



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

**SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND ARTS
RENEWAL REPORT**

2012-13 SCHOOL YEAR

Part 1: Executive Summary

School Overview and History:

South Bronx Charter School for International Cultures and the Arts is an elementary school serving approximately 396 students from kindergarten through fifth grade in the 2012-2013 school year.¹ The school opened in 2005 with grades K-1. The school is under the terms of its second charter, which expires May 16, 2013. It has no plans for further expansion in the current charter term, but intends to add additional sections of grades served once a permanent facility has been made ready for operation.² Grades K-1 are currently housed in a DOE facility in District 7, co-located with P.S. 30. Grades 2-5 are currently housed in a separate DOE facility also in District 7, co-located with P.S. 49.³

The school enrolls new students in grades K-5. The student body includes 95.1% Free and Reduced Lunch students, compared to 91.5% in the district; 6.9% special education students, compared to 20.7% in the district; and 23.1% English language learners, compared to 18.8% in the district.⁴ The average attendance rate for the 2011-2012 school year to date was 93.4%.⁵ The school scored Well Above Average on the Communication sections of the NYC DOE School Survey in 2011-2012, and Above Average on the Academic Expectations, Engagement, and Safety & Respect sections; 90% of the school's parents responded to the survey, and 100% of the school's teachers.⁶

The school earned an A on its NYC DOE Progress Report in 2011-2012, a B in 2010-2011, an A in 2009-2010, and a B in 2008-2009.⁷ The school has outperformed its Community School District in ELA and Math for each of the past four years. The school has outperformed the city averages in Math in each of the past four years, and in ELA in three of the four past years.⁸ The school is in good standing with state and federal accountability.⁹

South Bronx Charter School for International Cultures and the Arts is partnered with Victory Education Partners, an education management organization (EMO). The EMO provides financial and back office support.

Below are the school's 2012 Progress Report grade and overall assessment results and demographic data for the school and CSD.

	2011-12 PR overall grade	2012 ELA, 3+%	2012 Math, 3+%	FRL %	SWD %	ELL %
School ¹⁰	A	62.3	68.2	95	7	23
CSD 7 ¹¹		29.6	41.8	91.5	20.7	18.8

¹ Self-reported by school on Renewal Application Data Collection Form dated 12/14/2012

² NYC DOE ATS system and Renewal Application Narrative

³ NYC DOE Location Code Generating System database

⁴ NYC DOE ATS system as of 3/8/2013

⁵ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

⁶ NYC DOE School Survey – <http://schools.nyc.gov/survey>

⁷ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

⁸ NYC DOE website – <http://schools.nyc.gov/> (search: test results); District and city averages are for the grade levels corresponding to the school's testing grades in specified years

⁹ New York State Education Department - www.nysed.gov

¹⁰ Proficiency rates from <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>. Demographics from ATS 3/8/13.

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 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** of the charter for South Bronx Charter School for International Cultures and Arts.

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

¹¹ CSD ELA and Math data from NYC DOE website and measures average performance of common grades only. Demographics from ATS 3/8/13.

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** of the charter for SBCSICA 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)).

SBCSICA has demonstrated student progress and achievement for the following reasons:

- i. The school earned an overall A grade on the 2011-12 Progress Report, including an A in Performance. It has received overall grades of two B's and two A's on its last four Progress Reports.¹²
 - ii. The school has achieved greater proficiency rates than its district (CSD 7) in both ELA and Math for each of the past four years. In 2011-12 the school outperformed the district by 32.7 percentage points in ELA and 26.4 points in Math.¹³
 - iii. SBCSICA has outperformed the City in Math each of the past four years, and in ELA for three of the past four years.¹⁴
 - iv. The school has improved its performance versus that of peer schools in both ELA and Math. In 2011-12 the school scored in the top quartile "Percent of Peer Range" in its percentage of students at Level 3 or above, and average student proficiency, for both ELA and Math.¹⁵

- 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.
 - SBCSICA has proven to be an effective and viable organization by:
 - i. Having a balanced budget and positive net cash on hand.
 - ii. The school has established a culture that is conducive to learning, earning an A in Environment on each of its last three Progress Reports.¹⁶
 - iii. The school has a clear vision for building a new facility that would house the entire K-5 program. It already owns the land and has architectural drawings and is working on financing for the project.

- 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 SBCSICA has proven to be effective for the following reasons:
 - i. The school has a robust professional development program, including a focus on collaborative planning, the dual-language model, and curriculum development and instructional practices aligned to Common Core standards.
 - ii. The school is committed to its dual-language model that has students learning all subjects in either English or Spanish on alternating weeks with students in state testing grades receiving at least two hours of English instruction daily.
 - iii. The operations staff members have clearly defined roles and responsibilities and effective systems are in place with which to operate the school.

- 4. In accordance with Education Law Section 2850(2)(b), a primary objective of charter schools is to increase learning opportunities for students who are at-risk of academic failure.
 - SBCSICA has successfully served at-risk students:
 - i. The school uses a variety of instructional techniques, including direct instruction, collaborative groups and independent practice. The school has focused in the last two years on implementing an active learning model with an inquiry approach, which was evident in observed classrooms. Many classes use small group instruction and centers and there was some evidence of student choice with regards to texts and activities. Most

¹² 2008-09 – 2011-12 Progress Reports.

¹³ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

¹⁴ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

¹⁵ 2010-11 and 11-12 Progress Reports.

¹⁶ 2009-10 to 2011-12 Progress Reports.

activities are mixed-ability, with the exception of guided reading that utilizes additional staff in the classroom to support small group instruction.

- ii. The school emphasizes differentiation, particularly to address the needs of native and non-native speakers within the same classroom. At the beginning of the year teachers receive IEPs for their students with disabilities and receive ongoing training in differentiation techniques.

5. 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.

SBCSICA has been in compliance with its charter and applicable laws and regulations.

6. 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.

SBCSICA has demonstrated viable plans for its next term for the following reasons:

- i. SBCSICA does not plan to significantly change its academic model during the next term, and is continuing to refine its systems for collecting data such as student work and make it available to teachers, administrators and parents.
- ii. The school is using the Common Core standards to set expectations for teaching and learning. Topics are spiraled across grades and subjects, and text selection has been informed by Common Core recommendations.
- iii. The school is continuing to use and enhance systems developed under its PICCS grant, which concluded last year, and has a full time position to manage data related activities. Much assessment data is stored in a central warehouse that teachers can use for analysis to inform planning and identify students in need of support.
- iv. The school has a clear plan for reducing its reliance on external vendors for back office support and is developing internal staff capacity to handle those duties.
- v. The school has a balanced budget and positive net cash on hand.

Part 3: Charter School 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.

SBCS – CHARTER GOALS					
Goals		2008-09	2009-10	2010-11	2011-12
Absolute – 75% of 3 rd -5 th graders will perform at or above level 3 on the NYS ELA exam	Result	75%	45%	57%	62%
	Met: Y/N	Yes	No	No	No
	Explanation of Result	School meet the goal	In 2009, the state revised the manner in which it scored the assessment exams by raising the range of scores for students to test at level 3 or 4. For more information please see page 1 of the renewal application.	While SBCS did not achieve the state 75% goal, it did vastly improve over its previous years' results. For a more detailed explanation of the results, please see page 1 of the renewal application	Again, while SBCS did not achieve the state 75% goal, it did improve over its previous years' results.
Absolute – 75% of 3 rd -5 th graders will perform at or above level 3 on the NYS math exam	Result	96%	77%	70%	68%
	Met: Y/N	Yes	Yes	No	No
	Explanation of Result	School met the goal	School met the goal	In 2009, the state revised the manner in which it scored the assessment exams by raising the range of scores for students to test at level 3 or 4. For more information please see page 1 of the renewal application.	In 2009, the state revised the manner in which it scored the assessment exams by raising the range of scores for students to test at level 3 or 4. Measuring this result by the originally stated standard, SBCS would have achieved its goal of 75% of students at level 3 or 4.

Value Added - 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 State ELA exam	Result	N/A, school met goal	N/A, school met goal previous year	12 percentage point increase	5 percentage point increase
	Met: Y/N	Y	Y	N	N
	Explanation of Result	School met goal 75% goal the previous year	School met goal 75% goal the previous year	The school did not meet the 15 percentage point goal, but came within 3 percentage points	The school did not meet the stated goal. However, the two grade levels that took the exam for a second time both vastly improved against their previous year's results
Value Added - 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 above Level 3 on the current year's State math exam	Result	N/A, school met 75% goal	N/A, school met 75% goal	N/A, school met 75% goal in the previous year	- 2 percentage points
	Met: Y/N	96%	77%	70%	68%
	Explanation of Result	School did not serve 3 rd -5th grade students	School did not serve 3 rd -5th grade students	School did not have two years of scores	The school did not meet the stated goal. However, the two grade levels that took the exam for a second time both vastly improved against their previous year's results
75 percent of 4th graders will perform at or above Level 3 on the New York State Science examination.	Result	N/A	N/A	N/A	96%
	Met: Y/N				Yes
	Explanation of Result	School did not serve 4 th grade students	School did not serve 4 th grade students	School did not serve 4 th grade students.	45 of the 47 students who took the Science assessment exam scored at level 3 or above

