



Joel I. Klein
Chancellor

BRONX LIGHTHOUSE CHARTER SCHOOL RENEWAL REPORT

DECEMBER 19, 2008

Table of contents

I. INTRODUCTION 1

A. STATUTORY BASIS FOR RENEWAL 1

B. NYCDOE’S CHARTER RENEWAL PROCESS 2

II. SCHOOL DESCRIPTION AND HISTORY 4

III. SUMMARY OF FINDINGS AND RECOMMENDATION 10

A. SUMMARY OF FINDINGS 10

B. CONCLUSION AND RECOMMENDATION 12

III. FACTUAL FINDINGS AND DISCUSSION 12

A. RENEWAL QUESTION #1: HAS THE SCHOOL BEEN AN ACADEMIC SUCCESS? 12

B. RENEWAL QUESTION #2: HAS THE SCHOOL BEEN A VIABLE ORGANIZATION? 37

**C. RENEWAL QUESTION #3: HAS THE SCHOOL BEEN IN COMPLIANCE WITH ALL
APPLICABLE LAWS AND REGULATIONS? 47**

I. Introduction

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.¹

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.²

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.³ 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.⁴

¹ See § 2850 of the Charter Schools Act of 1998.

² See §§ 2851(4) and 2852 of the Act.

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

⁴ § 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.

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

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

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

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

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

The NYCDOE-OCS 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-OCS 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.

Review Process

In preparing this renewal decision, the NYCDOE-OCS reviewed site visit reports from each year of the school's charter, annual reports, financial audits, achievement data and other information provided by the school in the Bronx Lighthouse Charter School Renewal Application Part I: Retrospective, as well as additional data from the NYCDOE Progress Report.

In addition, a site visit was conducted at the school from October 21-23, 2008 by NYCDOE-OCS. Reviewers observed classrooms and reviewed documentation on finances, teacher certification, IEPs, curricula, student data, etc. The team also spent a great deal of time

interviewing leadership, the board of trustees, teachers, students, parents, teaching assistants, operational staff, behavior specialists, and other staff in the building. The review team consisted of the following individuals:

- Jeannemarie Hendershot, Associate Director of Accountability NYCDOE-OCS
- Aamir Raza, Director of Oversight and Policy, NYCDOE-OCS
- Fred Lisker, Senior School Improvement Specialist, NYCDOE Office of Special Education Initiatives
- Christopher Hawkins, Charter Accountability Analyst, NYCDOE-OCS
- Sabrina Skinner, Director of New School Development, NYCDOE-OCS
- Joshua Morales, Director of Charter School Operations, NYCDOE-OCS
- Georgie Beasley, Cambridge Education
- Katherine Ahearn, New York State Education Department

After the visit, the team continued to review documents collected at the visit, requested additional data, and reviewed all documentation related to the school. All of this information was compiled, using the NYCDOE-OCS Benchmarks for Renewal, and are laid out as findings in this report.

II. School Description and History

The Bronx Lighthouse Charter School (BLCS) opened its doors in September 2004, in a NYCDOE middle school building on Fox Avenue in the South Bronx. During the first year, the school served grades K-2 as the flagship school of Lighthouse Academies, a non-profit charter management organization with 10 schools in Indiana, Ohio, Illinois, Washington, DC and New York. BLCS is currently the only school that the CMO operates in New York. Because the CMO began at the same time as BLCS, the level of support has increased with the growing and changing needs of the school. Lighthouse Academies employs a Regional Director, Regan Kelly, who spends a majority of her time working with BLCS.

The school's mission, as laid out in the charter is:

Students at the Bronx Lighthouse Charter School will acquire the knowledge, skills, values and attitudes to be responsible citizens and effective workers. Students will realize this mission through a curriculum that infuses visual and performing arts into a rigorous core of content.

The vision is:

We expect every child to achieve at a high level. All students will master appropriate standards and understand all sequenced content each year. When, ultimately, we become a high school, we expect all graduates will begin further study, military enrollment, or gainful employment within ninety (90) days.

The school has quickly evolved from what began as a somewhat challenging startup phase. During the school's first year, the founding principal was dismissed mid-year, and this was followed by high staff turnover. As the school describes it, the first year of operation was "very rocky" and while teachers had begun to dig into the curriculum, their implementation of the scripted programs was not faithful to the publisher's recommendations for maximum impact on student achievement. At the end of the first year, a new school leader who was very young and energetic took over leadership of the school. During her tenure, foundations of school culture were established, but uniform compliance was low, as were compliance with some of the school's other behavioral expectations. In this second year, a great deal of discussion arose about the model, and teachers and leadership began using the curricular programs as resources rather than core programs. This led to a year where lots of new ideas for teaching and school culture were tested, but plans were less strategic. At the end of the second year, the new principal left the school for personal reasons.

BLCS began its third year in a bright, spacious new building with a new leader, Jeffrey Tsang, who had been a founding board member and a principal-in-residence at the school during the second year. When the second principal left, however, Mr. Tsang took over the role. During this year, the focus was put on trying to execute a full implementation of the curricular model as outlined in the charter. In addition, staffing at the school was reevaluated, and a number of staff members were not invited to return. Through a rigorous hiring process, new staff members were hired. The second focus in year three for Mr. Tsang was to undertake a "drastic ramp-up in school culture" since according to him, "discipline and engagement were not good in the first two years." During this year, teachers began really using data and thinking about how data could inform their strategies for re-teaching. Interventions were planned and by mid-year, the staff and leadership felt comfortable with the necessary changes they had implemented. This work, according to the school leadership, did not show up in the NYS ELA and math results since all of the changes had been implemented very recently.

From the middle of year three and through year four, “the machine was up and running,” as Mr. Tsang explained, and “parents started to get on board with the school culture.” During year four, teachers began using data more thoughtfully for grouping and differentiation, and professional development was more focused on meeting the needs of teachers. At this point, students who had been pulled out of their Open Court Reading classes for Corrective Reading were beginning to be mainstreamed and the after-school program was designed more strategically to remediate for students in a strategic, data-driven way. The school also spent a considerable amount of time in year four aligning its curriculum and began supplementing and revising elements of the purchased curricula to better align with NYS standards that students would be tested on. Making sure that school was enjoyable for its students also became a priority for leadership, so events were planned like a science fair, Olympics Day, and Hispanic Heritage Night. These events increased parent support and student engagement. All of this work yielded significantly improved student assessment outcomes in ELA and math at the end of year four.

After a considerably high number of students tested as proficient in math and a good deal in ELA, the school decided that they were no longer “operating at a deficit” and would have to shift their planning on fine tuning curricula and programming to strategically prepare students for college. Now in year five, the school is prioritizing improving student writing and finding ways to build student background knowledge to help them better access more challenging coursework. The school is also focusing on ways that they can continue to improve the school culture so that students act with understanding, compassion and appropriateness. This is being achieved through the work of a new Director of School Culture.

The tables below provide enrollment and demographic information for the student body at the school. This data should be used to understand the context in which the school has operated during this chartering period.⁵

Enrollment as articulated in the school's charter⁶

Grade	2004-05	2005-06	2006-07	2007-08	2008-09
K	40	40	80	44	44
1	44	44	64	88	44
2	44	44	44	66	88
3		44	44	44	66
4			44	44	44
5				44	44
6					44
7					
8					
9					
10					
11					
12					
Total	128	172	276	330	374

Actual Enrollment

Grade	2004-05	2005-06	2006-07	2007-08	2008-09
K	40	40	80	44	44
1	44	44	64	88	44
2	44	44	44	66	88
3		44	44	44	66
4			44	44	44
5				44	44
6					44
7					
8					
9					
10					
11					
12					
Total	128	172	276	330	374

⁵ Source: New York State Report Cards, 2004-05; 2005-06; 2006-07; and Bronx Lighthouse Charter School Renewal Application: Part I.

⁶ In 2006, the NYCDOE and NYSED approved a revision of the school's charter regarding Bronx Lighthouse Charter School's enrollment.

Bronx Lighthouse Charter School Renewal Report

Ethnicity

Race/ ethnicity	2004-05		2005-06		2006-07		2007-08	
	# of students	% of enrollment						
American Indian, Alaskan, Asian, or Pacific Islander	1	1%	1	1%	0	0%	0	0%
Black (Not Hispanic)	44	38%	71	42%	67	40%	131	40%
Hispanic	72	62%	99	58%	102	60%	191	58%
White (Not Hispanic)	0	0%	0	0%	0	0%	2	1%

Demographics

	2004-05		2005-06		2006-07		2007-08	
	# of students	% of enrollment						
Limited English Proficient	n/a	n/a	25	15%	25	9%	28	8%
Free Lunch Eligible	72	56%	117	68%	176	64%	208	63%
Special Education	8	7%	14	8%	24	9%	35	11%

Oversight History

School Year	Year of Operation	Oversight Visit	Feedback to School
2004-05	1	12/1/04 and 5/24/05: Visits from NYCDOE	<p>Written report listing the following areas of strength or concern:</p> <ul style="list-style-type: none"> ▪ Uncertified Special Education coordinator ▪ Low ELL enrollment dissonant with community demographics ▪ Staff turnover ▪ Some immunization documents missing ▪ Despite losing first principal in first semester, smooth transition to new staff and principal ▪ Strong arts infusion and PD ▪ Over-reliance on purchased curricula ▪ Lack of ongoing assessment data ▪ Recruitment of students with special needs
2005-06	2	6/8/06: Visit from NYCDOE	<p>Written Report addressed the following:</p> <ul style="list-style-type: none"> ▪ School has a great deal of assessment data but no systems to track all of the data generated ▪ Good interventions, but not all linked to data ▪ Curriculum in line with charter ▪ Variable classroom management ▪ Lack of cash flow analysis
2006-07	3	2/28/07: Third Year Comprehensive Monitoring Visit from NYSED	<p>Written report list the following areas of concern:</p> <ul style="list-style-type: none"> ▪ Board of trustees – committees ▪ Fingerprint clearance process ▪ Conditional/indefinite suspensions ▪ Failure to provide alternative instruction to suspended students ▪ Compliant procedures ▪ Instructional program lacking subject areas (social studies, technology, CDOS, Family and Consumer Sciences) ▪ Student immunizations
2007-08	4	4/1/08: Visit from NYCDOE in conjunction with Cambridge Education	<p>Written report listed the following areas in need of improvement:</p> <ul style="list-style-type: none"> ▪ Consistency in use of data across classrooms ▪ Consistency in classroom and behavior management ▪ Review issue of direct employment of speech teacher given large number of mandated students ▪ Data analysis by cohorts and

Bronx Lighthouse Charter School Renewal Report

			groups of students
2008-09	5	10/21/08-10/23/08: Renewal visit from NYCDOE in conjunction with NYSED and Cambridge Education	This report constitutes the findings from the renewal visit and recommendation for renewal.

