH

The school has undergone major transitions in its first charter term, including a separation from its charter management organization after a year, and has had three formal principal changes.

Concerns remain regarding its capacity and sustainability.

- The school's Board is at minimum size of 5 members and has not maintained functioning standing committees during its first charter term. This concern, which has been noted in the school's last two Annual Site Visit Reports, is an issue of compliance and a source of concern about Board capacity to execute all its governance responsibilities efficiently and effectively. The Board must address the obstacles to staffing and activating its committees and ensuring they are able to meet their oversight and strategic support responsibilities.
- Most if not all staffers report directly up to the school leader, which creates a burden of staff supervision and evaluation difficult for an individual to sustain. If granted renewal, the school should consider adjustments to its organizational design in its next charter term to ensure both a more sustainable leadership model and to create opportunities for leadership development within the school.
- Many organizational structures and practices are informal and depend on individual approaches as opposed to established systems and protocols. This makes the school vulnerable to potential disruptions or breakdowns due to turnover or the pressures of growth. The school should consider ways to build sustainable structures and practices to ensure consistency and continuity of practice.

The school should continue to work on improving instruction in order to sustain and advance its 2011-12 academic success and meet the academic goals in its charter.

- School leadership has identified the following priorities: improving rigor, use of higher level questioning, balance between teacher and student talk, and differentiation. Based on visitor observations of instruction these are appropriate priorities.
 - Observed classrooms exhibited various levels of rigor and student questioning strategies, some challenging but at a more basic level or with questions that didn't probe, extend or verify student understanding.
 - Small group instruction provided students numerous opportunities to work together on a variety of tasks, often in a rotational basis, and to get focused

attention from teachers but few examples of differentiation of content or skill focus or task were observed.

- Some independent small group activities allowed teachers to work in focused ways with other groups in a class; however, expectations of success or resources for student self- or peer-evaluation for students working independently were not clear or available. This was particularly true of academic games but also of other independent small group activities where there was no product at the end of the activity.
- The school should continue to use its teacher collaboration opportunities (common preps, data teams, staff development events) to unpack the Common Core expectations and use available resources to prepare students for success in demonstrating mastery on more challenging standards.

The school should develop systems for collecting and sharing data to improve its capacity for data-driven decision making and its ability to look at data over time.

- Assessment data exists largely in paper form. Where data does exist in electronic form, the task of merging or compiling it is time-intensive and the school's ability to do so is limited; therefore, it has not yet been systematically done.
- The school's student information is captured in multiple places, and is not all kept current or easily accessible to different users.

The school should continue to work on developing programs described in its charter, particularly those related to its career education focus and its plans for expanding to middle school.

- As the school expands to middle school, adding grade 6 in 2012-13, and, if approved to do so in renewal, adding grades 7 and 8 in the following two years, the design and implementation of the middle school model are still in development.
- An important theme of the school as described in its charter is the implementation of a career education program. During its current charter, the school has implemented elements of the program outlined in its charter (Career Day, for example) and interviews during the visit with leadership and staff responsible for supporting this theme affirmed the school's commitment to the program. Interviewed staff were not, however, familiar with the details of the charter's description so planning for a deeper implementation should begin with a review of the charter description and develop into a specific plan that can be implemented and monitored for success.

The school should continue to think and act strategically around financial and operational management as it moves into new facility and manages expansion and contract negotiations.

- Classroom sizes are generally small; about 22 students per class. This small teacher-to-student ratio may need to increase in order to support the anticipated increase in facility cost and the salary increases requested by teachers

- Operational duties are spread over six staff members, but there is no central person coordinating all efforts. This may prove to be a strain on the school's leader once the school moves into its new facility.

The school should continue working to improve its support of students with IEPs.

- While all general education teachers had access to IEPs for the students they instruct, ESL teachers did not consistently have access to students in their caseloads who also had IEPs.
- The addition of ICT classes this year has provided extra support for students with disabilities but some students in ICT classes don't have that specific service recommendation in their IEPs. While there is a plan in place to Reconvene to Amend these IEPs, at the time of the visit that plan still needed to be executed.
- Classrooms observed on the day of the visit that featured special education and general education co-teaching lacked clarity regarding roles and responsibility for delivering special education support services, despite opportunities to plan together. The co-teaching model is new to the school and ensuring that support services are delivered effectively and efficiently in this model is an area for growth.
- The school should continue to work with the CSE and the revised Related Services system to ensure that students receive their mandated Related Services from the Related Services Agencies available to work with the school. At the time of the visit these services had not yet begun to be provided.

Part 6: Background on Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.¹²

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.¹³

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹⁴ As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- 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;

¹² See § 2850 of the Charter Schools Act of 1998.

¹³ See §§ 2851(4) and 2852 of the Act.

¹⁴ See generally §§ 2851(3) and 2851(4).

- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.¹⁵

B. NYCDOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹⁶

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports,

¹⁵ § 2852(5)

and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Charter Schools Accountability and Support team of the NYCDOE (“NYCDOE CSAS”).

The NYCDOE CSAS then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school’s comment, the NYCDOE CSAS reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor’s final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

Part 7: The CSAS Accountability Framework

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter Schools Office uses the following Accountability Framework to monitor Charter School success:

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the CSAS team has developed an Accountability Framework built around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school's plans for its next charter term?

There is no strict, number-driven point scale for applying the framework to a school's overall performance record. Although academic performance is primary, the NYC DOE takes into account a wide variety of factors (as indicated by the framework strands and available evidence detail) when evaluating a school.

What follows is a framework that outlines strands, indicators, and potential evidence for each of the four essential questions. The framework identifies what CSAS looks at in determining whether a school is successful enough to earn a new charter term, with or without conditions. As schools use the Accountability Framework, they should remember that charter schools exist to deliver improved student achievement for the students they serve, particularly at-risk students, so they can be high-quality choices for families. This reminder should help a school apply this framework to its own performance analysis, underscoring the state and city's commitment to superior academic performance as the most important factor in a school's performance.

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school's charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Special Education/ELL progress monitoring documentation
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported

- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a plan with formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- School calendar and class schedules
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

2. Is the School a Fiscally Sound, Viable Organization?

2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- If applicable, school relationship with a charter management organization is identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees
- Have timely and appropriate access to legal counsel
- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the

effectiveness of the school's staff that is clearly defined in staff handbook

- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting

- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to those of their district of location¹⁷ or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employ instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Family/Student handbook
- Student discipline records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews with Board, staff, parents, students or others, as appropriate

¹⁷ School-specific targets for enrollment and retention are to come from NY State Education Department

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter (replication) Application
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

Part 8: NYC DOE School Progress Reports

Please see the attached progress reports for this school.

Part 9: Annual Site Visit Report

Please see below the historical annual site visit reports for this school.



Charter School Annual Site Visit Report
Charter Schools Accountability and Support
2011-2012

BRONX ACADEMY OF PROMISE CHARTER SCHOOL ANNUAL SITE VISIT REPORT

MARCH 2012

Part 1: Executive Summary

School Overview and History:

The Bronx Academy of Promise Charter School is an elementary school serving approximately 344 students in grades K-5 in the 2011-12 school year¹⁸. The school is under the terms of its first charter, which expires on February 11, 2013, by which time the school will have expanded to serve students in grades K-6, with the intent of ultimately serving students K-8. The Bronx Academy of Promise Charter School is currently housed in a private facility at 1166 River Avenue in the Bronx, NY, 10452, in Community School District 9 but anticipates a move into a larger private facility.