SBCS will make adequate yearly progress (AYP) in accordance with No Child Left Behind's (NCLB) accountability system	Result	Achieved AYP	Achieved AYP	Achieved AYP	Achieved AYP
	Met: Y/N	Yes	Yes	Yes	Yes
	Explanation of Result	The school achieved AYP as defined by NCLB	The school achieved AYP as defined by NCLB	The school achieved AYP as defined by NCLB	The school achieved AYP as defined by NCLB
Each year the school will have a daily attendance rate of at least 95 percent	Result	92%	94%	93%	94%
	Met: Y/N	No	No	No	No
	Explanation of Result	The goal was not met, but improved over the previous year	The goal was not met, but improved over the previous year	The goal was not met, but came close to the stated goal and was an improvement over the first year of the charter term	The goal was not met, but improved over the previous year
Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract	Result	310 (charter) 321 (actual)	360 (charter) 360 (actual)	360 (charter) 360 (actual)	360 (charter) 360 (actual)
	Met: Y/N	Yes	Yes	Yes	Yes
	Explanation of Result	The school enrolled over 100% of defined enrollment	The school enrolled over 100% of defined enrollment	The school enrolled over 100% of defined enrollment	The school enrolled over 100% of defined enrollment
The school will undergo an independent financial audit that will result in an unqualified opinion and no major findings	Result	Successful Audit	Successful Audit	Successful Audit	Successful Audit
	Met: Y/N	Yes	Yes	Yes	Yes
	Explanation of Result	The school has received positive audits from Koch Group & Company, LLC	The school has received positive audits from Koch Group & Company, LLC	The school has received positive audits from Koch Group & Company, LLC	The school has received positive audits from Koch Group & Company, LLC
The school will operate on a balanced budget and maintain a stable cash flow	Result	Balanced Budget	Balanced Budget	Balanced Budget	Balanced Budget
	Met: Y/N	Yes	Yes	Yes	Yes
	Explanation of Result	The school had a balanced budget and maintained a stable cash flow	The school had a balanced budget and maintained a stable cash flow	The school had a balanced budget and maintained a stable cash flow	The school had a balanced budget and maintained a stable cash flow

Parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80% of <i>all</i> parents provide a positive response to each of the survey items	Result	8.6/10	7.9/10	8.6/10	8/10
	Met: Y/N	Yes	No	Yes	Yes
	Explanation of Result	The average parent survey score was greater than 80%	The school was within 1/10 of a percentage point of achieving its goal	The average parent survey score was greater than 80%	The average parent survey score was greater than 80%

Part 4: Charter School Performance Data

South Bronx Charter School for International Cultures and the Arts School, CSD, and City Historical Performance

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

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
South Bronx Charter School for International Cultures and the Arts	74.8	45.4	57.2	62.3
CSD 7*	51.6	27.7	29.8	29.6
NYC*	69.2	46.1	49.4	51.2
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
South Bronx Charter School for International Cultures and the Arts	96.0	76.6	70.1	68.2
CSD 7*	78.8	37.9	38.3	41.8
NYC*	88.2	57.5	60.0	62.6

*CSD and City data represent common testing grades only for all years presented

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>
South Bronx Charter School for International Cultures and the Arts	72.3	40.0	56.6	47.8
CSD 7*	52.8	30.5	28.9	27.6
NYC*	69.4	46.5	48.1	49.0
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
South Bronx Charter School for International Cultures and the Arts	96.8	76.7	47.2	52.2
CSD 7*	84.5	36.2	33.7	36.4
NYC*	91.4	54.3	54.8	57.0

Grade 4

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
South Bronx Charter School for International Cultures and the Arts	78.9	42.0	62.5	64.3
CSD 7*	50.4	26.6	32.0	28.7
NYC*	68.9	45.6	51.0	52.4
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
South Bronx Charter School for International Cultures and the Arts	94.6	68.0	75.4	73.2

CSD 7*	73.0	36.6	41.1	43.2
NYC*	84.9	58.4	62.3	65.7

Grade 5

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
South Bronx Charter School for International Cultures and the Arts		61.3	51.2	73.1
CSD 7*		26.1	28.6	32.4
NYC*		46.2	49.0	52.2
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
South Bronx Charter School for International Cultures and the Arts		90.3	90.9	76.9
CSD 7*		31.0	44.0	52.0
NYC*		59.7	62.9	65.2

Part 5: SBCSICA Charter Renewal Visit



**Department of
Education**

Dennis M. Walcott, Chancellor

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

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND ARTS RENEWAL VISIT REPORT

FEBRUARY 2013

Part A: Executive Summary

Renewal Visit 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 February 13th & 14th, 2013:

- Daree Lewis, Senior Director, NYC DOE CSAS
- Jorge Cruz, Director of Operations, NYC DOE CSAS
- Maria Campo, Director of Oversight, NYC DOE CSAS
- Simeon Stolzberg, NYC DOE Consultant

Part B: Renewal Visit Observations

AREAS OF STRENGTH

The school has a well-developed coherent curriculum in place.

- The school has developed scope and sequences and curriculum maps for subjects in both English and Spanish that are archived on the computer-based Performance Plus system. The curriculum has been refined over time with input from teachers and consultants with content area expertise.
- The school has integrated its curriculum across subject areas by creating thematic units that drive instruction. For example, on the days of the renewal visit there was widespread evidence of a unit on "apples." There were sculptures of different kinds of apple trees in the cafeteria, books about apples, word walls and displays related to tools used for cultivating and using apples, projects on making apple sauce, and charts of survey data related to student preferences for types of apple sauce.

- The school continues to modify and change its curriculum resources with input from teachers. For example, the 4th grade is piloting the Go Math program and grades K-1 have switched to TERC Investigations.
- The school is using the Common Core standards to set expectations for teaching and learning. Topics are spiraled across grades and subjects, and text selection has been informed by Common Core recommendations.
- The school has a robust arts program with an Arts Department Leader and two art teachers. Connections between the art curriculum and other subjects were evident. In classes studying westward expansion there were models and drawings of covered wagons. Drawings of apples and sculptures of apple trees reflected the thematic unit on apples.
- The school has supplemental curriculum programs for struggling students, including Reading Recovery (taught by a part-time specialist) and Wilson (taught by the Special Education Coordinator who was trained two years ago).

The school administers a range of assessments and has systems in place to collect data and analysis results that drive instruction and programmatic decision-making.

- The school has recently increased emphasis on formative assessment and checks for understanding. A checklist is being used to monitor the types of formative assessments teachers are using in their classrooms.
- The school is administering the Acuity four times per year as well as a predictor assessment to prepare for state tests. The DRA (or Spanish version EDL) is also given four times per year to gauge reading levels. The school also uses the Terra Nova, assessments associated with commercial programs as well as teacher developed assessments.
- Grade teams meet regularly to review data and use results to inform instructional planning, including the use of targeted small group instruction and topics to re-teach the entire class.
- The use of rubrics was evident in the school. Teachers are using a school-wide rubric from Teachers College as well as teacher developed rubrics to evaluate student work. For example, some posted student work was graded using genre specific rubrics along with comments. School leaders noted that students are being involved in using rubrics through self-assessment. In an art class, students had a rubric for drawing acorns on their desk while they worked.
- The school is in the beginning phases of developing electronic portfolios of student work with a pilot in Kindergarten.
- The school is continuing to use and enhance systems developed under its PICCS grant, which concluded last year, and has a full time position to manage data related activities. Much assessment data is stored in a central warehouse that teachers can use for analysis to inform planning and identify students in need of support. In addition, the school's paper-based Student Learning Plans (SLPs) are transitioning to computer-based Individual Learning Plans (ILPs).

Pedagogy was generally rigorous and engaging for a variety of learners.

- The school is committed to its dual-language model that has students learning all subjects in either English or Spanish on alternating weeks with students in state testing grades receiving at least two hours of English instruction daily.
- The uses a variety of instructional techniques, including direct instruction, collaborative groups and independent practice. The school has focused in the last two years on

implementing an active learning model with an inquiry approach, which was evident in observed classrooms. Many classes use small group instruction and centers and there was some evidence of student choice with regards to texts and activities. Most activities are mixed-ability, with the exception of guided reading that utilizes additional staff in the classroom to support small group instruction. Pull out for enrichment in subjects such as chess, art and drama also provides opportunities for more targeted instruction to students who remain in class.

- Teachers' lessons were purposeful, organized and had clear objectives that were articulated to students. Grade team meetings meet regularly to plan and share strategies and ideas.
- Students were generally attentive and on task; in most classes students were consistently engaged in learning activities. Teachers used a variety of techniques to keep students engaged, including pacing, chants and songs, call and response, and unison reading. Technology was also used in some classes to effectively engage students in learning. For example, interactive math games on the Smartboard were observed in two classes.
- Questioning techniques challenged students to dig into texts and support their answers with concrete evidence. For example, in one class the teacher modeled similes from a whole class novel, then had students "be detectives" by identifying other similes in the novel on their own. Teachers also expected students to demonstrate conceptual understanding with questions such as "what does that mean" and "can you add to that."
- The school emphasizes differentiation, particularly to address the needs of native and non-native speakers within the same classroom. Teachers use visual and oral cues to assist students and scaffold lessons so all students can learn the core content. For example, a lesson on the characteristics of insects used a variety of pictures to help students figure out the number of legs. At the beginning of the year teachers receive IEPs for their students with disabilities and receive ongoing training in differentiation techniques.

The school has strong instructional leadership that provides support and supervision to the faculty.

- Teachers reported that instructional leaders are frequently in their classrooms and provide regular informal feedback. Moreover, they felt the feedback was useful to their practice.
- The school is shifting to a new teacher evaluation system based on the Danielson framework. The school has developed protocols and instruments based on Danielson; teachers have received training in the Danielson rubric and are beginning to participate in formal observations using that tool.
- Two founding teachers have been identified as mentors to supplement the support provided by instructional leaders. They are being certified in the Danielson approach and developed as leaders in the school.
- The school continues to utilize consultants with expertise in their model. For example, a consultant supports the school's dual-language program through bimonthly visits to observe, team-teach and model, and share resources. Teachers have access to a science consultant as well and the Special Education Coordinator has monthly meetings with a consultant who is familiar with the district CSE.
- The school has a robust professional development program, including a focus on collaborative planning, the dual-language model, and curriculum development and instructional practices aligned to Common Core standards. In addition to a summer session, students are dismissed for half-days throughout the year to accommodate time for staff training. Professional development is provided by school leaders and outside experts; staff also have opportunities

to attend external professional development activities, such as participation in an annual dual-language conference or TERC workshops. Teachers were positive about professional development and described it as useful and relevant.