Challenges

- The school went through significant leadership change before the third year of operation, and so the effects of stable leadership have only showed up in student performance recently.
- A major shift in school culture between years two and three created challenges for parent engagement

III. Findings and Recommendation

A. Findings

Recommendation: NYCDOE-OCS recommends that the State Board of Regents approve the application for renewal of the Bronx Lighthouse Charter School for a period of **5 years** consistent with the terms of the renewal application.

In order for the NYCDOE-OCS to recommend that a Chancellor-authorized charter school be awarded a five-year renewal of its charter, a school must show that it has met its goals as outlined in the charter or at least made consistent and meaningful progress towards meeting those outcome measures and goals. The NYCDOE-OCS has found Bronx Lighthouse Charter School (BLCS) to be an academically successful school that has made consistent progress towards meeting its goals in English language arts (ELA) and math. NYCDOE-OCS believes that BLCS is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter.

Based on the findings delineated below, Bronx Lighthouse Charter School is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the Charter Schools Act and applicable law. It is the belief of NYCDOE-OCS that at the end of this term of renewal, the Bronx Lighthouse Charter School will continue to outperform the other schools in its Community School District.

A. Has the School Been an Academic Success?

Finding 1:

NY State ELA and math assessment results from 2005-2008 data for grades 3-5.

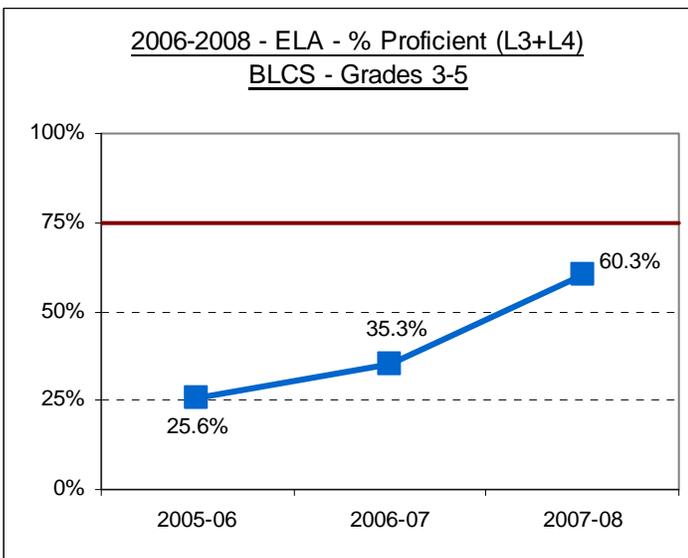


Figure 1

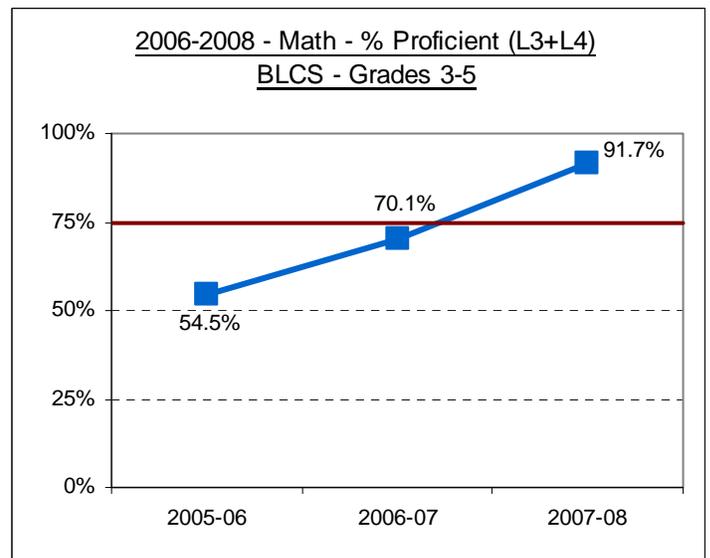


Figure 2

BLCS has made significant and consistent progress in both ELA and math over the past three years since it began administering NY State tests in 2006. In ELA, although the school's progress has been good, it is only in the last year that the school has demonstrated that more than half of its students are proficient. The school began outperforming its Community School

District (CSD 12) in ELA performance in 2008. Of the students that began at BLCS in kindergarten, 70% scored proficient in ELA, a strong indicator that the school will continue to build a solid foundation for students to achieve.

In math, performance at BLCS has been consistent and strong, and the school's absolute performance has increased more rapidly than its CSD and citywide counterparts. The school began to outperform the CSD in 2007 and outperformed both the CSD and city in 2008. This is evidenced clearly in the NYCDOE 2008 Progress Report where the school demonstrated its ability to significantly outpace all similar schools in terms of the amount of students making at least one year's progress in math last year. Of the students that began at BLCS in kindergarten, 100% scored proficient in mathematics, a very strong indicator that the school will continue to build a solid foundation for students to achieve at high levels.

In science and social studies, the school has underperformed the CSD and city for the past two years; however, performance in science increased significantly between 2007 and 2008.

Finding 2:

Bronx Lighthouse Charter School implements a structured curriculum relying on research-based programs for instruction in reading and mathematics. The school has done significant work over the past two years to ensure full implementation of its curricular programs, and has spent a great deal of time reviewing these programs to maximize NYS Standards alignment. The school enriches student learning with a broad arts curriculum and through arts-infusion in all content areas. The school's curriculum is still heavily reliant on programs, however, and may require further supplementation to develop into a full curriculum that has the flexibility to meet the needs of all types of learners.

Finding 3:

The school environment at Bronx Lighthouse has improved each year and now that clear expectations for behavior have been set and consistently enforced, the school is working to refine its approach to discipline so that students at the school act with respect and appropriateness at all times because they want to, not because their teachers tell them to. Strategic work from the school's Director of School Culture will help the school refine this long-term goal.

B. Has the School Been a Viable Organization?

Finding 1:

Bronx Lighthouse Charter School has committed and knowledgeable board members who not only know the mission of the school but are also exploring newer strategies to meet the goals outlined in the charter agreement. The board takes pride in the progress made and the challenges faced in the past 5 years of the school's operation. The board has been reflective and willing to look in all directions to find solutions that will benefit the student body and the community that the school serves. Overall, the board of trustees appears to grow stronger as time goes by. The board has been, and will continue to focus on board development and keeping accountability at the forefront of all initiatives taken at the board and school level.

Finding 2:

Bronx Lighthouse Charter School spends a high portion of its public and private revenue on educational programs (85.8%) and overall, the state of finances at the school is highly efficient and stable. According to the June 30, 2008 audit reports, the school had over \$1 million in liquid assets ready for use within 90 days. The school maintains good internal controls in collaboration with Lighthouse Academies, its partner organization. The school is well positioned to face the economic downturn and the school board and the management partner deserves praise for keeping the school in such good fiscal health.

Finding 3:

NYCDOE Learning Environment Survey results reveal that the majority of parents who responded were satisfied with the learning environment created by the school. Parents at BLCS play a significant and meaningful role in governance, and parent participation in school-wide events continues to grow.

C. Has the School Been in Compliance with All Applicable Laws and Regulations?

Finding:

The school has been fully compliant with all applicable laws and regulations, and has taken swift corrective action to remedy any areas of non-compliance. The certification of special education teachers has been raised as a minor concern, but the school maintains high levels of teacher certification overall.

B. Conclusion and Recommendation

The Department of Education Office of Charter Schools recommends that Bronx Lighthouse Charter School, as an educationally and fiscally sound organization, likely to improve student learning and achievement, and meets the requirements of the charter Schools Act and applicable law, be renewed for a term of 5 years to serve grades K-11.

III. Discussion of Findings by Benchmark

A. Renewal Question #1: Has the School Been an Academic Success?

Benchmark 1A:

An academically successful school can demonstrate outstanding student performance outcomes according to the following measures:

1. Absolute
2. Comparative
3. Value-Added
4. NCLB

Discussion of Benchmark 1A:

As stated in Finding #1 above, the School has not met all of the academic goals that it set for itself in its application.