The school reported that after the spring 2011 lottery¹⁹, it had 488 students on its waitlist. The school enrolls new students at all grades to fill available seats. According to an ATS data pull in April 2012, the student body of Bronx Academy of Promise Charter School includes 93.3% of students receiving Free or Reduced Lunch, compared to 82.6% in the district, 11.4% special education students compared to 17.1% in the district, and 23.7% English Language Learner students compared to 24.3% in the district²⁰. As of March 1, 2012, the school's average daily attendance rate was reported to be 96.5%²¹.

Bronx Academy of Promise had received two Progress Reports at the time of the Annual Site Visit. In 2009-10, the school received a B as an overall grade (an A in Progress, B in Performance, and A in School Environment). In 2010-11, the school received an overall F (an F in Progress, D in Performance and A in Environment) when the school's overall Math and ELA scores declined from the previous year, from 63% of students earning a 3 or above in Math to 36%, and from 44% proficient in ELA to 26%.

Bronx Academy of Promise Charter School is an independent charter school. When the school opened it was partnered with a charter management organization (CMO), Imagine Schools, but severed its relationship with Imagine after the 2008-09 school year. Prior to the current school leader, Catherine Jackvony, who began serving as principal in March 2011, the school had several leadership changes.

Annual Review Process Overview:

The New York City Department of Education (NYC DOE) Charter Schools Accountability and Support (CSAS) office conducts an annual site visit of charter schools authorized by the NYC DOE. The site visit is designed to address three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with

¹⁸ Self-reported on school's ASV Data Collection Sheet, March 1, 2012.

¹⁹ Self-reported on school's ASV Data Collection Sheet, March 1, 2012.

²⁰ NYC DOE ATS system, data pulled April 2012. The school's self-reported numbers from March were similar except for special education. The FRL enrollment was 313 of 344 students (91.1%) and ELLs were 81 of 344 students (23.5%). The school reported 56 of 344 students (16.3%) as having either an IEP or 504. (DOE's ATS data pull does not include students with 504s.)

²¹ Self-reported on school's ASV Data Collection Sheet, March 1, 2012.

its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, we also ask about the school's plans for its next charter term. The visits are conducted by representatives of the CSAS and last the duration of one school day. The annual site visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators and teachers. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security. The site visit is intended to provide a snapshot of the school and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on March 21, 2012:

- Rick Larios, Senior Director, NYC DOE CSAS
- Angela Chubb, Consultant, NYC DOE CSAS

Part 2: Findings

Overview:

The Bronx Academy of Promise Charter School's original charter expires on February 11, 2013. The renewal process and decision therefore will occur in the fall of 2012. On the next to last Progress Report before its charter expires the school received an F as its overall grade and an F for Student Progress. This report resulted in the school being put on Early Engagement status by the NYC DOE's Charter School Accountability and Support office. The school is aware it must demonstrate significant improvement on its 2012 state assessments results in ELA and Math, as well as a much improved Progress Report grade if it is to be renewed.

Areas of Strength:

- The school administration and staff have developed a strong collaborative relationship and have established a single voice around academic expectations and school instructional priorities. There was consistency in what was reported in the Self-Evaluation, discussed in the leadership meeting and teacher interviews and observed in classrooms during the visit.
 - In all observed classrooms, a focus on non-fiction text and finding evidence in the text to support answers was evident through direct instruction, anchor posters and student work. Non-fiction resource texts and materials were also available and displayed in observed classrooms.
 - In all observed classrooms, the school's focus on increased use of small group instruction was also evident. Teachers used a variety of structures at all grade levels to organize students into small groups, sometimes organized around stations, sometimes around cooperative tasks or academic games or projects. The classroom teacher and the teaching assistant, as well as the special education, math and ELA Academic Intervention (AIS) teachers, or English Speakers of Other Language (ESOL) teachers who push-in support as appropriate, were providing guided instruction to small groups, typically of 4 to 6 students but sometimes smaller.
 - In all classrooms student writing displayed a focus on the Six-Trait Writing Process with rubrics and scored student work. The school also shared writing data collected each month on all students and grade levels and was able to document growth between writing performance tasks over time.
 - While variation in quality and efficiency remains, instruction in observed classrooms was more consistent, focused, and productive than observed during the previous year's visit with students consistently on task, improved pacing, and instruction more consistently linked to posted objectives.
 - Interviewed teachers reported that the principal is clear about the school's instructional focus and supports them in their classrooms. One teacher observed that "collaboration was 100% better" than last year. Weekly grade level meetings, involving Teacher Assistants in planning and delivering instruction, improved assessments and use of data, involving AIS, Special Education and ESOL teachers in grade level planning, and an improved professional culture led staff to be very optimistic about student achievement gains this school year.

- The introduction of instructional support staff, intervention program and small group instruction appear to be having a positive impact on instruction and beginning to meet the needs of all learners.
 - The school hired intervention teachers to work with students in the classroom at each grade level. In all observed classrooms the TA's were working with students and reported that they felt connected to the grade level teachers and were well informed about goals and objectives for their assigned grade level.
 - The school has established a new after-school tutoring program for 3rd to 5th grade students and elected to stay open for two days during spring break to provide extra instruction.
 - The school also migrated from a mostly pull-out approach to academic interventions to as much push-in support has possible, with improved planning between intervention teachers and grade level teaching teams.

- The school learning environment on the day of the visit was respectful, orderly, positive and productive in observed classrooms.
 - In all observed classrooms, teachers used positive language to provide directions, guidance, and support behavioral expectations and support learning; the student-to-student interactions were respectful and on topic.
 - Students were on task in most instructional settings, actively engaged in many of the small group instructional activities and behavior overall was very good. Consistently on-task behavior allowed teachers to conduct small group guided instruction successfully while other small groups of students worked independently.
 - Classrooms and hallways were clean, brightly decorated, and displayed student work. Observed classrooms were print and resource rich.
 - Transitions within and outside of classrooms were smooth, orderly and efficient.

- The school has overcome the operational leadership change from last year and appears to be on solid financial and operational grounds.
 - The school's founding director of finance left at the start of the school year and was not replaced. Instead Charter School Business Management (CSBM) stepped up its support, which began in 2010, and has worked with the school's business manager to ensure the school's financial health, rectify identified concerns from the most recent audit, and prepare the school for its upcoming facility move.

- On the day of the visit, the professional climate appeared positive, collaborative, and focused on the needs of students. The school, through its small group instructional model, makes productive use of teaching assistants and support staff to support implementation a co-teaching model and to provide a range of Tier 2 Response to Intervention options that were not available the previous school year.
 - Interviewed teachers reported that they meet regularly and, as noted above, include all staff, i.e., special education, ELL and tutoring staff. Weekly grade level meetings, first Friday Professional Development meetings, and Data Team meetings were all cited by teachers as providing benefit, comparing it to the previous year one teacher stated, "last year I was left in the dust; this year I know what is expected." Another noted that the regularity of teacher collaboration "makes each of us each other's mentor."