- While being divided into two locations remains a challenge, the Assistant Principal for Curriculum serves as a liaison between the staff at both sites, which meet together monthly.

The school has established a culture that is conducive to learning.

- On the days of the visit the school was safe, warm and orderly and students were respectful. Transitions in public spaces were calm and efficient.
- The school had active security at both sites.
- Though many classes had close to 30 students, often with one teacher, students were generally well-behaved and teachers used age appropriate techniques to redirect students back onto task. Students had clearly internalized classroom routines, such as procedures for transitioning from desks to rug and coming to attention for instructions.
- There was evidence of accountable talk in classrooms; students had clearly been taught procedures for conversation, beginning sentences with “I disagree because...” or “I agree because...” The use of enthusiastic applause for other students’ answers was also seen in multiple classes.
- Teachers used a variety of classroom management techniques. One grade created banking system where students earned or lost “dollars” for behavior or completing class jobs. They receive weekly paychecks with which to buy items from the student store.
- Interviewed students described the school as safe and said there was no bullying.

The school has effective operational and financial systems in place.

- The operations staff members have clearly defined roles and responsibilities and effective systems are in place with which to operate the school.
- Teachers reported having adequate resources, including instructional materials and technology such as laptops and Smartboards.
- The school has a balanced budget and positive net cash on hand.

The school has reasonable plans for its next charter term.

- ICA does not plan to significantly change its academic model during the next term. It is planning to continue to use its dual-language model with an emphasis on the arts. It is continuing to refine its systems for collecting data such as student work and make it available to teachers, administrators and parents. For example, a parent portal is being piloted with plans for expansion.
- The school has a clear vision for building a new facility that would house the entire K-5 program. It already owns the land and has architectural drawings and is working on financing for the project.
- The school has a clear plan for reducing its reliance on external vendors for back office support and is developing internal staff capacity to handle those duties.
- The school has increased the availability of technology and teachers are beginning to use it in sophisticated ways to support instruction.

AREAS FOR GROWTH

The school should ensure that it has the capacity to support the needs of its at-risk students.

- At the time of the renewal visit the school had one empty Title I position, though it was seeking to fill it.
- The school has one person on staff who serves as both the administrator and academic service provider for students with disabilities across the grades. She is the only staff member certified in special education. The school has 13 students with evaluations pending, suggesting there may be even more students for one staff person to serve.
- Some on staff felt the school would benefit from a counselor on site and said it has been talked about.

Continue to focus on student recruitment of all student sub-groups.

- The school serves 23.1% of students who are English language learners, which compares favorably to 18.8% in the district of location.
- The school serves a smaller percentage of students who have disabilities (6.9%) than the district of location (20.7%).

Enhance the stability of the faculty.

- The school has experienced consistent teacher turnover, which requires ongoing investment of resources and leadership time in orienting and supporting new and novice teachers in implementation of a unique and complex educational model. School leaders acknowledged the range of expertise and have addressed this through collaborative planning, professional development and mentoring.
- New teachers noted the steep learning curve required to implement the dual-language model, noting frequent support from peers as well as existing resources to guide them.

Continue to cultivate parent involvement in the school.

- The school provides a range of opportunities for parents to participate in the life of the school. The school has Parent Coordinator and conducts workshops for parents such as how to use the library. The PTO has a core group of active parents who have raised funds for school activities such as field trips.
- The school regularly communicates with parents through newsletters and is expanding its parent portal to give parents online access to information about their child. The school also hosts parent-teacher conferences and parents communicate with their child's teachers through e-mail, phone and informal chats at dismissal.
- Teachers noted mixed levels of parent involvement and some felt more would be helpful.

Part 6: Background on the Charter Renewal Process

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.¹⁷

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.¹⁸

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹⁹ 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;
- 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.²⁰

¹⁷ See § 2850 of the Charter Schools Act of 1998.

¹⁸ See §§ 2851(4) and 2852 of the Act.

¹⁹ See generally §§ 2851(3) and 2851(4).

²⁰ § 2852(5)

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.²¹

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 four 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?
4. What are the school's plans for its next charter term?

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, 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.

²¹ The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Part 7: CSAS Accountability Framework

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter Schools Accountability and Support 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 law 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 detail (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 location²² 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

²² School-specific targets for enrollment and retention are to come from NY State Education Department

- 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

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

This report includes the progress reports for the academic school years: 2009 – 2010; 2010 – 2011; and 2011 – 2012. For data prior to these years, please refer to the Renewal Report for South Bronx Charter School for International Cultures and Arts from December 2009 by clicking [here](#).

South Bronx Charter School For Int'L Culture & The Arts

PRINCIPAL: Evelyn Hey

DBN: 84X309

ENROLLMENT: 385

SCHOOL TYPE: Elementary

PEER INDEX*: 57.69

*See p. 6 for more details on Peer Index.

PROGRESS REPORT

A	OVERALL SCORE	out of	100	OVERALL PERCENTILE	81	This school's overall score is greater than or equal to that of 81 percent of elementary schools.
For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.						
Progress Report Grades - Elementary						
GRADE	SCORE RANGE	% OF SCHOOLS				
A	64.7 or higher	25% of schools				
B	49.8 - 64.6	36% of schools				
C	35.8 - 49.7	30% of schools				
D	25.6 - 35.7	7% of schools				
F	25.5 or lower	2% of schools				

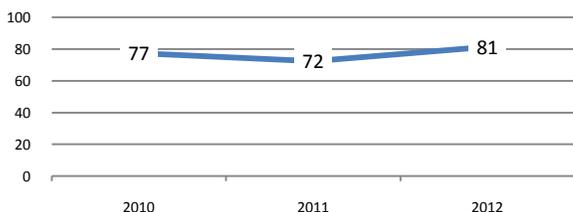
Overview

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools, and (3) rewards success in moving all children forward, especially children with the greatest needs.

CATEGORY	SCORE	GRADE	DESCRIPTION
Student Progress	35.6 out of 60	B	Student Progress measures how much individual students improved on state tests in English and Math between 2011 and 2012, compared to other students who started at the same level and weights the results of the 2012 3rd grade tests.
Student Performance	20.0 out of 25	A	Student Performance measures student results on the 2012 state tests in English and Math.
School Environment	10.1 out of 15	A	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
Closing the Achievement Gap	1.7 (16 max)		Schools receive additional credit for exceptional graduation and college/career readiness outcomes of students with disabilities, English Language Learners, and students who enter high school at a low performance level.
Overall Score	67.4 out of 100	A	The overall grade is based on the total of all scores above. Category scores may not add up to total score because of rounding.

Performance Over Time

Percentile rank of this school's overall Progress Report score for the past three years:



The Progress Report is a one-year snapshot of a school's performance. The Progress Report methodology has evolved over time in response to school and community feedback, changes in state policy, and higher standards. For a description of methodology changes, visit:

<http://schools.nyc.gov/ProgressReport>

Progress Report Implications

Strong Progress Report results are the basis for recognition and potential rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see:

<http://schools.nyc.gov/community/planning/Support+and+Intervention.htm>

State Accountability

The school's current status: **In Good Standing**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. More information on New York State accountability can be found here:

<http://schools.nyc.gov/Accountability/tools/accountability/default.htm>

GRADE **B**
 SCORE **35.6**
 (out of 60)

GRADE	SCORE RANGE
A	38.8 or higher
B	29.8 - 38.7
C	21.5 - 29.7
D	15.3 - 21.4
F	15.2 or lower

Student Progress represents 60% of the total score. The grade is based on growth percentiles, a measure of how much individual students improved on state tests in English and Math between 2011 and 2012, and on early grade progress, a weighted measure of 3rd grade students' test results based on their demographic indicators of need.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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English

Median Adjusted Growth Percentile (n=98)	71.0		82.0%	73.0%	10.00	7.98
Median Adjusted Growth Percentile for School's Lowest Third (n=34)	72.0		60.2%	56.9%	10.00	5.94
Early Grade Progress (n=42)	2.68		56.0%	65.0%	10.00	5.83

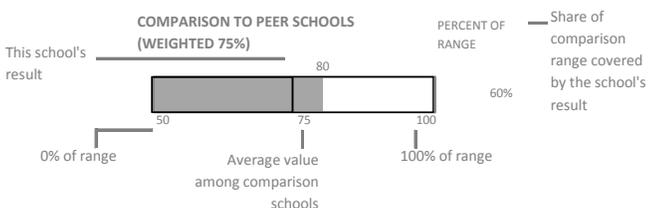
Mathematics

Median Adjusted Growth Percentile (n=99)	64.0		62.6%	57.7%	10.00	6.14
Median Adjusted Growth Percentile for School's Lowest Third (n=36)	58.5		40.5%	34.6%	10.00	3.90
Early Grade Progress (n=42)	2.65		56.6%	61.6%	10.00	5.79

TOTAL POINTS 60.00 35.58

How To Interpret These Charts

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	(PERCENT OF PEER RANGE x 0.75 + PERCENT OF CITY RANGE x 0.25) x POINTS POSSIBLE = POINTS EARNED
EXAMPLE	(60% x 0.75 + 80% x 0.25) x 10 = 6.50

GRADE **A**
 SCORE **20.0**
 (out of 25)

GRADE	SCORE RANGE
A	16.1 or higher
B	12.4 - 16.0
C	8.9 - 12.3
D	6.4 - 8.8
F	6.3 or lower

The Student Performance grade is based on results on the 2012 state tests in English and Math. Student Performance represents 25% of the total score. State test metrics evaluate the percent of students who reach or exceed proficiency (Level 3 and 4) and students' average proficiency rating.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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English

Percentage of Students at Level 3 or 4 (n=143)

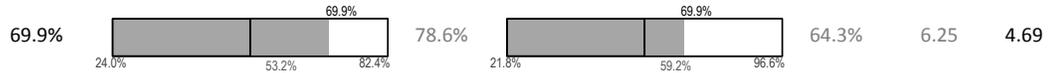


Average Student Proficiency (n=143)



Mathematics

Percentage of Students at Level 3 or 4 (n=143)



Average Student Proficiency (n=143)



TOTAL POINTS	25.00	20.01
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How To Interpret These Charts

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.

COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)

Share of comparison range covered by the school's result

60%

Average value among comparison schools

Score Calculation Example

FORMULA: (PERCENT OF PEER RANGE x 0.75 + PERCENT OF CITY RANGE x 0.25) x POINTS POSSIBLE = POINTS EARNED

EXAMPLE: (60% x 0.75 + 80% x 0.25) x 6.25 = 4.06

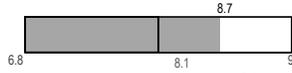
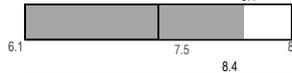
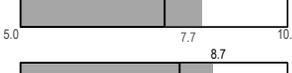
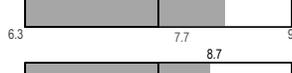
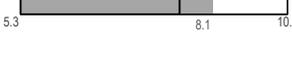
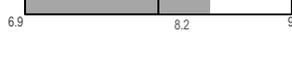
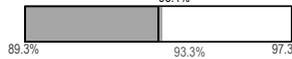
GRADE **A**
 SCORE **10.1**
 (out of 15)

GRADE	SCORE RANGE
A	9.7 or higher
B	7.4 - 9.6
C	5.3 - 7.3
D	3.8 - 5.2
F	3.7 or lower

School Environment represents 15% of the total score. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication, and engagement.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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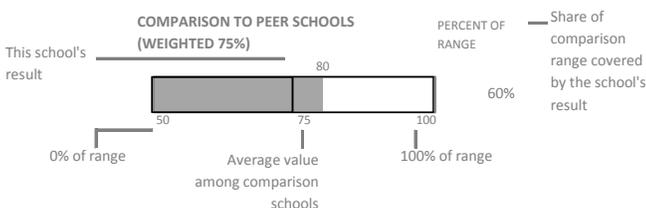
School Survey Results

Academic Expectations	8.7		72.3%		73.1%	2.50	1.81
Communication	8.4		68.6%		82.1%	2.50	1.80
Engagement	8.4		68.0%		75.0%	2.50	1.74
Safety and Respect	8.7		72.3%		69.2%	2.50	1.79
Attendance Rate	93.4%		61.3%		51.3%	5.00	2.94

TOTAL POINTS 15.00 10.08

How To Interpret These Charts

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	(PERCENT OF PEER RANGE x 0.75 + PERCENT OF CITY RANGE x 0.25) x POINTS POSSIBLE = POINTS EARNED
EXAMPLE	(60% x 0.75 + 80% x 0.25) x 2.5 = 1.63

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns additional credit when each high-need student meets the success criteria for an eligible metric. The number of points will depend on the percentage of the school's population that is in the high-need group, the percentage of that group that is successful, and a "fixed point value" based on how difficult it is to achieve the success criteria. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Elementary schools are eligible for points on 16 additional credit metrics while middle and K-8 schools are eligible for points on up to 17 metrics, each of which is worth up to one point. (In the table below, "." in "This School's Results" indicates that a school has fewer than 5 eligible students in one of the categories.)

CATEGORY	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	POINTS POSSIBLE	POINTS EARNED
Percent at Level 3 or 4					
English					
Self-Contained (n=0)	.	.	0.326	1.00	.
Integrated Co-Teaching (ICT) (n=5)	40.0%	3.5%	0.113	1.00	0.16
Special Education Teacher Support Services (SETSS) (n=1)	.	.	0.174	1.00	.
Mathematics					
Self-Contained (n=0)	.	.	0.119	1.00	.
Integrated Co-Teaching (ICT) (n=5)	60.0%	3.5%	0.065	1.00	0.14
Special Education Teacher Support Services (SETSS) (n=1)	.	.	0.103	1.00	.
Percent at 75th Growth Percentile or Higher					
English					
English Language Learners (n=19)	42.1%	19.4%	0.021	1.00	0.17
Lowest Third Citywide (n=17)	58.8%	17.3%	0.013	1.00	0.13
Self-Contained/ICT/SETSS (n=5)	40.0%	5.1%	0.022	1.00	0.04
Black and Hispanic Males in Lowest Third Citywide (n=8)	62.5%	8.2%	0.026	1.00	0.13
Mathematics					
English Language Learners (n=20)	55.0%	20.2%	0.019	1.00	0.21
Lowest Third Citywide (n=25)	28.0%	25.3%	0.016	1.00	0.11
Self-Contained/ICT/SETSS (n=5)	40.0%	5.1%	0.028	1.00	0.06
Black and Hispanic Males in Lowest Third Citywide (n=9)	33.3%	9.1%	0.035	1.00	0.11
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=6)	0.50	1.6%	0.105	1.00	0.08
English Language Learner Progress (n=85)	56.5%	22.1%	0.026	1.00	0.32
				TOTAL POINTS	1.66

PEER INDEX CALCULATION

The Peer Index is used to sort schools on the basis of demographics. A higher Peer Index indicates a higher need population. The Peer Index operates on a 1-100 scale and is calculated using the following formula:

FORMULA $(\text{Economic Need Index} \times 30) + (\% \text{ Students with Disabilities} \times 30) + (\% \text{ Black/Hispanic} \times 30) + (\% \text{ English Language Learners} \times 10) = \text{PEER INDEX}$

FOR THIS SCHOOL $(0.81 \times 30) + (6.0\% \times 30) + (98.7\% \times 30) + (20.8\% \times 10) = 57.69$

Note: the Economic Need Index is calculated as follows: $(1.0 \times \text{Percent Temporary Housing}) + (0.5 \times \text{Percent HRA-eligible}) + (0.5 \times \text{Percent Free Lunch Eligible})$

PEER GROUP FOR: South Bronx Charter School For Int'L Culture & The Arts

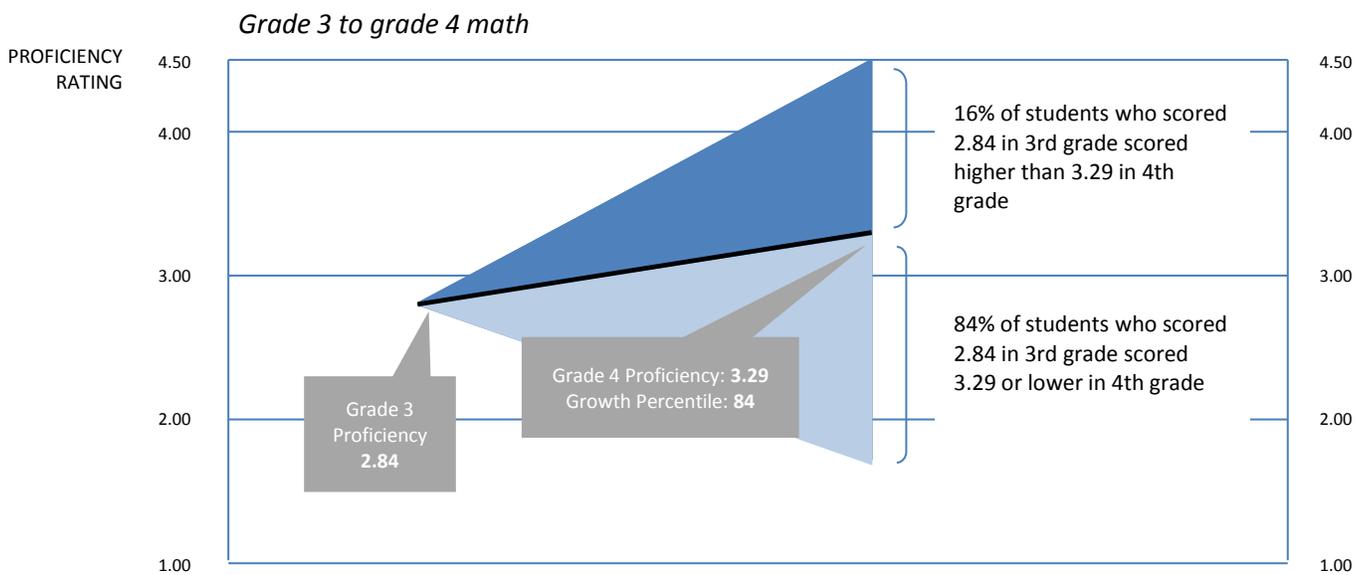
Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the Peer Index. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