Academic Goals:

1. All students will successfully complete schoolwork corresponding to the New York State and New York City performance and learning standards;
2. All students will meet or exceed the Lighthouse Academies Exit Standards;
3. All third and fourth graders who began at the BLCS in Kindergarten will demonstrate proficiency on the City and State ELA and Mathematics Tests;
4. After two consecutive years of administration of state and city assessments, the BLCS will meet or exceed the performance level defined by the DOE for high performing schools (75%);
5. All students who have spent two full years at the BLCS will demonstrate proficiency on the Stanford Achievement Test (SAT-9) or TerraNova;
6. All students taking the TerraNova will improve one grade level per year; and
7. Students from all ethnic and gender groups within the BLCS will perform at comparably high achievement levels on New York State and City exams as well as the SAT-9/TerraNova.

Bronx Lighthouse Charter School Renewal Report

Bronx Lighthouse Charter School - Academic Goals						
	Goals	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Absolute	All students will successfully complete schoolwork corresponding to the New York State and New York City performance and learning standards	Yes	Yes	Yes	Yes	n/a
	All students will meet or exceed the Lighthouse Academies Exit Standards. [Measured by grade promotion rate.]	100% Promoted Yes	95% Promoted No	95% Promoted No	95% Promoted No	n/a
	All third and fourth graders who began at the BLCS in Kindergarten will demonstrate proficiency on the City and State ELA and Mathematics Tests.	n/a	n/a	n/a	ELA = 70% No	n/a
					Math = 100% Yes	
	After two consecutive years of administration of state and city assessments, the BLCS will meet or exceed the performance level defined by the DOE for high performing schools (75%).	n/a	First year of testing	ELA = 35.3% No	ELA = 60.3% No	n/a
Math = 70.1% No				Math = 91.7% Yes		
All students who have spent two full years at the BLCS will demonstrate proficiency on the Stanford Achievement Test (SAT-9) or TerraNova.	n/a	n/a	No	No	n/a	
Value-Added	All students taking the TerraNova will improve one grade level per year.	n/a	No	No	No	n/a
Absolute	Students from all ethnic and gender groups within the BLCS will perform at comparably high achievement levels on New York State and City exams as well as the SAT-9/TerraNova.	Yes	Yes	Yes	Yes	n/a

Table 1

Table 1 documents BLCS’s progress towards meeting its goals over the four previous years of its charters. The Office of Charter Schools has some concerns about the goals that contain the words “all students” because they are too widely inclusive and limit the school’s ability to indicate positive and notable progress.

Academic Goal 1:

All students will successfully complete schoolwork corresponding to the New York State and New York City performance and learning standards.

BLCS has met Academic Goal 1.

Year	Historical Evidence & Examples
2004-2005	Each teacher completed the prescribed instruction within 5-10% of targets.
2005-2006	Each teacher completed the prescribed instruction within 5-10% of targets.
2006-2007	100% of teachers were on pace in English Language arts, and 92% of teachers were on pace in math. The one teacher off pace in math was off by one week.
2007-2008	Each teacher completed the prescribed instruction within 5-10% of targets.

Table 2

BLCS has created a curriculum using programs (Open Court Reading, Saxon Math, Full Option Science System, and Pearson History & Geography) that are aligned to the New York State and City standards. Lighthouse Academies provides BLCS with detailed curriculum pacing guides in each core subject to guide teacher on the implementation of the education program and support school leaders in the monitoring of teachers’ progress and student achievement. Table 2 shows the percentage of teachers who met the teaching target in the pacing guide.

Academic Goal 2:

All students will meet or exceed the Lighthouse Academies Exit Standards.

BLCS has met 1 of the 4 measures of Academic Goal 2.

Grade Promotion Rate					
	First Year	Second Year	Third Year	Fourth Year	Fifth Year
All students will meet or exceed the Lighthouse Academies Exit Standards. [Measured by grade promotion rate.]	100% Promoted Yes	95% Promoted No	95% Promoted No	95% Promoted No	n/a

Table 3

Grade Level Mastery Objectives (formerly the “Lighthouse Academies Exit Standards”), provided by Lighthouse Academies, give teachers a framework of knowledge and skills that students must master each year. These are consistent with State and City standards to ensure high student expectations and achievement.

As demonstrated in Table 3, the school achieved its goal of “all students” meeting or exceeding the Lighthouse Academies Exit Standards only once (first year). Over the remaining three years, the school has promoted roughly 95% of its student body to the subsequent grade level as defined by the aforementioned standards. To help increase the number of students who are mastering grade level objectives, BLCS has established several data-driven intervention services.

Academic Goal 3:

All third and fourth graders⁷ who began at the BLCS in Kindergarten will demonstrate proficiency on the City and State ELA and Mathematics Tests.

BLCS has met 1 of the 2 measures of Academic Goal 3.

NY State - ELA - Grade 3 who Started BLCS as K					
Proficiency Level	L1	L2	L3	L4	L3+L4
# Students at Level (N=23)	0	7	14	2	16
Total %	0%	30%	61%	9%	70%

Table 4

According to the data in Table 4, BLCS has not achieved the goal that all 3rd graders who began in the Kindergarten would demonstrate proficiency on the NY State ELA assessment.

NY State - Math - Grade 3 who Started BLCS as K					
Proficiency Level	L1	L2	L3	L4	L3+L4
# Students at Level (N=23)	0	0	13	10	23
Total %	0%	0%	57%	43%	100%

Table 5

According to the data in Table 5, BLCS has achieved the goal that all 3rd graders who began in the Kindergarten would demonstrate proficiency on the NY State Math assessment. When the retrospective report was submitted to the NYCDOE-OCS and at the time of the renewal visit, there were no 4th graders who began at BLCS in Kindergarten who had completed the ELA or math assessments (they were currently in their fifth year, like the school).

⁷ In 2008, BLCS only had a 3rd grade cohort that had been at the school since kindergarten.

Academic Goal 4:

After two consecutive years of administration of state and city assessments, the BLCS will meet or exceed the performance level defined by the DOE for high performing schools (75%).

BLCS has met 1 of the 2 measures of Academic Goal 4.

% Proficient (L3+L4) - NY State ELA - BLCS Scores After 2 Consecutive Years		
	2006-07	2007-08
Grade 3	46.3%	61.4%
Grade 4	25.0%	54.5%
Grade 5	-	65.1%
All Grades	35.3%	60.3%

Table 6

According to the data in Table 6, BLCS has not achieved its goal on the NY State ELA assessment.

% Proficient (L3+L4) - NY State Math - BLCS Scores After 2 Consecutive Years		
	2006-07	2007-08
Grade 3	84.6%	100.0%
Grade 4	55.3%	81.8%
Grade 5	-	93.2%
All Grades	70.1%	91.7%

Table 7

According to the data in Table 7, BLCS has achieved its goal on the NY State Math assessment.

Academic Goal 5:

All students who have spent two full years at the BLCS will demonstrate proficiency on the Stanford Achievement Test (SAT-9) or TerraNova.

Academic Goal 6:

All students taking the TerraNova will improve one grade level per year.

2004–2008 Stanford-9 and TerraNova Tests								
Mean NCE by Grade Level (spring scores)								
Current Grade (07-08)	Reading				Math			
	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
Grade 5	35	37	43	46	37	30	54	58
Grade 4	41	41	41	44	35	43	46	54
Grade 3	54	49	51	46	42	62	56	61
Grade 2		47	49	48		47	47	49
Grade 1			52	54			56	49

Table 8

According to Table 8, BLCS has not achieved either of its goals (5 nor 6) of all students demonstrating proficiency (a score of 50 NCEs or greater) on the SAT-9 or TerraNova assessments, nor have they achieved the goal of students improving one grade level per year. However, it is encouraging that in between the 2007 and 2008 test dates, students generally improved over one grade level in all grades except for first grade.

Stanford 9 & TerraNova - Reading - 2005-2008 - Count of Students Making Greater / Equal To or Less than One-Year's Growth															
	Grade 1	Grade 2		Grade 3			Grade 4			Grade 5			All Grades		
	2007-08	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
# Grtr. than 1yr	34	19	25	14	21	13	18	14	27	17	27	23	19	81	122
# Less than 1yr	45	12	33	22	18	27	11	21	14	21	11	18	16	62	137
# Total	79	31	58	36	39	40	29	35	41	38	38	41	35	143	259
% Grtr. - 1yr	43.0%	61.3%	43.1%	38.9%	53.8%	32.5%	62.1%	40.0%	65.9%	44.7%	71.1%	56.1%	54.3%	56.6%	47.1%
% Less - 1yr	57.0%	38.7%	56.9%	61.1%	46.2%	67.5%	37.9%	60.0%	34.1%	55.3%	28.9%	43.9%	45.7%	43.4%	52.9%

Table 9

Stanford 9 & TerraNova - Math - 2005-2008 - Count of Students Making Greater / Equal To or Less than One-Year's Growth															
	Grade 1	Grade 2		Grade 3			Grade 4			Grade 5			All Grades		
	2007-08	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
# Grtr. than 1yr	23	20	31	33	14	30	25	18	34	8	38	23	66	90	141
# Less than 1yr	43	13	27	2	24	10	9	17	7	30	1	18	41	55	105
# Total	66	33	58	35	38	40	34	35	41	38	39	41	107	145	246
% Grtr. - 1yr	34.8%	60.6%	53.4%	94.3%	36.8%	75.0%	73.5%	51.4%	82.9%	21.1%	97.4%	56.1%	61.7%	62.1%	57.3%
% Less - 1yr	65.2%	39.4%	46.6%	5.7%	63.2%	25.0%	26.5%	48.6%	17.1%	78.9%	2.6%	43.9%	38.3%	37.9%	42.7%

Table 10

A closer look at Tables 9 and 10 shows the percent of students, broken down by years of testing and grade, who have made one grade level of growth as measured by the Stanford 9 and Terra Nova. The school administered the Stanford 9 in the fall of 2004 and spring of 2005; all subsequent results represent Terra Nova data. The table above shows students' grades in 2007-08 and the grade-level cohort's results from each administration of the test. The "All Students" column represents the average percent of students making more than one year of progress on the nationally normed assessments for each year of the administration, across grades. According to the above data provided by the Terra Nova Reading assessment 54.3, 56.6 and 47.1 percent of students have improved one grade level per year (% Grtr. - 1 yr) between the years 2005-06, 2006-07, 2007-08 respectively. According to the above data provided by the Terra Nova Math assessment 61.7, 62.1 and 57.3 percent of students have improved one grade level per year (% Grtr. - 1 yr) between the years 2005-06, 2006-07, 2007-08 respectively.