- Interviewed teachers reported that they feel respected and heard by the school principal and receive regular feedback that is specific and helpful in improving their practice.
 - Interviewed teachers reported that the principal has an open door policy and is very supportive. One teacher stated that “I’ve never been in a school where teachers have been heard so clearly.” Another said that before Ms. Jackvony came on board “I was updating my resume. Nobody was happy. We weren’t united. Now we are.” A third teacher said, “It’s not just a school anymore, [it’s] a labor of love.”
 - Teachers reported they are formally observed one time a year using the Danielson teacher rubric. Principal and instructional consultant, Dr. Jane Spielman, provide frequent informal observations and supportive feedback, with Dr. Spielman offering helpful demonstration lessons.
 - The school principal issues a Weekly Agenda each Sunday with the week’s calendar and identified priorities. One interviewed teacher noted that the principal keeps us “focused on themes and priorities.”
- The use of data to inform instruction has been a school priority since the previous spring with improved and focused assessment use, increased buy-in from staff, and more effective analysis of academic data.
 - The school began its data analysis with last year’s state assessment results which helped launch a number of initiatives, from the curriculum switch from Saxon to EnVision math, emphasis on the Six-Trait Writing program, and the commitment to small group instruction.
 - In addition the school uses Development Reading Assessment (DRA) data, mock state assessments, EnVision Benchmark assessments, i-Ready assessments, writing assessments, teacher and curriculum based assessments, and homework to evaluate learning, help group students, and target instruction.
 - The school established grade level data teams that meet each month where performance is analyzed and SMART goals are set for students to be evaluated at next month’s meeting. Data teams make plans for re-teaching, grouping and daily lesson planning.
 - In some observed classrooms teachers were using checklists and collecting anecdotal observations as part of the small group instruction.
 - All interviewed teachers were not only comfortable but enthusiastic in predicting significant improvements in student performance on state assessments this spring. “I see gains,” said one teacher, “students are taking control of their learning,” citing better targeting of instruction, student enthusiasm, confidence and pride, and the extra help provided through small group instruction, after school and other intervention opportunities as the reason for the gains.
- Parent support for the school is strongly positive.
 - According to the most recent DOE School Survey, 94% of parents who completed the survey approve of the education their children are getting at the school. The same percentage of parent respondents are satisfied with opportunities the school provides them to be involved in their children’s education and with the school’s communication with them.

- Board meetings are regularly attended by parents who are actively engaged in the meeting discussion.

Areas of Growth:

- The school should continue its work on advancing instructional practice, improving efficiency and rigor, and improving differentiation of instruction to ensure it reverses the declines in ELA and Math proficiency (students scoring at Level 3 or higher on state assessments) from 2010 to 2011 and can sustain progress year to year.
 - Small group instructional initiative added both variety and more individualized attention between teacher and students but not all activities in rotation seemed as purposeful and linked to lesson objectives as others. In observed classrooms outside of reading, all students generally moved through the same rotation of instructional activities, which does provide attention and can individualize support, but differentiation of instruction, practice, and/or expectation could have been more specifically targeted to individuals or small groups, improving rigor and efficiency.
 - Many observed classrooms had learning objectives or aims posted, some did not. Establishing a school-wide norm about posting lesson/unit learning objectives could benefit alignment efforts, support developing a common understanding about quality objectives, and provide a reference point for students and teachers to sustain focus during instruction.
 - Observed classrooms included a range in the quality and clarity of student questioning, with some very good examples of higher level discussion, with good follow-ups and effective student led discussions in response to a prompt, but also some examples where the questions were lower level, vague or failed to be effectively developed into a coherent discussion. School should consider ways to improve the overall quality and across classroom consistency of discussion and questioning strategies—improving wait time, using why and how do you know prompts, etc.
 - The school made structural changes to increase regular opportunities for grade level planning; on this foundation the school should look at ways to use these structures and others to provide additional opportunities for teacher collaboration to work cross-grade topics, including vertical alignment of all academic expectations and Common Core standards.
 - The school changed its math program and launched major instructional initiatives around use of non-fiction texts, small group instruction, six-trait writing, and changing its approach to interventions. It leadership, consultant support, and staff should continue to monitor the implementation of each of these initiatives to ensure continued progress in implementation and results for children.
- The school should continue to advance the use of data to inform instruction, improving the quality, timeliness, and specificity of its use.
 - Data teams meet regularly but discussion and analysis is largely driven by leadership. As staff grow more proficient in the use of data the school should look for teacher and teacher leaders to take more ownership of data and its analysis and sharing best practices in collecting, reviewing and responding to data.
 - The school uses a variety of assessments but is still tinkering with its overall assessment program (changing its use of TerraNova, for example, introducing mock assessments, and internally created writing assessments) and the tutoring program. As the school finalizes its assessment system and as data sources are

- examined and those that proved valuable this year accumulate over time the school should extend its use of data to longitudinal and predictive analyses.
- The school featured lots of exemplary work in its classrooms and hallways but there was a range of what represented exemplary work, which in at least in one case at the bottom end of the range, included displayed research writing that appeared to be include cut and pasted text from its source. The school should look at ways through observation and feedback, grade level and cross grade level discussion to develop a consensus around rubric-based assessments at quality and improve inter-rater reliability.
 - The unanimous confidence of interviewed teachers that students would show significant academic improvement was impressive. Some teachers cited data as the source of their confidence but many talked more about emotion and effort, which are important contributors but not always indicators of success. As the school grows more sophisticated in its use of data it should look how performance on internal measures align with state assessment results (class grading, mock assessment performance, writing assessment results, DRA, etc.).
 - The school should continue to enact measures to be in full compliance with the 2010 amended New York State Charter Schools Act.
 - While its Free and Reduced Lunch and English Language Learner enrollment numbers are comparable to CSD 9 averages, its enrollment of students with IEPs is below CSD 9 averages with a special education population of 11.4% students with IEPs, compared to CSD 9's average of 17.1%²².
 - The school should continue to refine and document its outreach strategies in order to reach levels comparable to district CSD 9 for special education students and sustain its comparable percentages of FRL and ELL students.
 - As the school continues to expand and leadership and staffing more established, the school should look at ways to develop capacity of staff, leveraging collaboration and teaming structures to provide opportunities for teacher-leaders to emerge and develop.
 - The school has a small leadership team and much of its work is directly led by the school leader and an educational consultant. The school, according to interviews of administration and staff, has successfully built a strong collaborative culture and the next step would be to develop opportunities for increased participation and ownership by staff in decision-making and problem-solving. It also builds capacity to ensure sustainability.
 - The school should continue to monitor the progress of the new school facility to ensure the building is ready for the start of the school year and, if necessary, make timely plans for adjustments or alternate plans should the building not be ready in time.
 - The school's parent and teacher satisfaction scores on the 2011 DOE School Survey are above average in most categories, however, participation levels for both groups of stakeholders were significantly below citywide averages.
 - Parent participation was 36% (compared to 52% citywide) and teacher participation was 41% (compared to 82% citywide). The school should implement its strategies to improve staff and parent participation in the DOE survey, aiming for above average participation, and monitor the success of those strategies to make further adjustments if necessary.
 - The school has a small core group of Board members but is currently out of compliance around its required committees.
 - The board of directors needs to establish working committees not just to be in compliance but to ensure it has the capacity to provide ongoing oversight and to

²² NYC DOE ATS system, data pulled April 2012

effectively address specific issues as they occur. The board's by-laws should provide guidance about what permanent standing committees should be operating. Needs-based committees or sub-committees should be based on a board self-assessment of school priorities—the board might include, for example, a committee on student recruitment and retention, with an emphasis on special education students or a committee on facilities and new building progress.