DBN	SCHOOL	PEER INDEX	ECONOMIC NEED INDEX	% IEP	% BLACK or HISPANIC	% ELL
18K268	P.S. 268 Emma Lazarus	55.87	0.72	13.1%	99.2%	5.7%
11X068	P.S. 068 Bronx	56.04	0.72	18.3%	95.6%	1.9%
15K032	P.S. 032 Samuels Mills Sprole	56.19	0.69	40.8%	73.4%	10.9%
28Q140	P.S. 140 Edward K Ellington	56.33	0.78	16.7%	91.9%	3.5%
28Q080	P.S. 080 Thurgood Marshall Magnet	56.38	0.64	26.9%	95.9%	3.6%
12X691	Bronx Little School	56.50	0.79	20.1%	84.6%	12.9%
14K084	P.S. 084 Jose De Diego	56.64	0.78	18.4%	83.7%	27.6%
17K397	P.S. 397 Foster-Laurie	56.65	0.82	9.3%	94.9%	7.7%
19K273	P.S. 273 Wortman	56.74	0.74	16.8%	97.5%	2.5%
84X419	Bronx Academy of Promise Charter School	56.81	0.71	11.6%	98.8%	23.5%
18K244	P.S. 244 Richard R. Green	56.92	0.67	22.8%	98.7%	3.3%
16K021	P.S. 021 Crispus Attucks	56.94	0.76	16.4%	97.6%	0.7%
24Q081	P.S. 81Q Jean Paul Richter	57.04	0.75	20.1%	88.8%	17.8%
22K245	P.S. 245	57.10	0.79	9.8%	98.0%	10.2%
21K188	P.S. 188 Michael E. Berdy	57.11	0.82	24.0%	82.5%	4.5%
84M382	DREAM Charter School	57.11	0.74	18.1%	95.2%	9.3%
19K007	P.S. 007 Abraham Lincoln	57.30	0.79	11.8%	94.6%	17.1%
15K172	P.S. 172 Beacon School of Excellence	57.52	0.70	26.3%	84.6%	33.4%
27Q104	P.S. 104 The Bays Water	57.57	0.76	19.5%	93.4%	7.8%
17K221	P.S. 221 Toussaint L'Ouverture	57.59	0.76	16.8%	96.6%	6.9%
84X309	South Bronx Charter School For Int'L Culture & The Arts	57.69	0.81	6.0%	98.7%	20.8%
19K065	P.S. 065	57.79	0.84	9.2%	92.2%	23.1%
11X103	P.S. 103 Hector Fontanez	57.86	0.80	15.1%	92.2%	18.2%
84X165	Grand Concourse Charter School	57.86	0.79	11.5%	95.2%	22.9%
24Q143	P.S. 143 Louis Armstrong	57.86	0.78	9.7%	93.8%	33.0%
29Q052	P.S. 052 Queens	57.88	0.79	15.1%	96.5%	6.0%
11X189	Cornerstone Academy for Social Action	57.97	0.76	20.5%	93.4%	9.7%
17K316	P.S. 316 Elijah Stroud	58.01	0.77	21.6%	92.3%	7.0%
12X047	P.S. 047 John Randolph	58.13	0.85	12.9%	87.4%	26.0%
84K649	La Cima Charter School	58.18	0.82	13.6%	96.8%	5.4%
84K782	Bedford Stuyvesant New Beginnings Charter School	58.35	0.77	15.3%	99.6%	6.4%
84X407	Bronx Charter School for Children	58.37	0.78	14.4%	96.5%	15.8%
19K290	P.S. 290 Juan Morel Campos	58.58	0.84	8.7%	94.5%	23.1%
13K056	P.S. 056 Lewis H. Latimer	58.60	0.83	17.6%	92.5%	5.4%
14K380	P.S. 380 John Wayne Elementary	58.68	0.78	19.1%	91.3%	21.3%
17K092	P.S. 092 Adrian Hegeman	58.78	0.88	9.4%	93.5%	14.6%
84X730	Bronx Charter School for Arts	58.78	0.75	18.5%	99.0%	8.9%
18K272	P.S. 272 Curtis Estabrook	58.81	0.74	24.5%	95.3%	5.2%
28Q040	P.S. 040 Samuel Huntington	58.85	0.90	11.5%	92.0%	7.8%
27Q253	P.S. 253	58.87	0.80	16.3%	93.7%	20.0%
06M173	P.S. 173	58.95	0.79	12.7%	96.0%	25.6%
PEER GROUP AVERAGES		57.59	0.78	16.6%	93.4%	13.1%

The Progress Report for elementary and middle schools focuses on students' growth to proficiency and beyond, regardless of their starting point. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles.

1 GROWTH PERCENTILES

A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. It is a number between 0 and 100 which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. For example, a student with a growth percentile of 84 earned a score on this year's test that was the same or higher than 84 percent of the students in the City who had the same score as he did last year.



2 ADJUSTED GROWTH PERCENTILES

To evaluate a school on its students' growth percentiles, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

CATEGORY	ADJUSTMENT
Students with Disabilities (Self-contained)	+0.25
Students with Disabilities (ICT)	+0.15
Students with Disabilities (SETSS)	+0.10
Economic Need Index (per 0.10)	+0.005

Note: "Students with Disabilities" for purposes of adjustments is based on the most restrictive setting of students over the last four school years.

3 MEDIAN ADJUSTED GROWTH PERCENTILES

The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.

This page provides more granular data on students' state exam scores. It disaggregates these scores by grade and subject for 2011-12. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2011-12 student performance.

State Exam Scores by Grade	AVERAGE STUDENT PROFICIENCY	PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4	MEDIAN ADJUSTED GROWTH PERCENTILE
Mathematics			
3rd Grade (n = 42)	3.09	50.0%	.
4th Grade (n = 50)	3.44	76.0%	59.0
5th Grade (n = 51)	3.50	80.4%	66.0
English			
3rd Grade (n = 42)	2.94	45.2%	.
4th Grade (n = 50)	3.12	68.0%	54.0
5th Grade (n = 51)	3.20	74.5%	86.0
Science			
4th Grade (n = 49)	3.81	95.9%	.

South Bronx Charter School For Int'L Culture & The Arts	
PRINCIPAL:	Evelyn Hey
DBN:	84X309
ENROLLMENT:	372
SCHOOL TYPE:	Elementary
PEER INDEX:	57.71
(see p. 6 for more details on peer index)	

OVERALL GRADE

B

OVERALL SCORE

54.8
out of 100

PERCENTILE RANK

72

This school's overall score is greater than or equal to that of 72 percent of Elementary schools.

Overall Grades - Elementary

GRADE	SCORE RANGE	% of Schools
A	56.7 or higher	25% of schools
B	40.6 - 56.6	35% of schools
C	25.7 - 40.5	30% of schools
D	18.3 - 25.6	7% of schools
F	18.2 or lower	3% of schools

For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.

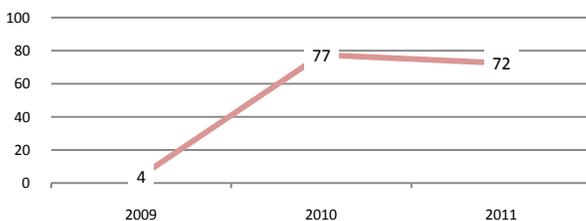
Overview

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. Strong Progress Report results are the basis for monetary rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see schools.nyc.gov/community/planning/Support+and+Intervention.htm.

CATEGORY	SCORE	GRADE	DESCRIPTION
Student Progress	30.0 out of 60	B	Student Progress measures how much individual students improved on state tests in English and Math between 2010 and 2011, compared to other students who started at the same level.
Student Performance	13.7 out of 25	B	Student Performance measures student results on the 2011 state tests in English and Math.
School Environment	10.6 out of 15	A	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
Closing the Achievement Gap	0.5 (15 max)		Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide.
Overall Score	54.8 out of 100	B	The overall grade is based on the total of all scores above, including additional credit for closing the achievement gap. Category scores may not add up to total score because of rounding.

Performance over time

Percentile rank of this school's overall Progress Report score for the past three years:



The Progress Report is a one-year snapshot of a school's performance. The Progress Report methodology has evolved over time, in response to school and community feedback, changes in state policy, and higher standards. In 2009-10, New York State raised the cutoff for proficiency on English and Math tests, and the Progress Report introduced growth percentiles. For a description of methodology changes, visit schools.nyc.gov/ProgressReport.

Other accountability measures

These measures are separate from the Progress Report, and are an important part of school accountability in New York City and State.

Quality Review

The school's most recent Quality Review Score:

The Quality Review is an observational evaluation conducted by an experienced educator, focused on how well a school is organized to educate its students.

State Accountability

The school's current status:

In Good Standing

2010-11

This status is determined by the New York State Department of Education under the No Child Left Behind Act.

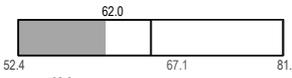
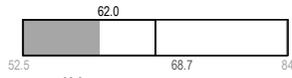
GRADE **B**
 SCORE **30.0**
 (out of 60)

GRADE	SCORE RANGE
A	34.0 or higher
B	24.3 - 33.9
C	15.4 - 24.2
D	10.9 - 15.3
F	10.8 or lower

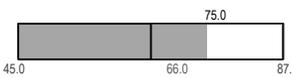
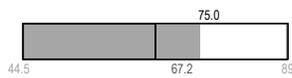
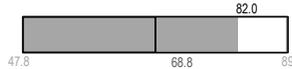
Student Progress represents 60% of the total score. The grade is based on growth percentiles, a measure of how much individual students improved on state tests in English and Math between 2010 and 2011, compared to other students who started at the same level. The section evaluates growth percentiles for all students, and students in the school's lowest third. An explanation of growth percentiles is at the end of this report.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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English

Median Adjusted Growth Percentile (n=97)	62.0		32.7%		29.3%	15	4.78
Median Adjusted Growth Percentile for School's Lowest Third (n=39)	62.0		13.5%		15.8%	15	2.11

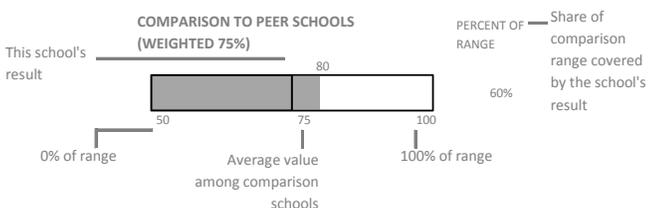
Mathematics

Median Adjusted Growth Percentile (n=97)	75.0		71.4%		67.2%	15	10.55
Median Adjusted Growth Percentile for School's Lowest Third (n=35)	82.0		84.2%		81.4%	15	12.53

TOTAL POINTS 60 29.97

How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	$(\text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$
EXAMPLE	$(60\% \times 0.75 + 80\% \times 0.25) \times 15 = 9.75$

GRADE **B**
 SCORE **13.7**
 (out of 25)

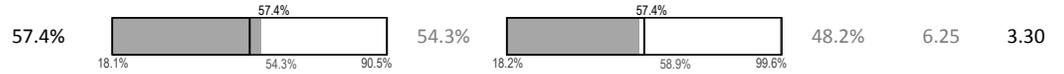
GRADE	SCORE RANGE
A	14.1 or higher
B	10.1 - 14.0
C	5.8 - 10.0
D	1.6 - 5.7
F	1.5 or lower

Student Performance represents 25% of the total score. The Student Performance grade is based on results on the 2011 state tests in English and Math. The section evaluates the percent of students who reach or exceed proficiency (Level 3 and 4), and the average proficiency rating of students.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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English

Percentage of students at level 3 or 4 (n=148)

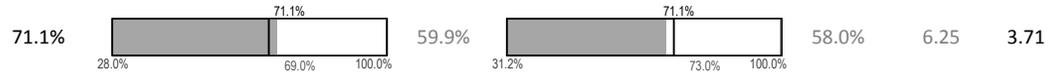


Average Student Proficiency (n=148)

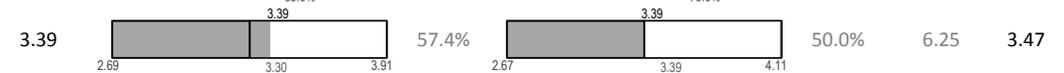


Mathematics

Percentage of students at level 3 or 4 (n=149)



Average Student Proficiency (n=149)



TOTAL POINTS	25	13.70
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How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.