Academic Goal 7:

Students from all ethnic and gender groups within the BLCS will perform at comparably high achievement levels on New York State and City exams as well as the SAT-9/TerraNova.

2004–2007 Stanford-9 and TerraNova Tests								
Mean NCE by Ethnicity (spring scores)								
2+ Years	2004-2005 (SAT-9)		2005-2006 (TN)		2006-2007 (TN)		2007-2008 (TN)	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Current 2nd Graders			Year 1		50	48	49	49
African-American					50	46	51	50
Hispanic					49	49	47	48
Current 3rd Graders	Year 1		49	62	51	56	46	61
African-American			43	52	47	51	44	56
Hispanic			52	66	53	58	47	51
Current 4th Graders			41	43	40	46	45	55
African-American			46	42	42	44	45	51
Hispanic			38	44	38	47	45	58
Current 5th Graders	Year 1		37	29	43	54	45	57
African-American			37	28	42	54	43	60
Hispanic			38	30	44	55	46	55

Table 11

2004–2007 Stanford-9 and TerraNova Tests								
Mean NCE by Gender (spring scores)								
2+ Years	2004-2005 (SAT-9)		2005-2006 (TN)		2006-2007 (TN)		2007-2008 (TN)	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Current 2nd Graders			Year 1		50	48	49	49
Female					53	48	52	49
Male					44	47	44	48
Current 3rd Graders	Year 1		49	62	51	56	46	61
Female			46	61	52	54	44	58
Male			51	62	50	57	47	63
Current 4th Graders			41	43	40	46	45	55
Female			43	40	43	44	47	56
Male			40	46	37	48	44	55
Current 5th Graders	Year 1		37	29	43	54	45	57
Female			39	30	45	56	47	60
Male			35	28	40	52	41	52

Table 12

According to the data the school has provided in Tables 11 and 12, it is evident that the school is generally serving all ethnic and gender groups equally.

Additional Data & Analysis⁸

NY State ELA Assessment

1A.1 - Absolute:

ELA	2005-06	2006-07	2007-08
Grade 3	25.6%	46.3%	61.4%
Grade 4	-	25.0%	54.5%
Grade 5	-	-	65.1%
TOTAL	25.6%	35.3%	60.3%

Table 13

Table 13 shows the performance of all students in grades 3-5 at Bronx Lighthouse Charter School on the NY State ELA assessment over the past three years. The NY State ELA data over the past three years shows a trend of continued and consistent school wide progress towards the 75 percent threshold of proficiency standard for high performing charter schools.

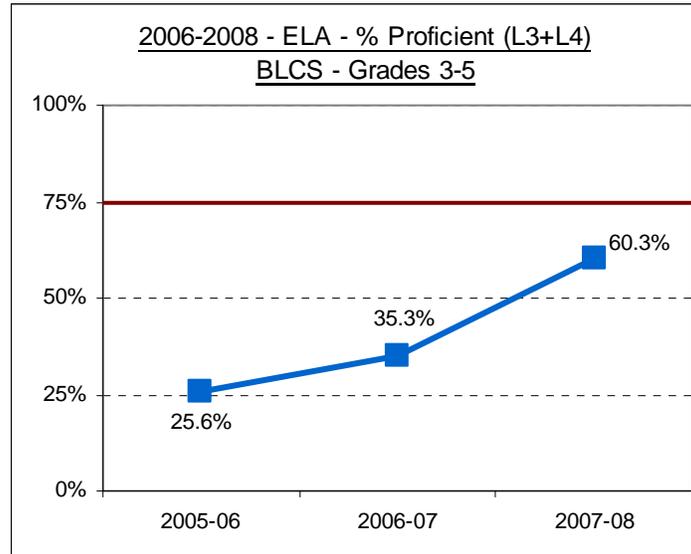


Figure 3

Figure 3 illustrates the performance of all students in grades 3-5 at Bronx Lighthouse Charter School on the NY State ELA assessment over the past three years as detailed in Table 13.

⁸ Results of the NY State ELA, Math, Science, and Social Studies assessments (2005-08).

1A.2 - Comparative:

% Proficient (L3+L4) - NY State ELA Assessment - BLCS vs. CSD 12 vs. City									
Grade Level	2005-06			2006-07			2007-08		
	BLCS	CSD 12	CITY	BLCS	CSD 12	CITY	BLCS	CSD 12	CITY
Grade 3	25.6%	45.1%	61.5%	46.3%	39.9%	56.4%	61.4%	45.3%	59.9%
Grade 4	-	-	-	25.0%	39.3%	56.0%	54.5%	44.2%	61.3%
Grade 5	-	-	-	-	-	-	65.1%	52.3%	69.2%
All Grades	25.6%	45.1%	61.5%	35.3%	39.6%	56.2%	60.3%	47.3%	63.5%

Table 14

Table 14 compares the percent of OCS, host CSD 12 and NY City students attaining proficiency (L3+L4) on the NY State ELA assessment over the past three years.

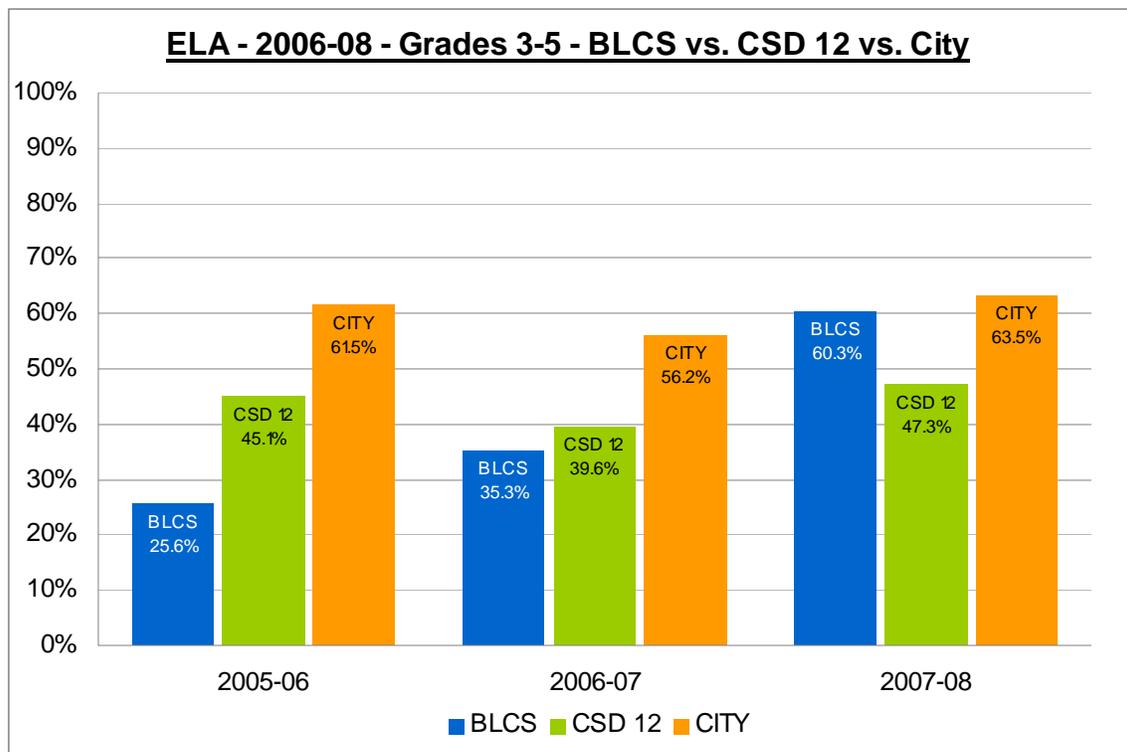


Figure 4

Figure 4 visually depicts the percent of BLCS (blue), host CSD 12 (green), and NY City (orange) students attaining proficiency (L3+L4) on the NY State ELA assessment over the past three years. Since 2005-06, BLCS has steadily improved its performance on the NY State ELA assessment with a large leap in the fourth year of its charter (2007-08). Comparatively, BLCS now significantly outperforms schools in CSD 12 serving the same grades on the NY State ELA assessment.

NY State Math Assessment

1A.1 – Absolute:

Math	2005-06	2006-07	2007-08
Grade 3	54.5%	84.6%	100.0%
Grade 4	-	55.3%	81.8%
Grade 5	-	-	93.2%
TOTAL	54.5%	70.1%	91.7%

Table 15

Table 15 shows the performance of all students in grades 3-5 at Bronx Lighthouse Charter School on the NY State Math assessment over the past three years. The school shows a trend of continued and consistent school wide progress and has far surpassed the 75 percent threshold of proficiency standard for high performing charter schools.