Part 3: Essential Questions and Accountability Framework

The CSO Accountability Framework

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE's Charter Schools Office (CSO) has developed an Accountability Framework build around four essential questions for charter school renewal:

5. Is the school an academic success?
6. Is the school a fiscally sound, viable organization?
7. Is the school compliant with its charter and all applicable law and regulations?
8. What are the school's plans for its next charter term?

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school's charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Special Education/ELL progress monitoring documentation
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a plan with formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- School calendar and class schedules
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

2. Is the School a Fiscally Sound, Viable Organization?

2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- If applicable, school relationship with a charter management organization is identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees
- Have timely and appropriate access to legal counsel
- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the effectiveness of the school's staff that is clearly defined in staff handbook
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers, including both formal

and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

3. Is the School in Compliance with its Charter and All Applicable Laws and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting

- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to those of their district of location²³ or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employ instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Family/Student handbook
- Student discipline records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

²³ School-specific targets for enrollment and retention are to come from NY State Education Department

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews with Board, staff, parents, students or others, as appropriate

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter (replication) Application
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors



**Department of
Education**

Dennis M. Walcott, Chancellor

**Charter School Annual Site Visit Report
Charter Schools Office
2010-2011**

BRONX ACADEMY OF PROMISE CHARTER SCHOOL

ANNUAL SITE VISIT REPORT

MAY 2011

CHARTER SCHOOLS OFFICE

52 Chambers Street, New York, NY 10007

Part 1: Executive Summary

School Overview and History:

The Bronx Promise Academy Charter School is an elementary school serving approximately 312 students from kindergarten through grade four in the 2010-2011 school year.²⁴ It has plans to grow to serve students kindergarten through grade 5.²⁵ It is currently housed in privately leased space at 1166 River Avenue in the South Bronx.²⁶

The school population comprises 85% Black, 12% Hispanic, 0% White, 1% American Indian/Alaska native and 3% Asian students. 93.3% of students are designated as receiving free/reduced price lunch, compared to 85% in the district.²⁷ The student body at Bronx Academy of Promise includes 26.1% English language learners compared to 26.6% in the district and 11.7 % special education students compared to 17.5% in the district²⁸.

The school earned a B on its progress report in 2009-10²⁹. The average attendance rate for the school year 2010 – 2011 was 95.1%³⁰.

Annual Review Process Overview:

The NYC DOE Charter Schools Office (CSO) conducts an annual site visit of New York City Department of Education authorized charter schools in order to assess three primary questions: is the school an academic success; is the school a viable organization; and is the school in compliance with applicable laws and regulations. The visits are conducted by representatives of the New York City Department of Education Charter Schools Office and last the duration of one school day. The annual site visit begins with a meeting with the principal and school leadership team. Subsequently, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security.

The following experts participated in the review of this school on May 20, 2011:

- Rick Larios, Senior Director, NYC DOE CSO
- Gabrielle Mosquera, Director of Oversight, NYC DOE CSO
- Karen Drezner, Consultant, NYC DOE CSO

²⁴ NYC DOE ATS system

²⁵ NYC DOE ATS system and charter agreement

²⁶ NYC DOE Location Code Generating System database

²⁷ Demographic Data drawn from NYC DOE ATS System

²⁸ NYC DOE ATS system; data pulled on June 30, 2011

²⁹ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov>.

³⁰ Self-reported by school

Part 2: Findings

Areas of Strength

The school operational and instructional staff members have displayed resilience in managing a number of significant changes since the school opened in 2008, including several principal changes and separation from the school's original charter management organization.

- School leadership and teaching staff interviewed during the visit expressed a strong sense of commitment to students and their success, as well as to each other and the school.
- Prior to the March 2011 appointment of Catherine Jackvony as the school's new principal, a poor professional climate dominated; teachers reportedly lacked guidance and support and operated in a "vacuum." According to interviews with teachers and other staff, Jackvony was "very refreshing, very open, and very helpful." Another staff member reported that employees are "very comfortable talking with her" and noted that she instills confidence in them.
- On the day of the visit, the Board of Trustees chair expressed full confidence in Catherine Jackvony, the school's new principal, and the job she's done in a few short months.
- Although school leadership turnover has been high, the school has retained most of its K-2 teachers from its founding year. Current school leadership credited these and other instructional staff members with maintaining student morale and engagement amid the changes.
- The school's business director has worked with the school since before it opened, providing stable leadership to school finances and business operations.

The general school environment appeared positive, safe, and calm on the day of the visit.

- Classes observed were orderly, with students responsive to teacher directions and usually on task, including during transitions.
- Student work (particularly art) was prominently displayed in classrooms and hallways, some of it with rubrics included.
- The school appears to have substantial literacy resources. A wide array of printed references and learning resources are available to teachers, comprehensive book collections were evident in observed classrooms, and observed classrooms also made frequent use of word walls.

The school's principal and leadership team are focused on improving instruction and school culture.

- Teachers interviewed stated that soon after joining the school staff, the current principal responded to their requests for guidance by sending several staff members to conferences focused on reading, writing, and Teachers of English to Speakers of Other Languages (TESOL). Those teachers then "turn-keyed" their conference knowledge to the rest of the staff.
- Initial areas of focus for the new principal include literacy instruction and morale. Teachers reported during interviews that the principal "is really visible" and supportive, coming into classes to model instruction and to "provide helpful feedback."
- Teachers have one 45-minute collaborative planning period a day, a weekly Friday Professional Development period for which the principal provides the focus, and a monthly half-day of PD.
- Both school leadership and teachers interviewed commented that respectful student behavior increased once the current principal began operating, noting that she is a strong presence throughout the school and all the students know her.
- ELL and Special Education staff reported that formal and informal check-ins with general education instructors are "constant," and that informal cross-planning with the school's homework tutors is very common.

- Teachers and administrators use data from the Saxon Math Assessments and from the Developmental Reading Assessment (DRA), which is administered three times a year, for grouping decisions and to target specific skills. The second grade team reported using team-created monthly focus assessments in ELA and Math to monitor progress and target instruction.

The school reports strong and consistent levels of parent support and engagement.

- The school has a Parent Community Organization (PCO) with approximately 30 to 40 members, and 4 executive members. The PCO holds monthly meetings, flexibly scheduled to encourage attendance, and executive members meet with the principal on a monthly basis as well.
- A parent representative serves on the school's Board.
- The school staff includes a parent coordinator to assist leadership with parent engagement.
- Attendance at parent-teacher conferences, which is tracked via a sign-in process, is estimated to be 80 percent.

Areas of Growth

The school needs greater stability and consistent leadership and is encouraged to establish stronger school-wide systems, particularly related to student discipline, teacher evaluation, professional development, lesson planning, and use of data.