Score Calculation Example

FORMULA: $(\text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$

EXAMPLE: $(60\% \times 0.75 + 80\% \times 0.25) \times 6.25 = 4.06$

GRADE **A**
 SCORE **10.6**
 (out of 15)

GRADE	SCORE RANGE
A	8.5 or higher
B	6.0 - 8.4
C	3.8 - 5.9
D	2.7 - 3.7
F	2.6 or lower

School Environment represents 15% of the total score. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication, and engagement.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
-----------------------	---	-----------------------	---	-----------------------	-----------------	---------------

School Survey Results

Academic Expectations	8.8		88.9%		85.0%	2.5	2.20
Communication	8.4		90.9%		88.5%	2.5	2.26
Engagement	8.4		86.4%		80.8%	2.5	2.13
Safety and Respect	8.8		85.0%		77.3%	2.5	2.08
Attendance Rate	92.2%		40.8%		31.6%	5	1.93

TOTAL POINTS 15 10.60

How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.

COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)

This school's result: 80

Average value among comparison schools: 75

0% of range: 50

100% of range: 100

PERCENT OF RANGE: 60%

Share of comparison range covered by the school's result

Score Calculation Example

FORMULA: $(\text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$

EXAMPLE: $(60\% \times 0.75 + 80\% \times 0.25) \times 2.5 = 1.63$

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns full additional credit when its results are in the top 20% of schools citywide. It earns half credit when its results are in the top 40%. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Elementary, middle, and K-8 schools are eligible for points on 15 additional credit metrics, each of which is worth up to 1 point. (In the table below, "." indicates that a school has fewer than 15 eligible students in a category.)

CATEGORY	THIS SCHOOL'S RESULTS	TOP 20% CUTOFF	TOP 40% CUTOFF	POINTS EARNED
Percent at level 3 or 4				
English				
Self-Contained (n=1)	.	12.0%	6.5%	.
CTT (n=6)	.	33.3%	22.6%	.
SETSS (n=0)	.	35.3%	22.7%	.
Mathematics				
Self-Contained (n=1)	.	29.4%	16.7%	.
CTT (n=6)	.	56.8%	42.4%	.
SETSS (n=0)	.	60.0%	41.7%	.
Percent at 75th Growth Percentile or Higher				
English				
English Language Learners (n=22)	40.9%	48.5%	42.7%	.
Lowest Third Citywide (n=23)	34.8%	54.3%	47.4%	.
Self-Contained/CTT/SETSS (n=5)	.	57.1%	50.0%	.
Black and Hispanic Males in Lowest Third Citywide (n=6)	.	52.9%	46.8%	.
Mathematics				
English Language Learners (n=22)	45.5%	55.0%	44.0%	0.5
Lowest Third Citywide (n=12)	.	52.9%	43.0%	.
Self-Contained/CTT/SETSS (n=5)	.	52.8%	44.3%	.
Black and Hispanic Males in Lowest Third Citywide (n=2)	.	50.0%	40.7%	.
Movement of students with disabilities to less restrictive environments (n=4)	.	0.28	0.20	.
TOTAL POINTS				0.5

PEER INDEX CALCULATION

The Peer Index is used to sort schools on the basis of demographics. A higher Peer Index indicates a higher need population. The Peer Index operates on a 1-100 scale and is calculated using the following formula:

FORMULA (% eligible for free lunch x 30) + (% students with disabilities x 30) + (% Black/Hispanic x 30) + (% English language learners x 10) = PEER INDEX

FOR THIS SCHOOL (83.6% x 30) + (4.8% x 30) + (97.8% x 30) + (18.3% x 10) = 57.71

PEER GROUP FOR: South Bronx Charter School For Int'L Culture & The Arts

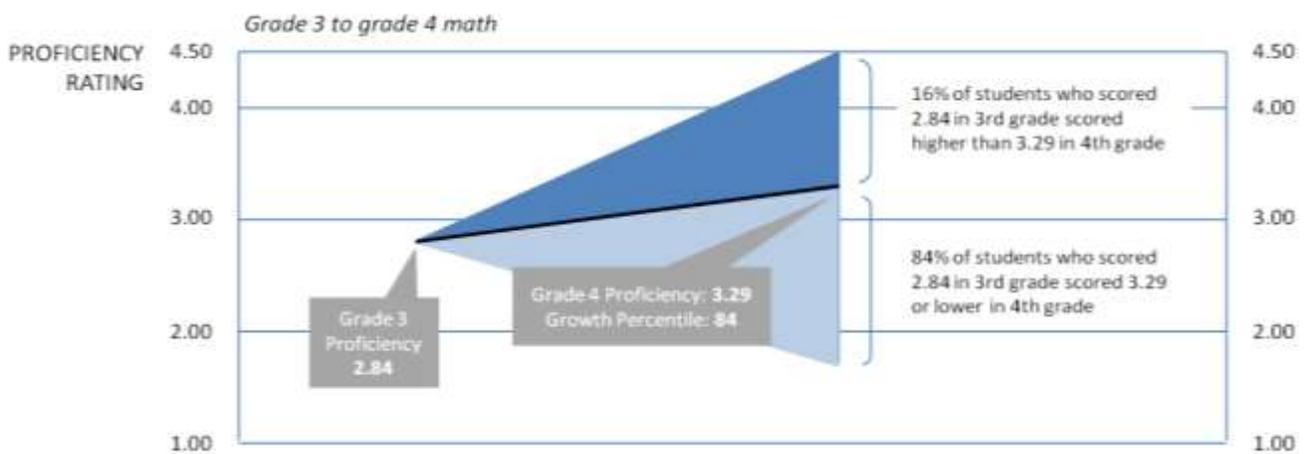
Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the peer index. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

DBN	SCHOOL	PEER INDEX	% FREE LUNCH	% IEP	% BLACK or HISPANIC	% ELL
22K194	P.S. 194 Raoul Wallenberg	56.21	82.3%	22.3%	78.9%	11.5%
18K279	P.S. 279 Herman Schreiber	56.24	74.1%	16.5%	95.2%	5.0%
29Q034	P.S. 034 John Harvard	56.24	77.0%	14.9%	91.8%	11.5%
29Q052	P.S. 052 Queens	56.29	73.3%	15.1%	96.8%	7.4%
17K012	P.S. 012	56.34	76.5%	12.9%	96.8%	4.8%
29Q118	P.S. 118 Lorraine Hansberry	56.40	72.1%	17.0%	97.0%	5.7%
10X051	P.S. 051 Bronx New School	56.43	73.3%	18.9%	94.4%	4.4%
24Q081	P.S. 81Q Jean Paul Richter	56.53	77.3%	18.1%	87.0%	18.1%
01M020	P.S. 020 Anna Silver	56.65	92.5%	18.6%	69.4%	25.2%
11X016	P.S. 016 Wakefield	56.76	84.2%	18.1%	84.7%	6.6%
22K251	P.S. 251 Paerdegat	56.81	74.4%	20.0%	93.0%	5.8%
30Q149	P.S. 149 Christa McAuliffe	57.22	81.1%	9.2%	85.4%	45.2%
29Q136	P.S. 136 Roy Wilkins	57.26	75.8%	15.3%	98.5%	3.8%
24Q016	P.S. Q016	57.34	82.3%	9.2%	86.5%	39.3%
11X103	P.S. 103 Hector Fontanez	57.41	78.3%	14.1%	92.8%	18.7%
84X165	Grand Concourse Charter School	57.45	81.1%	8.3%	97.0%	15.4%
19K065	P.S. 065	57.47	85.0%	9.0%	90.3%	21.9%
23K156	P.S. 156 Waverly	57.53	79.0%	12.9%	98.2%	4.8%
29Q195	P.S. 195 William Haberle	57.59	78.2%	16.5%	96.6%	2.0%
10X007	P.S. 007 Kingsbridge	57.65	79.3%	18.5%	86.6%	23.4%
84X309	South Bronx Charter School For Int'L Culture & The Arts	57.71	83.6%	4.8%	97.8%	18.3%
18K244	P.S. 244 Richard R. Green	57.88	72.6%	20.5%	98.7%	3.2%
01M137	P.S. 137 John L. Bernstein	57.88	82.2%	24.3%	80.4%	18.2%
27Q104	P.S. 104 The Bays Water	58.03	79.8%	16.9%	94.3%	7.5%
11X021	P.S. 021 Philip H. Sheridan	58.08	79.1%	14.8%	98.1%	4.9%
12X691	Bronx Little School	58.13	85.0%	17.7%	86.1%	15.0%
13K305	P.S. 305 Dr. Peter Ray	58.19	82.3%	14.3%	95.4%	5.8%
24Q239	P.S. 239	58.32	85.9%	16.2%	82.5%	29.4%
19K108	P.S. 108 Sal Abbracciamento	58.33	88.2%	10.1%	90.3%	17.4%
16K627	Brighter Choice Community School	58.49	74.8%	18.5%	100.0%	5.0%
18K233	P.S. 233 Langston Hughes	58.54	81.9%	13.4%	98.7%	3.2%
17K399	P.S. 399 Stanley Eugene Clark	58.55	89.4%	6.6%	96.6%	7.6%
16K040	P.S. 040 George W. Carver	58.57	80.8%	18.1%	95.1%	3.8%
28Q080	P.S. 080 Thurgood Marshall Magnet	58.60	69.6%	28.9%	95.7%	3.3%
19K677	EAST NEW YORK ELEMENTARY SCHOOL OF EXCELLENCE	58.61	85.1%	12.7%	95.8%	5.5%
28Q160	P.S. 160 Walter Francis Bishop	58.71	89.0%	19.9%	84.6%	6.4%
18K135	P.S. 135 Sheldon A. Brookner	58.72	86.1%	10.7%	97.5%	4.4%
10X008	P.S. 008 Issac Varian	58.75	83.2%	18.6%	84.2%	29.5%
15K032	P.S. 032 Samuels Mills Sprole	58.77	70.0%	45.8%	76.2%	11.9%
24Q019	P.S. 019 Marino Jeantet	58.81	73.5%	11.8%	90.4%	61.0%
11X078	P.S. 078 Anne Hutchinson	58.84	78.9%	16.7%	98.3%	6.6%
PEER GROUP AVERAGES		57.64	80.0%	16.3%	91.4%	13.5%