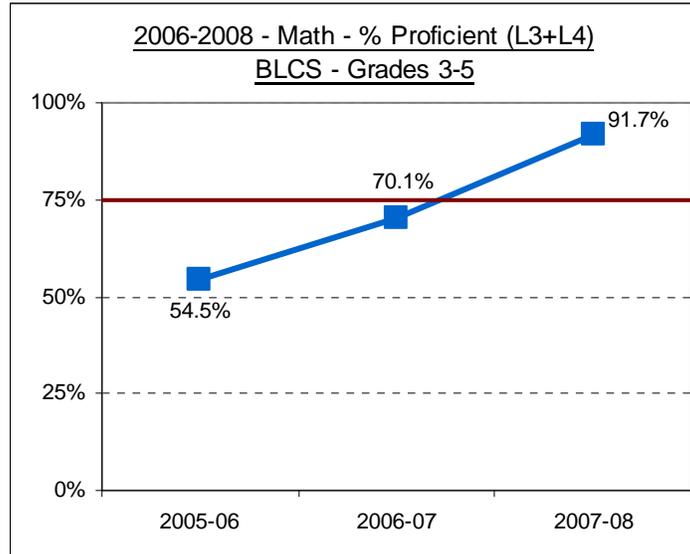


Figure 5

Figure 5 illustrates the performance of all students in grades 3-5 at Bronx Lighthouse Charter School on the NY State Math assessment over the past three years as detailed in Table 15.

1A.2 - Comparative:

% Proficient (L3+L4) - NY State Math Assessment - BLCS vs. CSD 12 vs. City									
Grade Level	2005-06			2006-07			2007-08		
	BLCS	CSD 12	CITY	BLCS	CSD 12	CITY	BLCS	CSD 12	CITY
Grade 3	54.5%	65.1%	75.3%	84.6%	73.2%	82.2%	100.0%	79.5%	87.2%
Grade 4	-	-	-	55.3%	61.0%	74.1%	81.8%	69.5%	79.6%
Grade 5	-	-	-	-	-	-	93.2%	64.8%	79.2%
All Grades	54.5%	65.1%	75.3%	70.1%	67.2%	78.2%	91.7%	71.2%	82.0%

Table 16

Table 16 compares the percent of BLCS, host CSD 12 and NY City students attaining proficiency (L3+L4) on the NY State Math assessment over the past three years.

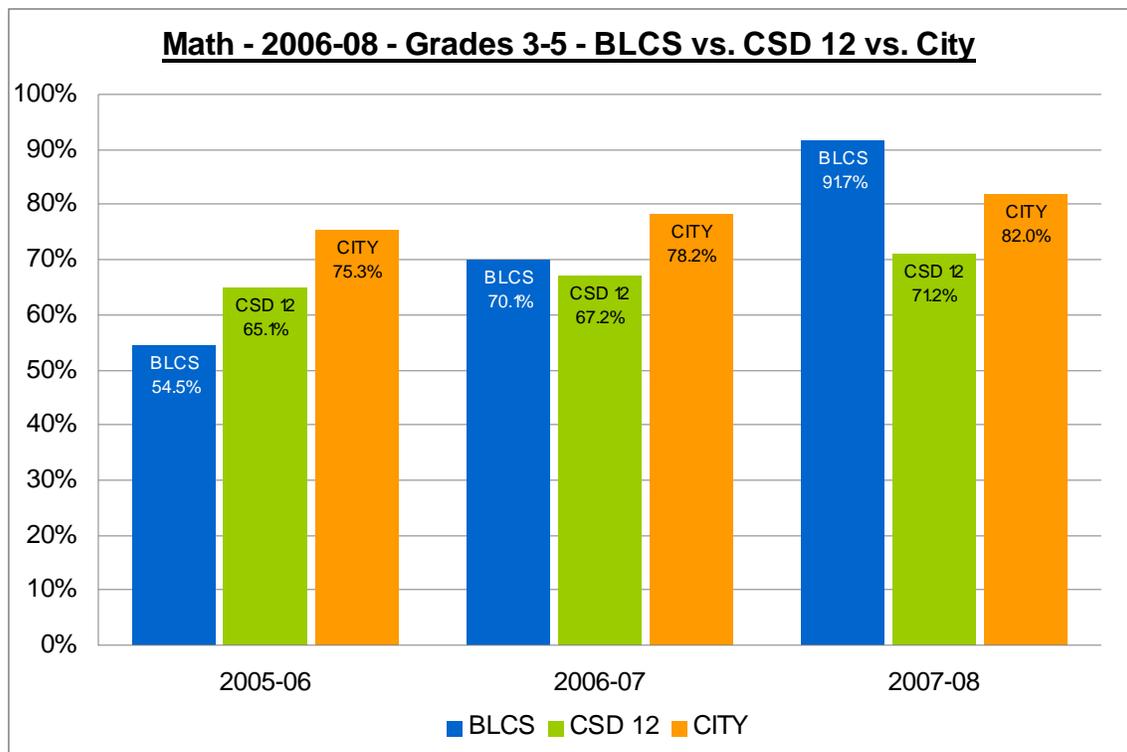


Figure 6

Figure 6 visually depicts the percent of BLCS (blue), host CSD 12 (green), and NY City (orange) students attaining proficiency (L3+L4) on the NY State Math assessment over the past three years. Since 2005-06, BLCS has steadily improved its performance on the NY State Math assessment. For two years BLCS has been outperforming CSD 12 and for one year BLCS has been significantly outperforming the citywide average on the NY State Math assessment.

Analysis of Grade 4 Science Test Scores⁹

In 2006-07, 52.3% of students at Bronx Lighthouse Charter School scored at level 3 or above on the NY State Grade 4 Science assessment. In 2007-08, 65.9% of students at Bronx Lighthouse Charter School scored at level 3 or above on the NY State Grade 4 Science assessment.

% Proficient (L3+L4) - NY State Grade 4 Science			
BLCS vs. CSD 27 vs. City			
	BLCS	CSD 12	CITY
2007-08	65.9%	60.2%	74.7%
2006-07	52.3%	62.7%	73.4%

Table 17

Table 17 shows that in 2006-07 the school's results are significantly below both its host community school district 12 and New York City. In 2007-08, BLCS outperformed CSD 12, but still lagged behind the city.

⁹ Results of the NY State Grade 4 Science assessment (2007-08).

Analysis of Grade 5 Social Studies Test Scores¹⁰

In 2007-08, 50.0% of students at Bronx Lighthouse Charter School scored at level 3 or above on the NY State Grade 5 Social Studies assessment. This is significantly less than both their host community school district 12 and New York City.

<u>% Proficient (L3+L4) - NY State Grade 5 Social Studies</u>			
<u>BLCS vs. CSD 27 vs. City</u>			
	BLCS	CSD 12	CITY
2007-08	50.0%	60.7%	74.3%

Table 18

Table 18 shows that in the one year that BLCS had a 5th grade, (2007-08), the school has significantly underperformed the CSD 12 schools and citywide schools on the NY State Grade 5 Social Studies assessment.

¹⁰ Results of the NY State Grade 5 Social Studies assessment (2008).

Additional Data & Analysis¹¹

2007 NYCDOE Progress Report: Student Progress Section:

	<u>Your School's Score:</u> This Year	Your School Relative to Peer Horizon	<u>Peer Horizon:</u> Minimum Maximum		Your School Relative to City Horizon	<u>City Horizon:</u> Minimum Maximum	
3 Student Progress (55%)							
English Language Arts							
Percent of Students Making at least 1 Year of Progress	45.6%	21.2%	40.6%	64.2%	24.2%	39.2%	65.7%
Average Change in Student Proficiency	0.03	43.1%	-0.08	0.17	42.4%	-0.09	0.19
Average Change in Proficiency in School's Lowest 1/3 of Students			0.06	0.47	NA	0.06	0.48
Mathematics							
Percent of Students Making at least 1 Year of Progress	60.7%	81.7%	35.2%	66.4%	78.4%	34.2%	68.0%
Average Change in Student Proficiency	0.13	80.9%	-0.14	0.20	79.1%	-0.14	0.20
Average Change in Proficiency in School's Lowest 1/3 of Students			-0.04	0.43	NA	-0.07	0.47
<i>Student Progress Score:</i>	31.1						

Figure 7

The 2007 NYCDOE Progress Report for BLCS (Figure 7) revealed that from 2006 to 2007, 45.6% of students at the school made at least one year’s progress in ELA and 60.7% of students made one year’s progress in math. In ELA, the school’s progress placed it in the bottom quartile of all similar schools and elementary schools in the city. In math, the school’s progress placed it in the top quartile of all similar schools and elementary schools in the city.

¹¹ Results of the 2007 NYCDOE Progress Report for Bronx Lighthouse Charter School.