- Having had three school leaders in less than three years has proven disruptive to the school's climate and educational direction. Primary grade teacher retention remained stable, but all of the third grade teachers left or were let go before the start of the 2010-11 school year, leaving the school with teachers new to the school in all of the grade three and four classrooms. Moving into the next academic year, the Board and school leadership are encouraged to build on the improvements of the spring and to implement proposed strategies that will support stability and clarity of direction, including but not limited to launching a proposed mentoring program, hiring Reading and Math intervention specialists, and providing leadership opportunities for proven staff.
- The Board and school leadership are negotiating a contract with the United Federation of Teachers (UFT) with representatives of the school's instructional staff. As of the time of the school visit, the contract had not been finalized and the principal was unable to conduct formal teacher evaluations. It is important to begin the 2011-12 school year with clarity about performance expectations, supervision and evaluation, and processes and protocols for teacher support and accountability. School leadership should continue its efforts to reach required agreements that will result in quality teaching and learning for its students.
- Teachers interviewed on the day of the site visit stated that discipline had been inconsistently enforced over the course of the year due to a lack of formal policy and support structures. Additionally, the school's Family Handbook, submitted to the CSO as part of the requested site visit documentation, did not include an articulated school discipline policy. The school is encouraged to ensure that it begins the 2011-12 school year with a board-approved discipline policy that is effectively communicated to all stakeholders (staff, students, and parents), and is supported with appropriate professional development and clear routines and processes for students, teachers, and administrators to consistently manage and enforce.

The school should continue to focus on quality teaching and learning, considering ways to improve the overall quality and consistency of instruction in all classrooms.

- Observed classrooms were organized, orderly, and with students generally on task, but quality of instruction varied and there was little observed evidence of rigor in instructional expectations or student work. The school should continue its work with Common Core Standards and develop strategies to increase use of higher-level thinking and discussion strategies, and more effective use of differentiation through strategic grouping and targeted instruction.
- Classroom instruction for writing was consistently focused on the writing process but quality of displayed student written work varied and much of it appeared below grade level. The school should work in grade-level and cross-grade-level teams to evaluate its expectations and resources (prompts, rubrics, grading reliability) and make sure they are aligned with state expectations.
- The school is switching from Saxon Math to Envision Math because teachers and administrators determined it was better aligned with the Common Core, and is encouraged to support the transition from Saxon to Envision with appropriate professional development, monitoring of implementation, and effective feedback so that the change results in improved teaching and learning.
- The grade-level teams worked together in developing curriculum maps aligned to the Common Core Standards. It is important for the school to continue to review and develop these maps to improve goal setting, lesson planning, and instructional delivery in ways that add urgency and focus to classroom practice and improve results for students.
- The school lacked a substantive academic intervention program during the school day. The school is encouraged to continue to identify resources and strategies (including but not limited to its plan to hire reading and math intervention specialists) to help develop an effective Response to Intervention program that will provide students with the regular opportunities necessary to overcome learning deficits and accelerate learning.

The school, although finishing its third year, is at a beginning level of effective assessment data use.

- The school's assessment program is not fully defined and is in transition. The TerraNova (TN) is administered but leadership and teacher interviews confirmed that the data from the TN is not analyzed and used instructionally. The school is uncertain what role TN will play in its assessment program going forward. Saxon Math assessments will be replaced by Envision Math assessments. Teacher teams are developing their own interim assessments. The school is encouraged to formalize the assessment data to be collected; to systematize how data is organized, tracked, reviewed and used; and to ensure assessments are aligned with appropriate grade level expectations.
- The school reported that DRA results to date had demonstrated some progress, but also exposed some pockets of concern broadly across 1st grade and particular gaps in 3rd grade. The school is encouraged to examine DRA results against state assessment results for its students in grades three and four when they become available and incorporate findings into curriculum map work and unit and lesson planning in the new school year.
- The school's principal attended Doug Reeves's "Leadership and Learning" conference, which provided guidance about setting Specific Measurable Attainable Relevant and Timebound (SMART) ELA and Math goals for the school and students. Trainings are scheduled for August to focus teacher work on creating formative assessments and supporting data teams. The school is encouraged to follow up that work with effective monitoring support to the data team and any additional staff development appropriate to accelerate effective use of the new teacher assessments in focusing instruction on school, grade, class and individual student needs.

The school should consider strategies for strengthening its Board capacity and ensuring that the Board has the right mix of skills and professional backgrounds to provide effective oversight and leadership to support the school's most pressing educational and operational needs, as well as to provide the strategic direction for the school's long-term prosperity.

- The Board currently has only required minimum of 5 members, 3 of whom are original founders and 2 of whom are new. The Board currently does not have any functioning committees.
- The Board should consider evaluating its capacity against the short and long-term needs/goals of the school to determine the best strategy for ensuring that Board capacity evolves in support of the school, including considering board expansion, board training, and developing effective committees.

The school should continue its focus on solutions for its upcoming facility needs.

- The school is currently at capacity in its current location and leadership reported looking at another nearby facility. Splitting sites or relocating the entire school are both being considered for upcoming school years. The school is encouraged to work with its Board to develop a firm financial and operational plan for this location switch and to develop a contingency plan in the event that its initial plans encounter delays or reversals.
- The school's student population currently includes 11.7% SPED students, which is lower than the district average of 17.5%. However, the school's population of ELL students (26.1%) does more closely reflect the district average (26.6%).³¹ The school should continue to refine its outreach strategies for recruitment of ELL/SPED students and document its efforts for ongoing monitoring of effectiveness in reaching comparable SPED percentages with its CSD and maintaining its comparable ELL averages.

³¹ NYC DOE ATS system; data pulled on June 30, 2011

Part 3: Framing Questions

FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter Schools Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

Annual Site Visit Rubric:

1. Has the School Been an Academic Success?
 - Academic Goals and Mission
 - School components and curriculum align together and holistically support the mission
 - School has high academic expectations and employs strategies for the full range of students served by the school, including those at risk and those with special needs
 - Curriculum and Instruction
 - The educational plan is flexible and is adjusted to meet the performance levels and learning needs of all enrolled students
 - School implements programming to address the needs of students with disabilities and ELLs
 - Teachers demonstrate the use of differentiated instructional techniques to support the varying ways by which students learn
 - School has implemented programming for students who need remediation or acceleration
 - School Culture
 - The culture is strong, intentional, supportive and sustainable and promotes student learning
 - The school motivates all students and respects the diversity of learners and cultures in the community
 - School offers programs, activities or support services beyond academics to address students' social and emotional needs
 - School calendar and day are set to provide extra supports to ensure that students are able to meet and exceed academic goals
 - Schedule for communication to parents/students is timely and allows for due process, includes strategies to prepare students for transitions and strategies for those students who are not on schedule, presents a clear and fair system that complies with students' due process rights
 - Structures that foster the development of authentic, sustained, caring, respectful relationships among all stakeholders within school
 - Behavioral expectations and social supports that reflect the school's mission and comply with all applicable laws and regulations
 - Assessment
 - Establishes a culture of continuous improvement and accountability for student learning
 - Develops assessments that shape and inform instruction on an ongoing basis and develop data that's used to gauge student, teacher and school progress through formative and summative assessment
 - Student learning measured with multiple forms of assessments/metrics
 - Develops educational goals and performance metrics that are SMART – Specific, Measurable, Attainable, Reflect the Mission and Time-Specific