The Progress Report for elementary and middle schools focuses on students' growth to proficiency and beyond, regardless of their starting point. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles.

1 GROWTH PERCENTILES

A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. For example, a student with a growth percentile of 84 earned a score on this year's test that was the same or higher than 84 percent of the students in the City who had the same score as he did last year.



2 ADJUSTED GROWTH PERCENTILES

To evaluate a school on its students' growth percentiles, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics, and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

CATEGORY		ADJUSTMENT
Special Education	Self-contained	+0.25
Special Education	CTT	+0.15
Special Education	SETSS	+0.10
Title I Free Lunch		+0.01 per 10% of students eligible

Note: special education program for purposes of adjustments is based on the most restrictive setting of students over the last four school years.

3 MEDIAN ADJUSTED GROWTH PERCENTILES

The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.



This Progress Report is for:

Table with school information: SCHOOL (South Bronx Charter School For Int'L Culture & The Arts (84X309)), SCHOOL LEADER (Evelyn Hey), ENROLLMENT (355), SCHOOL TYPE (ELEMENTARY), PEER INDEX (54.36)

Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 59
This school did better than 77% of all Elementary schools citywide.

Table with 3 columns: Category, Calculated Score, Category Grade. Rows include School Environment (9.5/15, A), Student Performance (11.6/25, B), Student Progress (35.6/60, A), Additional Credit (2.3/15 max), Overall Score (59.0/100, A)

How scores translate to grades:

- Schools receive letter grades based on their overall score.
Schools with an overall score of 58.5 or higher receive a letter grade of A
25.2% of schools earned an A in 2009-10

Elementary Table - Overall Grades

Table with 3 columns: Grade, Score range, City summary. Rows A-F with corresponding score ranges and percentages.

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures median student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Quality Review Score

This school has not received a Quality Review.

State Accountability Status

Based on its performance, this school's State accountability status is: In Good Standing (2009-10)

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Table with 3 columns: Credit, Exemplary Proficiency Gains, Student Group. Rows show credit values and percentages for various student groups.

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students.

The peer schools for South Bronx Charter School For Int'L Culture & The Arts are:

Table with 4 columns: DBN, School Name, DBN, School Name. Lists 40 peer schools with their respective IDs and names.

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students.

Results by Category

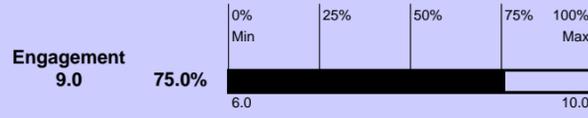
SCHOOL **South Bronx Charter School For Int'L Culture & The Arts (84X309)**
 SCHOOL LEADER **Evelyn Hey**

ELEMENTARY

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
9.5 out of 15

A

Survey Scores (10 points)

Academic Expectations:

8.4



66.7%

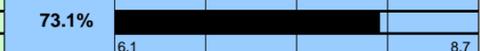


Communication:

8.0



73.1%



Engagement:

8.2



74.1%



Safety and Respect:

8.6

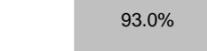


68.2%



Attendance (5 points)

93.0%



41.3%



Student Performance

Comprises 25% of the Overall Score

This Year's Score:
11.6 out of 25

B

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

45.5%



33.1%



Median Student Proficiency (1.00-4.50):

2.97



43.4%



Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

75.2%



53.4%



Median Student Proficiency (1.00-4.50):

3.45



50.9%



Student Progress

Comprises 60% of the Overall Score

This Year's Score:
35.6 out of 60

A

English Language Arts

Median Growth Percentile

67.0



45.6%



Median Growth Percentile for School's Lowest Third

68.0



34.2%



Mathematics

Median Growth Percentile

74.0



65.4%



Median Growth Percentile for School's Lowest Third

80.5



78.2%



Part 9: Historic Accountability Reports



**Department of
Education**

Dennis M. Walcott, Chancellor

Charter School Renewal Report
Charter Schools Office
2011-2012

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND THE ARTS ANNUAL SITE VISIT REPORT

MAY 2012

Part 1: Executive Summary

School Overview and History:

South Bronx Charter School for International Cultures and the Arts is an elementary school serving approximately 397 students from kindergarten through fifth grade in the 2011-2012 school year.²³ The school opened in 2005 with grades K-1. The school is under the terms of its second charter, which expires May 16, 2013. It has no plans for further expansion.²⁴ Grades K-1 are currently housed in a DOE facility in District 7, co-located with P.S. 30. Grades 2-5 are currently housed in a separate DOE facility in District 7, co-located with P.S. 49.²⁵

The school enrolls new students in grades K-5. There were 13 students on the waitlist after the Spring 2011 lottery.²⁶ The student body includes 90.9% Free and Reduced Lunch students, compared to 86.8% in the district; 6.0% special education students, compared to 19.8% in the district; and 20.7% English language learners, compared to 18.1% in the district.²⁷ The average attendance rate for the 2011-2012 school year to date was 94%.²⁸ The school scored Well Above Average on the Academic Expectations and Communication sections of the NYC DOE School Survey in 2010-2011, and Above Average on the Engagement and Safety & Respect sections; 76% of the school's parents responded to the survey, and 100% of the school's teachers.²⁹

The school earned a B on its NYC DOE Progress Report in 2010-2011, an A in 2009-2010, and a B in 2008-2009.³⁰ The school has outperformed its Community School District in ELA and Math for each of the past four years. The school has outperformed the city averages in Math in each of the past four years, and in ELA in three of the four past years.³¹ The school is in good standing with state and federal accountability.³²

South Bronx Charter School for International Cultures and the Arts is partnered with Victory Education Partners, an education management organization (EMO). The EMO provides financial and back office support.

Annual Review Process Overview:

The New York City Department of Education (NYC DOE) Charter Schools Office (CSO) 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 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 CSO 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.

²³ Self-reported by school on Annual Site Visit Data Collection Form dated 3/29/2012

²⁴ NYC DOE ATS system and charter agreement

²⁵ NYC DOE Location Code Generating System database

²⁶ Self-reported by school on Annual Site Visit Data Collection Form dated 3/29/2012

²⁷ NYC DOE ATS system as of 4/3/2012

²⁸ Self-reported by school on Annual Site Visit Data Collection Form dated 3/29/2012

²⁹ NYC DOE School Survey – <http://schools.nyc.gov/survey>

³⁰ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

³¹ NYC DOE website – <http://schools.nyc.gov/> (search: test results); District and city averages are for the grade levels corresponding to the school's testing grades in specified years

³² New York State Education Department - www.nysed.gov

The following experts participated in the review of this school on April 23, 2012:

- Sonya Hooks, Senior Director, NYC DOE CSO
- Daree Lewis, Director of Oversight, NYC DOE CSO
- Laurie Pendleton, Consultant

Part 2: Findings

Overview:

South Bronx Charter School for International Cultures and the Arts was renewed for a short term 3-year period in 2009-10 because they had mixed results in student progress and incurred significant debt during their first charter period.

Areas of Strength:

- The school has a strong integrated curriculum aligned to standards.
 - On the day of the visit, students at all grade levels and in the majority of classrooms were engaged in the study of rigorous content.
 - Teachers and students used high levels of academic vocabulary, and teachers encouraged students to use academic language in both English and Spanish.
 - One of the school's charter goals is to achieve a 'B' on the Student Progress section of the NYC DOE Progress Report. In 2010-2011, the school received a 'B' on the Student Progress section and thus met this goal.
 - There was evidence of integration of Social Studies into math, reading, and writing. For example, students studying the Revolutionary War were creating comic books detailing thoughts and feelings of the colonists in their writing class. The study of immigration in one classroom included the creation of bar graphs comparing immigrants from different countries in math and writing post cards back to families in European countries.
 - The school also integrates the arts into the curriculum in meaningful ways. The arts director meets with teachers to discuss ways to support core instruction in the arts program. Art displays in the school reflected this integration.
 - On the day of the visit, students were actively engaged in their work and seemed excited about their units of study. One student shared that they "love learning new things."
 - The school has begun the work of aligning their curriculum to the Common Core State Standards.
- The school is implementing a strong dual language program.
 - Students receive instruction in Spanish every other week.
 - English and Spanish teachers plan collaboratively to determine the most effective strategies for introducing and supporting content in both languages.
 - On the day of the visit, students at all grade levels were observed speaking, writing, and reading in both Spanish and English.
- The school has established a culture focused on learning.
 - On the day of the visit, students were well behaved and quickly and respectfully responded to teacher requests.
 - Teachers used a relaxed, friendly, and matter-of-fact approach with students leading to a warm and welcoming learning environment throughout the school.
 - Students were observed to be happy, friendly, and supportive of each other.
 - Students were observed seeking and providing thoughtful feedback to each other during peer editing conferences.
- There is strong support for instructional staff and teachers regularly collaborate.