2008 NYCDOE Progress Report: Student Progress Section:

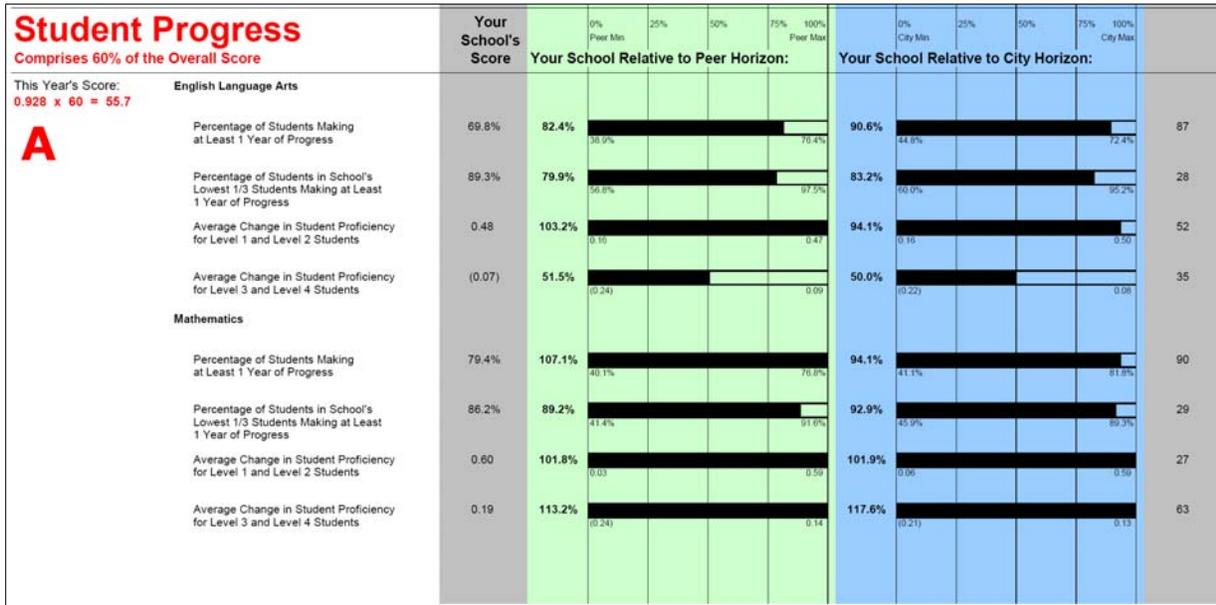


Figure 8

The 2008 NYCDOE Progress Report (Figure 8) showed that the school significantly increased the percentage of students making one year of progress in ELA from 45.6% in 2007 to 69.8% (+24.2% pts.) In math, BLCS made significant progress as well by increasing the percentage of students making one year of progress from 60.7% to 79.4% (+18.7% pts.). In both categories, the school is strongly outperforming schools in both its peer horizon and city horizon.

1 Year of Progress in ELA	
Top 2/3	58.3%
Bottom 1/3	89.3%
General Ed.	68.3%
Special Ed.	100.0%
All	69.8%

Table 19

1 Year of Progress in Math	
Top 2/3	76.0%
Bottom 1/3	86.2%
General Ed.	78.9%
Special Ed.	100.0%
All	79.4%

Table 20

Tables 19 and 20 show the percent of students making one year of progress on the NY State ELA and Math assessments from 2007 to 2008. It is clear from Table 19 that between the 2007 and 2008 NY State ELA assessments, BLCS served special education students and those students in the bottom third of its population better than general education students and those students in the top two-thirds of its population. It is also evident that on Table 20 that between the 2007 and 2008 NY State Math assessments, BLCS served special education students and those students in the bottom third of its population better than general education students and those students in the top two-thirds of its population. The fact that 100% of special education students made at least one year's progress in ELA and math is a particularly noteworthy accomplishment.

Benchmark 1B:

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

1: A Rigorous Instructional Program that includes:

- Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
- Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
- Academic expectations that adults in the school clearly and consistently communicate to students
- Classroom lessons with clear goals aligned with the curriculum
- Classroom practices that reflect competent instructional strategies
- Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
- Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students

Discussion of Benchmark 1B¹²:

Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards

Lighthouse Academies has developed a set of grade level mastery objectives in each grade and exit standards that all students enrolled at the ten Lighthouse Academy schools across the country are expected to master in addition to state standards. These are well laid out for each grade that the school currently serves, and are still being refined for grades that are being planned. While these standards are helpful benchmarks for the school, it is problematic that the exit standards for upper grades have not yet been more clearly defined because teachers and leaders are not able to think strategically about how what they teach now will impact on achievement in higher grades, and what specific skills students must receive in the middle grades to be college ready by the time they graduate from the school.

In year four, leaders at the school conducted a thorough standards alignment project to better ensure that Open Court Reading and Saxon Math aligned with NYS standards. When the study was conducted, the school realized that it needed to stack math skills a little bit earlier in each year's pacing plan in order to prepare students for the state assessments in grades three through eight and the first math Regents that the students would need to be ready for by the end of the eighth grade.

Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals

BLCS has a series of purchased programs that it uses to teach the core content areas: Open Court Reading, Saxon Math, Foss Science, and Pearson History and Geography for social studies. This menu of programs is not necessarily a solid and complete curriculum, because it assumes that all students' needs, interests, as well as standards will be taught thoroughly through a limited set of

¹² Discussion is based on evidence gathered during the Renewal Site Visit, 10/21/08 – 10/23/08.

materials. However, in recent years, the school leadership has emphasized to teachers a need to implement the curricular materials faithfully, so as to be able to yield the maximum impact of each. In doing this, the school has seen positive growth in student progress and achievement in reading and math, the two areas prioritized by the school during the first chartering period. The curriculum alignment study also helped teachers find ways to supplement the curriculum for essential skills and concepts as well as enrichment, without sacrificing the prescribed implementation model for each program.

The school established itself in the charter as an “arts-infusion” school, and has had many partnerships during this first chartering period with organizations like Dreamyard, LEAP, Lincoln Center Institute for Arts in Education, and other community-based arts organizations. The school employs an arts-infusion specialist whose primary role is to work with content area teachers to develop lessons and projects that teach key concepts through the arts. For example, one teacher described on the visit how she had asked the arts-infusion specialist to assist her with an artistic recreation of the Mississippi River to help her students better understand work they were doing in English language arts and social studies. In addition, students have daily art classes in every grade, and hallways at the school are filled with student artwork.

Social studies and science curricula are less developed at the school, and student achievement on NYS tests demonstrates the impact of this. The board of trustees and school leadership both emphasized that science and social studies had not been priorities for the school in early years since students came in with such low levels in ELA and math, and leadership felt it was essential to ensure students had requisite skills in these areas before moving on to other content areas in greater depth. During the visit, reviewers observed far fewer effective lessons in science and social studies than they did in other areas. It appears that the school must still undertake substantial work to help student achievement in these areas, and to broaden students’ experiences with essential content that will prepare them for the upper grades where content area courses become more demanding.

Academic expectations that adults in the school clearly and consistently communicate to students

The school uses two key acronyms for communicating expectations and core values to students: BEAM and SHINE. BEAM stands for, “Be quiet, Engage in learning, Ask and answer questions, and Move your eyes with the speaker.” SHINE stands for, “Self-discipline, Humility, Intelligence, Nobility, and Excellence.” During the visit, reviewers saw several examples of teachers reminding students to ‘BEAM’, but this was not consistent and reviewers did not observe consequences for students who were not BEAMing. The school communicates its SHINE principles through a morning motivation session each day at breakfast where students recite chants about their school to get excited about learning. These values are posted in all classrooms.

Last year, the school began implementing 6 Traits + 1 Writing rubrics to create common language and standards for evaluating student writing. Teachers have done significant work to identify the core traits that all students at the school should be focusing on, and posted work revealed consistent application of these expectations for writing. All teachers also clearly communicate performance targets for NYS assessments and the NWEA-MAP assessment to their classes as a whole and to individual students. These are posted on the whiteboards in every class as a visible reminder to students.

Classroom lessons with clear goals aligned with the curriculum

Reviewers did not observe clearly articulated expectations for student performance in every class. In about one third of classrooms observed, teachers had posted clear learning objectives. In the remaining classes, objectives were used to describe activities that would take place during the lesson. In a smaller number of classes, no learning objectives were posted. Challenging work was observed more frequently in those classes that did post clear learning objectives. Almost every lesson observed appeared to be aligned with the curriculum and teachers could feel confident about this because of the alignment work and supplementation they had done last year.

Classroom practices that reflect competent instructional strategies

BLCS has a looping policy with its classes, and where possible, tries to maximize looping, even if that means the school strays from the Lighthouse Academies looping schedule which dictates which grades students should loop with their teachers. This has created an environment in which teachers can begin their school year with a great deal of knowledge about students' strengths and weaknesses, behaviors, family information, etc. This has allowed teachers to cover more content area each year since they can often shorten the time spent on setting up classroom rules and procedures, and time spent getting to know their students.

Reviewers observed good classroom procedures and classroom management in most classes that were visited. This created effective learning environments where teachers were able to move briskly through lessons and keep engagement high. However, there are still a few teachers that struggle with classroom management and do not maximize instructional time in their classrooms. Most instruction at the school that reviewers observed was conducted as whole-class instruction, with limited group work. Most teachers had consistent blackboard configurations in their rooms, indicating that school-wide planning informs teaching.

Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance

BLCS uses a great deal of assessment data to inform instruction and school-wide decision-making. The school currently uses the NWEA-MAP as its norm-referenced assessment for making comparisons across the nation, with other schools in the Lighthouse network, and for reporting student progress three times a year to the board. The school had been using NWEA-MAP internally for a few years, but revised its charter last year in order to use the NWEA-MAP as a replacement for the Terra Nova which had been in the school's original charter. According to the school leaders, the NWEA-MAP has helped them very closely predict student performance on the NYS ELA and math assessments. Curricular assessments from Saxon and Open Court are used about every six weeks, and these assessments have all been modified for the school based on the standards-alignment conducted last year. In addition, the school uses DIBELS to plan interventions for students who are not meeting benchmarks in reading. Reviewers also observed a great deal of writing assessment with school-wide rubrics and informal assessments in classrooms where teachers used mini white boards to quickly assess whether or not students had mastered the lesson objective.

Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students

The school uses Light's Retention Scale to make assessments about students who may be in danger of not being promoted to the next grade. The scale looks at 20 areas of a student's academic, social, historical, emotional and other factors to make an informed decision about whether or not a student should be retained. Teachers spend a considerable amount of time on these very substantive decisions. The school characterizes itself as a "learning organization" and this type of work exemplifies that philosophy.

Response to Intervention (RtI) is used to support students who are at risk before referrals to special education are made. The school began using the DIBELS this year to assess reading fluency and other early literacy strands and has formed RtI groups based on DIBELS results. Students are then given support through pull-out groups twice each week. Specialist teachers provide pull out and plan their support for these students after reviewing classroom teachers' lesson plans which are provided by email. These pullout groups are flexible and change frequently based on assessment data and identified student needs. In addition, Saturday SHINE Academy is in place to help those students with additional learning needs.

English language learners receive support from an ELL teacher who does pull out support for the school's 35 English language learners. Students receive support in one-hour blocks, twice a week. During these sessions, the ELL teacher previews the Open Court story that students will read the following week, reviews vocabulary, and provides structured writing support, since these were skills that prevented a number of students from passing the NYSESLAT last year. However, at the end of the 2007-08 school year, three ELLs passed the NYSESLAT and were redesignated.

Students with disabilities receive support through SETSS, and more of this is provided as push-in than pull-out. The school is moving towards a more inclusive model of special education service provision. However, during the visit, reviewers observed that the quality and level of push in support varied.

Benchmark 1B (continued):

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

2: A School Environment that Promotes Successful Teaching and Learning that includes:

- An environment where students and staff feel safe and secure
- Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
- Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
- Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
- A professional culture focused on teaching and learning, with a qualified and competent teaching staff
- Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement

- A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Discussion of Benchmark 1B2¹³:

An environment where students and staff feel safe and secure

School leaders and the board work hard to make sure that the environment at BLCS is a safe and secure one. When Mr. Tsang first became principal, discipline issues prevented the school from being as safe and calm as possible. However, consistent enforcement of the code of conduct has enabled the school to create a very safe and positive learning environment. The same is true for staff members, most of whom work with high levels of collaboration and respect for one another. Leadership has created an environment in which staff can feel confident making recommendations to leadership if they are unhappy with procedures at the school. For example, staff made a suggestion to the principal to change the way that dismissal was done, and the principal took the suggestion and gave credit to the teacher for raising the idea.

Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students

Within the past year the school has hired a Director of School Culture. He has focused his energies on creating more meaningful parent relationships, on solidifying clear and executable rules and policies, and establishing consistency in the enforcement of these rules across the school. The school distributes the family handbook to all of its parents which clearly outlines the discipline policy. Parents and students both have spoken of a strict enforcement of the uniform policy which corroborates with the philosophy the school leadership has expressed in how they strive to consistently enforce the school culture.

Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate

The school uses the Responsive Classroom program for classroom management, and each teacher has his or her own behavior management system. On some grade levels, color cards are used across all classrooms, but these systems are generally left up to each teacher's discretion based on his or her management style. Responsive Classroom encourages teachers to start each day with a morning meeting, which provides a discreet time each day for teachers to discuss appropriate and inappropriate behavior with their students. In addition, the school does a great deal of work to encourage students and celebrate success, such as the school-wide pep rally for students taking the ELA and math exams. Mr. Ruiz, the Director of School Culture, has also been integral in this work.

Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process

During the visit, the school provided a copy of its 2008-09 Parent Handbook which clearly documents discipline policies and policies for suspension as they apply to both general education

¹³ Discussion is based on evidence gathered during the Renewal Site Visit, 10/21/08 – 10/23/08

and special education students. The school documents and tracks all incidents. According to parents and students interviewed during the visit, the school fairly and consistently enforces the discipline policy. In addition, parents and students alike expressed to reviewers that the discipline and uniform policy have been more strictly enforced since the beginning of Mr. Tsang's tenure.

A professional culture focused on teaching and learning, with a qualified and competent teaching staff

The staff at BLCS is smart and energetic, and teachers feel empowered to participate in the school's emerging collaborative leadership model. As one teacher put it, "all the people that are here are smart and efficient people, and that's what makes this place run well." Teachers are currently leading important initiatives at the school like the after-school program and the Saturday program, and leadership is extremely open to suggestions from teachers to improve school-wide programs and procedures. For example, leaders encourage teachers to start pilot projects in their classrooms, and if successful, these projects are implemented across the school. Teachers at BLCS are on average more experienced than teachers at some other charter schools, with the exception of the one first year Teach For America corps members that the school hired this year. A collaborative philosophy and very transparent and strategic leadership has helped the school maintain its strong community of professionals. Leadership also makes sure there are opportunities for teachers to grow, through taking lead of a specific program, or becoming a leadership fellow. For example, the school is considering giving one of the existing teachers the opportunity to become the Middle School Director of Instruction next year.

Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement

Teachers at BLCS receive extensive pre-service professional development for three weeks each summer, and one week of development spread across the school year. For the first week, Lighthouse Academies flies all of the teachers to Chicago for network-wide professional development. During this time, teachers of varying levels of experience can attend specific workshops to help them develop their craft, in addition to receiving trainings on data driven instruction, and Lighthouse curricula. After the week in Chicago, teachers return to BLCS for another two weeks of school-wide development that is focused specifically on the needs of teachers at the school, as well as school culture and other school specific planning. In addition, new teachers participate in the school's summer school program and are often paired with veteran teachers so that they can receive hands-on experience at the school before they begin with their classes.

A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Teachers receive extensive informal feedback on their teaching, and formal observations 1-2 times per year, based on their experience at the school. The principal is the person who conducts formal evaluations, but co-observations are done between the Director of Instruction and Principal in order to calibrate expectations and standards. The Director of Instruction conducts regular walkthroughs, offers support to teachers, and helps teachers develop their Individualized

Professional Development Plan (IPDP) with a baseline assessment of teachers' skills and goals for development. Teachers receive feedback very quickly after they have been observed: via email after walkthroughs and in a post-observation conference after formal observations.

For teachers struggling with classroom management, the Director of School Culture often offers support. Lighthouse Academies has a teacher performance standard system that guides the rubric for teacher evaluation. The school has learned over the course of this chartering period that strategic hiring is essential for meeting their goals. Leadership at the school is very happy with most hiring decisions that have been made, and says that many teachers who have left the school come back frequently to work as substitutes, largely because of the positive culture that has been created at the school.

B. Renewal Question #2: Has the School Been a Viable Organization?

Benchmark 2A:

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

Discussion of Benchmark 2A:

Non-Academic Goals:

1. All students will contribute to at least one public art demonstration or performance each year.
2. Students will demonstrate hard work, personal responsibility, and respect according to school-developed standards.
3. Parents will rate the school, on average, at least 3.0 out of a 4.0 point scale on a parent satisfaction survey.

Non-Academic Goal 1:

All students will contribute to at least one public art demonstration or performance each year.

BLCS has met Non-Academic Goal 1.

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
2004-2005	<p><i>Contemporary Ballet Theater</i>, a community-based dance and theater education organization, presented its annual spring performance in April 2005 for the Hunts Point community at the BLCS facility, and featured extensive participation by all students.</p>					
	<p>Our community arts partner, <i>Dream Yard</i>, supported our end-of-year culminating art presentation in June 2005, in which all students participated in presenting their art to parents and community members.</p>					
2005-2006	<p>All students created works of art throughout the year in visual arts class. The school held two public visual art shows, one in winter 2005 and one in spring 2006, in which artwork from each student was displayed. Parents and community members were invited to attend.</p>					
	<p>Also, music instruction during music class throughout the year culminated in a school-wide music recital in June 2006 which over 60% of our parents attended.</p>					
2006-2007	<p>All students (1) participated in stage performances at the Winter Holiday Celebration in December 2006 and the End-of-Year Talent Show in June 2007, and (2) displayed art work at a public art show in the school atrium and/or at public Town Hall meetings.</p>					
	<p>The Hispanic Heritage Celebration in May 2007 included performances by all Kindergarten, 1st Grade, and 2nd Grade students.</p>					
2007-2008	<p>All students participated in stage performances at the Winter Holiday Celebration in December 2007, the Black Heritage Review in March 2008, or the Hispanic Heritage Night in May 2008. All students participated in stage performances at the End-of-Year Talent Show in June 2008. Students from every grade displayed work in the school throughout the year and at the BLCS Art Show in June 2008.</p>					

Table 21

Table 21 has been submitted by BLCS as evidence of the public art demonstrations that they have created each year with their students. The school has met this goal.

Non-Academic Goal 2:

Students will demonstrate hard work, personal responsibility, and respect according to school-developed standards.

BLCS has met Non-Academic Goal 2.

Evident in the school's documentation and site visits by NYCDOE-OCS, the school has created a culture that urges hard work, personal responsibility, and respect.

Each day at Bronx Lighthouse Charter School starts with students reciting the Bronx Lighthouse Charter School pledge:

I am an honorable person.

I will tell the truth at all times.

I will do my own work to the best of my ability.

I will respect myself and others at all times

Posted throughout the school and evident in conversation with students are the four Lighthouse Academies core values:

- Work hard. Get smart. Graduate from College.
- High expectations equal results.
- Today is the day we make it happen.
- Nothing less than excellence.