- Develops assessments that are appropriately aligned with curriculum, instruction, and adopted standards
 - Provides evidence of how data will influence instruction, professional development and curricular adjustments
 - Parent Engagement
 - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success
 - Capacity to communicate effectively with parents and families
 - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success
2. Is the School a Viable Organization
- Governance Structures and Organizational Design
 - School has articulated appropriate roles, responsibilities, and decision-making structure for school community members (including Board of Trustees and school leadership)
 - An accountability structure that provides effective oversight of the educational program and fiscal components of the school is in place and utilized
 - Board regularly reviews a data dashboard of student achievement and fiscal management that forms the basis for Board discussions and decisions
 - Board has diverse skill set that lends itself to strong educational / operational oversight
 - Board has an articulated process for ongoing policy development, Board member development and self-evaluation
 - Organizational charts are aligned with mission; roles and responsibilities are clearly defined
 - Board has developed essential strategic partnerships with organizations that support the mission of the school
 - Community Support
 - School Leadership demonstrated responsiveness to the unique needs and interests of the community to be served
 - School has established a presence in the community and has buy in from community members
3. Is the School in Compliance with Applicable Laws and Regulations
- Special Populations
 - Well-defined plan and sufficient capacity to service the learning needs of Special Education students, English Language Learners
 - School adequately addresses the academic and non academic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students
 - There is a coherent plan for meeting the non-academic needs of students with disabilities, students with interrupted formal education, and other populations
 - School employs a process to identify students at risk of not meeting expectations and creates intervention plans and follow up
 - School demonstrates a comprehensive recruitment, enrollment and retention approach that is sensitive to the diverse needs of students
 - School admission policy and lottery preferences serve to create a student body that reflects community demographics and give a preference to community school district residents
 - Safety and Security
 - School is well maintained
 - Transitions and student gatherings are orderly and well supervised
 - Expectations for student behavior are well known and are enforced fairly
 - School is current with all safety recruitments and drills.
 - AED machines are in operation and school staff is trained in CPR

Quality Review Report

2008-2009

Bronx Academy of Promise

**Charter School 491
1166 River Avenue
Bronx
NY 10452**

Board Chair: Rev. Michael Carrion

**Dates of review: April 23, 2009
Lead Reviewer(s): Aamir Raza, Chris Hawkins, Fred Lisker
&
Jo Cheadle (Cambridge Education)**

Part 1: The school context

Information about the school

The Bronx Academy of Promise Charter School (“BAPCS”) is an elementary school with 180 students from kindergarten through grade 2. The school population comprises 58% Black and 42% Hispanic students. The student body includes 5% English language learners and 10% special education students. The average attendance rate for the school year 2007 - 2008 was 95%.

Overall Evaluation

The strong instructional and organizational leadership of the principal guides the work of the school effectively on a day-to-day basis. The development of a supportive, respectful and positive school culture has enabled leaders to maintain a level of stability in facing challenging situations and with limited external support. There have been slow but sure improvements since the school’s opening that indicate potential for future success. The transparent nature of the school’s self-evaluation is fundamental to this status. Leaders and teachers are open and honest when considering the aspects of their work where further improvements are necessary. These evaluations are however, not always supported by clearly derived action plans, indicating roles and responsibilities for development, within set timeframes and measurable by established success criteria.

The school has made significant process in its use of data. Although the analysis is currently limited to English language arts, systems and procedures are establishing a solid foundation for work in all subjects. Teachers recognize, through data, that greater challenge must be offered to higher achieving students. Leaders are fully aware that their analysis of disaggregated data for student subgroups is not precise enough to plan for the needs of all students. The support of a data management consultant has been instrumental in progressing with this work. The school is making useful diagnostic assessments to guide intervention for special education students, particularly to support their behavioral needs. Further work is necessary to ensure that ongoing teacher assessment and interim progress checks effectively monitor student progress and that they use the information to plan to meet individual needs.

The teachers are young and enthusiastic and want to be successful with their students. As such, they are ready to learn and would welcome regular, honest feedback on their practice. However, consistent systems for regular observation of learning that leads to useful feedback and improvement are not yet in place. In addition, while teachers gain positively from more frequent opportunities to collaborate with data analysis and planning, this is not always alongside specialist teachers. This means that expectations and approaches are not always consistent across the school.

The leadership knows that parents must become more involved in the daily work of the school. First steps have been taken to ensure this and there are clear messages regarding attendance

and promptness. As teachers gain confidence and skills in setting realistically challenging targets for students, it is planned that parents will become more instrumental in supporting learning at home, leading to greater success in the achievement of learning goals. The school welcomes such involvement as key to the realization of the school's vision for student outcomes.

Part 2: Overview

What the school does well

- Leaders and teachers clearly recognize the power of data to drive effective instruction and to promote good learning.
- Systems for gathering, analyzing and using data are steadily embedding, enabling the school to measure progress more regularly and accurately.
- Teachers willingly collaborate to develop their professional skills and knowledge in order to meet student needs more effectively.
- Leaders have an accurate understanding of strengths to build on and aspects of the school that need improvement.
- The vision for the school's future focuses on a commitment to be successful with a true understanding of the hard work that this entails.
- Students are keen to learn and have high aspirations for their futures.

Areas of improvement

- Establish patterns and trends in student achievement for all pertinent subgroups in order to prioritize whole school needs for development and improvement.
- Ensure that everyone understands the planned strategies and actions to address priority developments, including the success criteria that allow the school to evaluate progress towards expected outcomes.
- Ensure that all staff members know their exact roles and responsibilities to assure efficient and effective school systems and procedures.
- Make better use of data at classroom level to plan learning that meets the range of student needs.
- Choose assessment tools that provide an accurate measure of student achievement and progress.
- Provide suitable training for all staff, to meet identified individual needs and to support the development of whole school priorities.

Part 3: Main Findings

How well the school meets Charter School Office's (CSO) evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

This area of the school's work is underdeveloped with proficient features.

As the school is in its first year, there is a limited range of student data with which to work. Leaders and teachers understand the need to collect and analyze student information, and this process began in earnest mid-year. Beginning with Terranova baseline diagnostics, the most significant use of results has been to direct interventions for special education students, via the Student Support Team (SST). Careful use of this data has led, in particular, to effective support for the behavioral needs of individual students. Useful diagnostics are also supporting the school in taking steps towards more formal student evaluation, ensuring the provision of ongoing support to address specific learning needs.

There is no question that the importance of data to drive instruction has become very real. Staff members have visited other schools to see how systems support and guide learning. A recently appointed data consultant is assisting leaders to make the best choices about organization of data in a manageable and accessible format. Currently, data is most systematically used to track student progress in English language arts. Benchmark assessments, making good use of the New York State standards, are leading to better differentiation of classroom learning in this subject. With the support of the consultant, there are now better data streams, helping teachers make more suitable and effective choices about instructional content and strategies. Information is computerized, providing the basis for growing accessibility and disaggregation. The principal recognizes that there is some way to go before the breakdown of data truly supports the school's most pertinent student subgroups. There is not yet close enough attention for example, to the achievement of boys and girls and, most significantly, English language learners. In these early days, comparisons across classes and grades are not particularly informative, but it is important that leaders are aware that such analysis will support future strategic and action planning.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is underdeveloped with proficient features.