- Grade-level teachers receive a weekly block of co-planning time that is facilitated by the Assistant Principal.
 - The school provides monthly professional development for the school staff. The school reports one area of focus during these sessions has been on improving questioning strategies to encourage higher levels of inquiry in their students. Teachers report the support this work has received from consultants has been very effective.
 - Teachers reported that they feel the professional development offered by the school meets their needs.
 - Title One reading teachers work with core teachers during professional development planning to ensure that the intervention program supports the core program.
 - Teachers observe each other and provide feedback.
 - Teachers interviewed report they feel supported by the school's leadership team.
- The school has established routines that encourage parental involvement.
 - The school's Student Learning Plans provide quarterly goals and ask students, teachers, and parents to commit to tasks supporting these goals.
 - The school is implementing a parent portal to allow access to student achievement data and to increase parent and teacher communication. The school is encouraged to track the use of this tool to ensure it is meeting parent needs.
 - The school's parent coordinator supports parents in gaining access to email.
 - Parents are encouraged to attend regular Language Arts assemblies and other celebrations. They also participate in extra-curricular activities. On the day of the visit, many parents were observing a Language Arts assembly lead by students.

Areas of Growth:

- The school is encouraged to continue to refine their use of data to inform instruction.
 - The school is considering replacing the ITBS for an assessment that is more closely aligned with Common Core standards and provides more useful feedback.
 - The school is in their first year of using Acuity assessment system for grades 2-5. Teachers report that it is helpful but additional support is needed to ensure the data is used effectively.
- The school is encouraged to continue finding ways to coordinate the work of the upper and lower grades.
 - The school is located in separate sites a few blocks apart and teachers report limited interaction between the two sites.
- The school is encouraged to investigate possible reasons for what appears to be higher teacher turnover at the lower grades.

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
- Meet student progress goals
- 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
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs

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
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Offer defined opportunities for remediation and acceleration
- 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
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and 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
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources

1d. Learning Environment

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

- Have a strong culture that connects high academic and behavioral expectations in a way that motivates students to give their best effort academically and socially
- 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 formal or informal character education, social development, or citizenship program that provides opportunities to develop as individuals and citizens

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

- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Self-administered 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:

- Operate with a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations
- Have a capable Board of Trustees with appropriate 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
- 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; it also has clear lines of accountability for leadership roles, accountability to Board, and, if applicable, relationship with a charter management organization
- Have timely and appropriate access to legal counsel
- Implemented a process for monitoring and evaluating the effectiveness of the school's organization and leadership structure
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers

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

- School charter
- Board by-laws, roster, trustee resumes, meeting agenda and minutes
- Annual conflict of interest forms
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar, professional development plan

2b. School Climate and Community Engagement

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

- A healthy professional school climate that is collaborative, student centered, and open to parents and community support
- An effective process for recruiting, hiring, supporting, and evaluating leadership and staff
- A flexible, data-driven approach to professional development for all staff
- An effective way of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including the DOE School Survey
- Effective home-school communication practices to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships and advocacy for the school

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
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs

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 its student enrollment and retention targets
- Annual budgets that meets all short- and long-term financial responsibilities with available revenues
- School leadership and Board that oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Boards and school leadership that maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Consistently clean financial audits
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of chartered school design and academic program
- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations

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
- Appropriate insurance documents
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Financial audits
- Financial leader(s) resume and accountability documents
- Operational policies and procedures
- Operational org chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan

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 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 update-to-date charter is publicly available 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
- Site visits
- Board meetings, agendas and minutes
- Leadership/board interviews

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have:

- Met all legal requirements for Title I and IDEA regulations and reporting
- Comparable enrollment of FRL, ELL and Special Education students to those of their district of location or are making documented good faith efforts to reach comparable percentages
- Implemented 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
- Conducted independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employed 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
- Student discipline records
- Lottery policy, resources, and records; enrollment procedures and records
- 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 CSO's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYCDOE CSO, and where required, received CSO 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

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:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- 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:

- 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:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- MOUs or contracts with partners



**Department of
Education**

Dennis M. Walcott, Chancellor

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

**SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES AND
THE ARTS
ANNUAL SITE VISIT REPORT**

MAY 2011

Part 1: Executive Summary

School Overview and History:

South Bronx Charter School for International Cultures and the Arts is an elementary school serving approximately 376 students from grade kindergarten through grade five in the 2010-2011 school year.³³ The school opened in 2005 with grades kindergarten through one. It is currently functioning at scale.³⁴ It is currently housed in DOE space in District 7.³⁵

The school population is comprised of 28.2% Black, 67.9% Hispanic, 0.8% White and 0.5% Asian students. 90.7% of students are designated as Title I, compared to 87.9% in the district.³⁶ The student body includes 19.5% English language learners (ELL) and 4.1% special education students (SPED), compared to district averages of 19.1% designated as ELL and 20.7% receiving SPED services.³⁷

The school earned an A on its progress report in 2009-2010 and a B in 2008-2009. The school is in good standing with state and federal accountability.³⁸ The average attendance rate for the 2010-2011 school year was 92.2%.³⁹

Annual Review Process Overview:

The NYC DOE Charter Schools Office 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 June 16, 2011:

- Sonya Hooks, Senior Director, NYC DOE Charter Schools Office
- Simeon Stolzberg, Consultant

³³ NYC DOE ATS system

³⁴ NYC DOE ATS system and charter agreement

³⁵ NYC DOE Location Code Generating System database

³⁶ Demographic Data drawn from NYC DOE ATS System on June 30, 2011

³⁷ NYC DOE ATS system; data pulled on June 30, 2011

³⁸ New York State Education Department - www.nysed.gov

³⁹ NYC DOE School Progress Report

Part 2: Findings

Areas of Strength

- The school has an organized curriculum.
 - An assistant principal has focused on documenting and refining the curriculum with teachers.
 - A grant to the school has provided a technology system for mapping curriculum and aligning to standards.
 - The school has created interdisciplinary themes (“studies”) in each grade that focus instruction across subjects.
 - The school has begun to examine Common Core Standards in order to align the curriculum.

- The school has developed a robust dual-language program.
 - Students alternate weeks with classes either all in English or all in Spanish.
 - English and Spanish teachers work closely together to coordinate instruction. Common planning time is made available for teachers.
 - Student work and instruction in Spanish was evident throughout the school. Students appeared comfortable in core subjects taught in Spanish.

- The school is developing systems to support data-driven decision-making.
 - The school administers a variety of assessments, including the Developmental Reading Assessment (DRA) four times per year. The intervention program also uses Fountas and Pinnell to establish and monitor reading levels.
 - The school has implemented a new data system and has trained most teachers in its use. The system supports item analysis, disaggregation and growth measures.

- The school has established a culture focused on learning.
 - Throughout the day of the visit, reviewers observed that students were well-behaved and engaged in learning activities.
 - Students had internalized routines and procedures making transitions between activities smooth and orderly.
 - The culture of the classrooms visited was warm and positive.

- The school has strong instructional leadership.
 - Two assistant principals provide ongoing observation and feedback to teachers. Teachers reported the feedback useful and helpful.
 - A variety of consultants provide weekly support to teachers in areas including dual-language instruction. AUSSIE Professional Development Partners provide support in writing and science. Consultants observe, provide feedback, model, co-teach and assist with planning.
 - Grade level teams meet weekly with the assistant principals to plan curriculum, look at student work together and analyze data.
 - The school has started using video for professional development and reflection.
 - The school has an organized professional development calendar with regular trainings aligned to the school's priorities and programs, including literacy, dual-language, inquiry and differentiation.
 - Teachers are formally evaluated three times per year.

- The school provides a range of supports for at-risk students.
 - The school has an Academic Intervention Services (AIS) staff person, a Title I teacher, as well as special education teachers.
 - The school used both push-in and pull-out services to meet the needs of struggling students.

- Each student has an individual learning plan (ILP). Students and parents are involved in setting goals and the ILP is reviewed and revised four times per year. The school is piloting digital ILPs next year.
- Teachers provide afterschool support Monday through Wednesday from 4-6 pm.
- The school serves a relatively high percentage of English language learners.
 - The school's population includes 19.5% (71 out of 365) English language learners.

Areas of Growth

- The school should continue documented outreach to special education (SPED) students in order to match district averages.
 - The school's population includes 4.1% students (15 out of 365) with individualized education programs (IEPs), which is considerably lower than the district average of 20.7%.
 - School leaders reported that a number of students were in process with the CSE and anticipated many of them would be found eligible for special education services.
- The school should consider focusing on coordination between upper and lower grades to achieve one culture.
 - The school is located in two buildings a few blocks apart. Teachers reported limited interaction between the buildings.
 - The school does have monthly meetings to connect the entire staff.
- The school should continue to focus on strategies to increase parental support for the unique educational model.
 - Teachers raised some concerns about the level of buy-in and support by parents for the school's unique instructional model.
 - The school has hired a parent coordinator and provides parenting workshops.
 - The school has a parent teacher organization (PTO); the PTO president is on the school's Board.
 - Teachers meet with parents to discuss the individualized learning programs and for conferences on students' grades and progress.

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
- 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