Grade level teams meet to reflect on the data now available to them. The group analysis of student assessments in English language arts leads to focused attention to literacy needs, sometimes with the support of additional teachers. Teachers agree that a better understanding of what the data tells them is leading to more structure in their teaching. Data is the basis for the compilation of individual learning plans and has guided the work completed at Saturday school. Grade level collaboration also leads to the setting of student goals, but teachers require

further support in this aspect of their work. As yet, goals are not specific or measurable enough to enable an accurate 'check-in' on whether students are making progress at regular intervals throughout the year. Teachers themselves admit that there is limited challenge for higher achieving students, indicating that assessment data is not yet fully utilized to set challenging goals for all student subgroups. Leaders plan to involve parents far more closely in the goal setting process. Their contributions to early identification of learning needs and shared understanding of next steps are desired developments for the school's future. At this time, students are not involved in setting next-step learning goals with their teachers. The school knows that the establishment of clear, measurable goals with agreed success criteria and action plans constructed to meet these goals is essential for continuous school improvement.

The school has quickly identified priority whole-school goals. The development of students' literacy skills is of significant importance, alongside building teacher capacity for effective classroom management. To this end, data is directing individual attention to both students and teachers. Early use of data has enabled leaders to make staffing changes to better support the needs of subgroups, such as English language learners. While the percentage of students classified as needing support to learn English is not significantly high, leaders are fully aware that there are many more students who need explicit scaffolding in the development of English language skills as a second language. This level of understanding and the desire to follow-through on the implications of exact identification of need demonstrates an increasing level of expectation for both student and teacher outcomes.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

This area of the school's work is underdeveloped with proficient features.

Teachers meet with the data consultant on a weekly basis to guide planning for learning that supports their students' needs. In some lessons, the results of this planning are evident in the high level of challenge set for students. Kindergarten students, for example, are very clear about what they need to learn in science by grade 1. In other lessons, despite close attention to data that shows a range of learning needs, all students are given exactly the same work to do, with no clear indication that outcomes must be different for various groups. In some lessons, this even means that higher achieving students need to wait for their classmates to finish before moving on. It is at moments such as this that students seek their own amusement and behavior deteriorates, even for those students who should not find it difficult to behave well. Minor disturbances in class occur even though many teachers are engaging and interesting. This is generally because students' attention can only be held for a developmentally appropriate time, even when the teacher is delivering a very entertaining message. In some lessons where content teachers have clearly planned activities that grab students' attention, learning is not as effective as it could be because the level of challenge in student tasks is not carefully considered. In addition, teachers do not always make the best use of ongoing classroom assessment to guide their planning for the next lesson, so that students are consistently encouraged to move to new levels of learning.

Teachers understand the relevance of cross-curriculum links in student learning. There are identifiable themes that carry across subjects such as art and English language arts. Currently,

there are very few opportunities for class teachers to work with specialist teachers to plan these integrated themes, so opportunities are missed to capitalize on students' deeper understanding of certain concepts and skills that can be fostered across a variety of subjects. In addition, limited specialist involvement in planning for learning affects the consistency of teacher expectations and approaches. In some specialist lessons, teachers handle students in a very different way to classroom teachers. Students therefore receive mixed messages about what is acceptable and have to learn what teachers' levels of tolerance are. This is confusing, and sometimes upsetting, for the youngest students in particular.

In general, teachers are young, creative and enthusiastic. They want to do their best for their students. The school is growing a culture of shared responsibility and accountability that may challenge some individuals, but supports many in doing their job to the best of their ability. The principal fully understands her role in nurturing this developing culture and in making tough decisions when necessary. There is an atmosphere of trust and respect, indicating potential for the team to grow together. Parents are gradually becoming partners in this team. The first step of their involvement has been encouraged by the clear message that they must facilitate good attendance and timely arrival at school.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

This area of the school's work is underdeveloped with proficient features.

As a young staff, teachers are learning together. They are eager to gain as much professional development as possible. The principal provides monthly training sessions for specific areas of teacher need and teachers appreciate this regular input. Many teachers are easily able to reflect on their practice and pinpoint their biggest areas of need. By their own admittance, teachers indicate that they have needed support in managing their classrooms and securing good levels of behavior at all times. It is clear that they are making headway as they use student data more regularly and consistently to guide planning for learning. Teachers new to the profession receive valuable support from a group of three more experienced teachers. The principal sees these teachers as 'instrumental in helping teachers develop'. Even so, staff would value further opportunities to visit other schools and receive regular feedback on their classroom practice. In particular, teachers would value support in helping higher achieving students to make better progress. They are concerned that students make comments such as 'we know more than the teachers think we do'. They have an earnest desire to challenge all students sufficiently. However, there are not yet fully embedded procedures for establishing the individual needs of teachers in order to ensure that adult learning is systematic and fruitful.

After a shaky start, the school has settled into daily routines that enable a productive level of organization. Procedures and protocols have developed internally via trial and error, rather than through well-managed guidance from a supportive external network. In some respects, the school has gone 'one step forward and two steps back'. Through this process, the principal has grown in her determination to manage 'in-house', securing effective working practices that ensure growing stability. Limiting these strong foundations at the current time, is the lack of clear roles and responsibilities for all staff. In some cases, this results in the duplication of work and unnecessary waste of time. As a small staff in a newly established school, clearly identified duties and lines of accountability are essential to gain 'quick wins' and secure sustainability. The

principal is fully aware of these issues and is open to reconsideration of some procedures currently in place, such as arrangements for use of the school's restrooms, as this detracts from learning and teaching time.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is underdeveloped with proficient features.

The principal is a reflective leader who has the strength to share positives alongside areas for improvement. Her transparency in realistically evaluating the school encourages teachers to ask for help and support. This has led to significant improvements in a short amount of time. The ability to build capacity is also evident. Looking ahead, leaders already have plans in place to manage the school's further development, such as increased provision for a growing English language learner population.

Strategies and actions are not as widely understood by the whole school team and this could hamper their implementation and effectiveness. Similarly, while the desire to build teaching capacity is clear, teachers do not have professional development plans with succinct goals for individual improvement. Leaders are aware that developments and improvements will not happen by chance but, as yet, there is not a formalized written plan containing actions, roles and responsibilities for key staff that is the blue print to guide daily work.

The early life of the school has seen some challenging moments. Responses to urgent issues have been precise and unyielding. At times, the principal has had to work alone and she is ready to accept responsibility for outcomes. From this determined approach, a strong school culture is emerging, revealing potential for the realization of the school's vision for students' success.

Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.

The Board is responsible for the overall direction and fiscal well-being of the school. As such, the Board has the authority and duty to adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results. Those administrative and daily operational responsibilities need to be delegated to principals, senior management/administrators, and board appointed officers to manage the school within the established policies. The principal /senior administrators, and board appointed officers should then be held accountable for performance.

This area of the school's work is proficient.

During the school's pre-opening period, the BAPCS board experienced a difficult phase when some board members chose to step down due to disagreements on how the school's vision was

to be realized. The rest of the school board took full responsibility and marched forward with the school opening plans. The board mentioned that since the school's charter was approved late in the year, several key positions were filled late during the pre-opening period. Given the pre-opening difficulties, the BAPCS board has done well and is providing adequate oversight to the school and plans to evaluate the school leader and Imagine Schools, the partner organization, at the end of the school year. The board keeps itself informed by school principal and faculty reports and by requesting financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (scores, summaries, internal measures) information as it relates to the educational programs offered by the school. The school's principal reports directly to the board of trustees and works closely with the partner organization to ensure that Imagine Schools provides necessary (and agreed upon) services to help the school move forward. The board is exploring the idea of adding an Executive Director or a Director of Operations to provide more instructional time for the school principal. The school's board has members with finance, organizational/management, education, and operational expertise.

The board of trustees expressed concerns regarding Imagine Schools lacking in providing some agreed upon contractual services. The board was looking into having discussions with Imagine Schools to rectify the ongoing situation and craft a workable agreement. However, if the BAPCS board (or Imagine Schools) decides to cut back on services (or severe its relationship) with Imagine Schools, the board needs to present a plan to the Charter School Office detailing how those particular service areas will be covered in absence of Imagine Schools.

Quality Statement 7 - Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.

A charter school shall be able to operate with an annual budget that reflects the expected revenue and expenses for the fiscal year. Since the revenue stream for charter schools tends to be based upon the number of students served (per pupil revenue) and the State and Federal grant (Title I funding, etc.) funding, a continued and growing negative net balance poses a threat to school's stability and the ability to fulfill its short and long-term financial obligations. In the end, it is worth noting that a school may implement and practice the best internal controls (procurement, check signing, balanced budget, etc.) and could still end up in a difficult financial condition. It is the ongoing financial information (cash flow, balance sheet, statement of activities, board approved budget), that determines the fiscal health of a school and keeps it solvent in the near future and beyond.

This area of the school's work is proficient.

The BAPCS board has contracted an audit firm to produce school's financial statements. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of March '09 casts a good financial position with liquid assets totaling \$395,179 and the school has current liabilities of \$202,520. The school is in good position to meet its short-term financial obligations. The statement of activities as of March '09 does not pose any particular concerns. The school did not provide the annual site visit team with a projected cash flow analysis for the current or future fiscal year.

During the visit, school's business manager was interviewed on the procurement process, check signing, randomly selected paid invoices were inspected, and fingerprinting documents were inspected. Generally, the school is following its financial policies and has adopted good internal controls. An appropriate balance of segregation of duties is in place among fiscal staff and some functions are conducted by Imagine Schools. Paid invoices demonstrate that staff is following the process of purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment. However, some credit card purchases lacked proper back up documentation (or any documentation in some cases).

These comments must be taken into account while keeping the context of charter school sector in New York. The comments reflect minor issues that are not out of norm for a charter school in its first year of operation. Most first year charter schools (or a start-up charter) face the start-up challenge, search for a strong school leader and staff, move into public or private space, and other large items eclipse the demand for optimal infrastructures and systems.

Office of Charter Schools Quality Criteria 2008-2009

Bronx Academy of Promise				
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.				
<i>To what extent do school leaders and faculty have...</i>	△	➤	✓	+
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?		X		
1.2 an objective, constantly updated understanding of the performance and progress of special education students?		X		
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?	X			
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?	X			
1.5 a measurement of performance and progress based on the school’s own past performance, and among students, classrooms, grades and subject areas?		X		
1.6 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?		X		
Overall score for Quality Statement 1		X		
Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.				
<i>To what extent do school leaders and faculty...</i>	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?		X		
2.2 use collaborative and data-informed processes to develop the school’s Strategic Development Plan?		X		
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?		X		
2.4 involve students in developing their learning goals and plans and in taking their next learning steps?	X			

2.5 convey consistently high expectations to students and their parents/carers?		X		
2.6 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?		X		
Overall score for Quality Statement 2		X		

DEFINITIONS

“Analyze” or “analysis” includes, but is not limited to, comparisons of:

- 2 the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- 3 the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- 4 the school's Progress Report and other outcomes to those of peer/other schools

“Assessment results” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school's curriculum (including Periodic, DYO, and teacher-developed Classroom Assessments).

“Data-informed processes” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“Organizational decisions or strategies” refer to a school's use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school's structure and organization that can affect student outcomes.

“Sub-groups of students” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

<i>To what extent do school leaders...</i>	Δ	➤	✓	+
3.1 select core curricular approaches that facilitate and provide meaningful interim data and hold teachers accountable for the progress and learning of the students in their charge?		X		
3.2 provide a broad and engaging curriculum to enhance learning both within and outside the school day and hold teachers for making instruction interesting and compelling?		X		
3.3 hold teachers accountable for creating a positive, safe and inclusive learning environment?		X		
3.4 ensure that teachers use school, classroom and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?		X		
3.5 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X	

3.6 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?			X	
Overall score for Quality Statement 3		X		
Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.				
<i>To what extent do school leaders...</i>	Δ	➤	✓	+
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?		X		
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?		X		
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?		X		
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?		X		
4.5 align youth development, guidance/advising, other student support services and partnerships with outside entities around stated academic and personal development goals?	X			
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective learning and effectively address discipline-related incidents?		X		
Overall score for Quality Statement 4		X		
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.				
<i>To what extent do...</i>	Δ	➤	✓	+
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X		
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?		X		
5.4 teachers and school leaders use the information generated by periodic assessments and other progress measures to revise plans immediately and make strategic decisions to modify		X		

practices in order to reach stated goals?				
5.5 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?		X		
5.6 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?		X		
Overall score for Quality Statement 5		X		

Quality Statement 6 – Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.				
<i>To what extent does the Board.....</i>	Δ	▷	✓	+
6.1 ensure effective, broad outreach to create a student body that is representative of the school's Community School District?			X	
6.2 manage any conflict of interest within the governing body and throughout the school?			X	
6.3 hold EMOs, CMOs and school leadership accountable in their positions?			X	
6.4 ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?			X	
6.5 respond to parent, staff and student concerns/complaints?			X	
6.6 provide ongoing training for board members so that they are able to fulfill the duties of their positions?			X	
Overall score for Quality Statement 6			X	
Quality Statement 7 – Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.				
<i>To what extent do the school and its Board.....</i>	Δ	▷	✓	+
7.1 ensure that an independent auditor is appointed to undertake an annual financial audit, which			X	

is submitted to the OCS along with any other relevant documentation?				
7.2 comply with the adoption of an annual budget for the upcoming school year, which is submitted to the OCS for review?			X	
7.3 maintain an accurate balance sheet, statement of activities, year-to-date expense report and statement of cash flow?			X	
7.4 implement procedures that provide adequate internal control measures to detect and prevent financial fraud, such as bank reconciliation, revenue recognition and travel reimbursement?		X		
7.5 align financial decision making to analysis and evaluation of student achievement data?			X	
7.6 focus budget decisions on the priorities for school development and improvement?			X	
Overall score for Quality Statement 7			X	

Quality Review Scoring Key			
△	Underdeveloped	➤	Underdeveloped with Proficient Features
✓	Proficient	+	Well Developed

Charter School Compliance Checklist			
Does the Board and the school . . .	YES	NO	In process
1. have a documented policy for suspensions and expulsions?	X		
2. maintain up to date and compliant with IDEA Regulations for IEPs?	X		
3. send newsletters and other parent communications home in the predominant languages of the school community?	X		
4. implement a comprehensive special education program that complies with applicable governing laws?	X		
5. implement a comprehensive program for English Language Learners that complies with federal law?	X		
6. publish a schedule of regular board meetings that is easily accessible to the general public?	X		
7. ensure that accurate minutes from Board meetings are maintained and published?	X		
8. ensure that proposed contracts with EMOs and CMOs are submitted punctually to the OCS for review?	X		

9. maintain a functioning parent organization?	X		
10. ensure that parents are informed of the time and location of Board meetings that are open to the public?	X		