The school has submitted the following evidence as representative of their students' hard work:

Students demonstrate hard work by completing 85-90% of their homework assignments. On average, our students have grown more than one year academically in each of the last three years (see NCE growth data in Section II above). Dramatic increases in both state and nationally normed assessments evidence students' sustained hard work.

Additionally, in 2006-07 and 2007-08, every child participated in at least one community service project.

Non-Academic Goal 3:

Parents will rate the school, on average, at least 3.0 out of a 4.0 point scale on a parent satisfaction survey.

BLCS has met Non-Academic Goal 3.

		Parent Satisfaction							
		2004-05		2005-06		2006-07		2007-08	
0-4		3.19	3.5	3.65	3.69	3.64	3.71	3.63	-
%		80%	88%	91%	92%	91%	93%	91%	-
Met?		Yes	Yes	Yes	Yes	Yes	Yes	Yes	-

Table 22

Table 22 shows parent satisfaction as reported by the school on the 0-4 scale and broken down into percentages. The school has consistently received results above 3.0 and has therefore achieved its goal.

Benchmark 2B:

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

Effective School Governance that includes:

- A clear and common understanding of the school’s mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
- An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
- Meaningful opportunities for staff and parents to become involved in school governance
- Avenues of communication from the board of trustees to other members of the school community and vice-versa
- Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
- Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
- Annual evaluations of the school leadership, based on clearly-defined goals and measurements
- A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
- A process for board development to build its capacity to oversee the school’s operations and to ensure the school’s continued progress
- A conflict of interest policy and code of ethics that are followed consistently
- Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
- An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

Discussion of Benchmark 2B¹⁴:

A clear and common understanding of the school’s mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school

The BLCS board of trustees is focused on the mission and several priorities (partnership with Civic Builders, evaluation of services provided by Lighthouse Academies, etc.) that may benefit the school in the long run. The board played active role in reevaluating services provided by the partnership organization and tailored it to suit the needs of the school instead of sticking to the status quo. Board members take pride where necessary but also pause to recognize the challenges faced during the start-up period and how some mistakes must be avoided at all cost. This cohesion is aligned from the board level to the senior leadership to teachers, with all stakeholders articulating the same school priorities and reflecting similarly on the same past mistakes.

¹⁴ Discussion is based on evidence gathered during the Renewal Site Visit, 10/21/08-10/23/08

An evidenced commitment to serving a student population that reflects the full range of students throughout the city.

Through evidence of the school's enrollment of special education and English language learners, it is clear that the school has lived up to its commitment to serving a student population that reflects the full range of students in their Community School District. Although the services that are currently provided for both populations show need for improvement in order to ensure all students are served effectively, the school is working to make accommodation for all students accepted through the lottery. The school's recruitment efforts are somewhat minimal because the BLCS's reputation in the community has been so strong that the number of applications received each year has far exceeded the number of available seats at the school, evidenced by the 900 student waitlist.

Meaningful opportunities for staff and parents to become involved in school governance and a process to address parent, staff, community, and student concerns appropriately and in a timely manner

Parents and staff feel an integral part of the school's apparatus. Parents interviewed by the review team expressed their satisfaction with the safety and level of care provided to the students. Parents are welcome to visit the school anytime. While there is no formal parent organization, families communicate concerns through the three parents who sit on the board or through the larger board of trustees. The school has processes in place to address staff and parent complaints and has dealt with them in a timely fashion in most cases. Additionally, the school solicits parent input and feedback through the principal who has established an open-door policy, as well as through monthly open forums for parents held by the principal.

Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community

Parents serve on the board of trustees. Board meetings are posted at the school and on the website. The school's principal holds weekly meetings for staff to discuss school-wide instructional and non instructional issues and he also sends out e-bulletins to all staff every Sunday night to maintain strong communication. The Director of Instruction participates in all grade level meetings, which helps maintain consistency of actions and priorities among teachers. The school's Parent Coordinator also meets weekly with the principal.

Annual evaluations of the school leadership, based on clearly-defined goals and measurements

The board of trustees evaluates the principal on goals clearly defined and linked to the academic performance of the students at the school. A document called the "Principal Vision of Excellence" guides the evaluation of the principal, using the five essential functions of the principal's job description to evaluate outcomes at the school. The evaluation process is conducted by the board with significant input from the Lighthouse Academies' Northeast Regional Director who is based at the school. NYCDOE officials were present at one such board meeting this year where some of these indicators were discussed.

A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas

The school's board of trustees consists of educational, financial, strategy, development, real estate, and legal expertise. The board also has three parent representatives, one of whom is a full board member. Some of the board members have been involved with the school since its founding. The board also has different sub-committees to help with the ongoing discussions, planning, and in-depth analysis of the school's performance. The board is strong and evaluates services provided by the Charter Management Organization regularly. At one of the board meetings attended by NYCDOE staff, the whole board appeared focused on student level data and identifying root causes for underperformance in specific classes. Accountability is not lip service but rather a total quality control tool practiced by this school's board. The board is reflective and has learned from the past mistakes: slow curriculum implementation and poor strategic planning.

A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress

The board participated in a retreat this year to create academic goals of the school. The current board chair understands and values board development and has been a regular attendee at several workshops conducted by the NYCDOE or events held by charter advocacy and support organizations.

A conflict of interest policy and code of ethics that are followed consistently and activities that are in compliance with the Open Meetings Law and Public Officers Law

The school follows its adopted code of ethics and the conflict of interest policy. Parents communicated having been informed about board meetings at the school. The school notifies parents of board meetings via its website, posts at the school and also publishes in the weekly newsletters.

An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

The school has an active relationship with independent legal counsel to get documents and relevant policies reviewed prior to them going into effect at the school.

Benchmark 2C:

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

Healthy and Sound Financial Practices that include:

- A long range financial plan that guides school operations
- Realistic budgets that are monitored and adjusted when appropriate

- Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
- Internal controls and procedures that are followed consistently and that result in prudent resource management
- Capacity to correct any deficiencies or audit findings
- Financial records that are kept according to GAAP
- Adequate financial resources to ensure stable operations
- Processes that maintain and successfully manage the school's cash flow
- Non-variable income streams that support critical financial needs

Discussion of Benchmark 2C¹⁵:

There are minor concerns regarding the school's internal controls. It appears that the school's business manager is performing several functions partly or in full: lottery, admissions, applications, payroll, invoices, ATS, meal receivable collections, and human resources. The school may want to consider further segregation of duties to maintain proper internal controls. During the renewal visit, school officials were interviewed on the procurement process, check signing, inspection of paid invoices, staff files, and fingerprinting of school based staff. Most processes (except two teachers; one has applied for initial certificate and the other is in process of applying for Trans B) were found intact and the school is following its adopted financial policies. Paid invoices had the right purchase order approvals, ordering and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories. The school has tagged its assets for inventory purposes. Teacher and staff files contained proper fingerprint clearance, W-4, I-9, and proper identification. Overall, the school board has good history of taking corrective actions on deficiencies identified in the school's audit report.

NYCDOE-OCS's review of the documents, policies and procedures and interviews with fiscal staff and board led visiting team to believe that most adopted policies are being enforced properly and the school is currently in good financial standing. The financial statements of Bronx Lighthouse were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.

According to the school's most recent audited financial statements for year ended June 30, 2008, the school possessed total assets totaling \$1,220,307 and total liabilities of \$418,841. All the total net assets totaling \$801,466 is unrestricted for use purposes. Bronx Lighthouse had over \$1 million in liquid assets that could be converted to cash generally within 90 day period. The school spent a total of \$4,277,655 of which 85.8% was spent on educational activities and 14.2% on management and general expenses. The school has a partnership agreement with Lighthouse Academies to provide educational, operational and fiscal assistance. The school has received contributions totaling \$46,840 from public support and does not rely solely upon governmental revenues. Given the economic downturn, Bronx Lighthouse has a line of credit for \$250,000 with a financial institution. According to the auditor's report, there was no outstanding balance as of June 30, 2008.

The school's budgeting process is collaborative and involves principal, regional director, board members, and Lighthouse Academy staff. The board receives timely financial oversight documents and updates that helps fulfill the duties outlined in the charter. The school continues to maintain the tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

¹⁵ Discussion is based on evidence gathered during the Renewal Site Visit, 10/21/08-10/23/08

Benchmark 2D:

A school that is a viable organization has the following characteristics:
Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

Discussion of Benchmark 2D¹⁶:

The table below demonstrates parent survey results from the 2008 NYCDOE Learning Environment Survey for BLCS. Fifty eight percent of parents responded to the survey. Based on evidence below, the majority of parents at the school are very satisfied with the education that the school is providing.

What do PARENTS at your school think? Each question is assigned to a category that represents an important part of a strong school learning environment. Below, you can see how parents at your school answered some of the survey questions. See page 1 for a description of each category.							
Survey Category	How satisfied are you with the following:	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	Score	
Academic Expectations	The education your child has received this year.	69%	25%	4%	1%	8.7	
Communication	How well your child's school communicated with you.	53%	34%	11%	2%	7.9	
Engagement	Your opportunities to be involved in your child's education.	59%	32%	7%	2%	8.3	
Survey Category	How much do you agree or disagree:	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Score
Safety and Respect	My child is safe at school.	64%	26%	6%	4%	0%	8.5

Parent answers on the survey determine the survey category scores from 0 to 10. These scores are used to compare schools on a scale from 0% (the lowest-rated school in the City) to 100% (the highest-rated school in the City). How do the answers of parents at your school compare to those of parents at other Elementary Schools?				
	Survey Score (0 – 10)	Progress Report City Horizon Score (0 – 100%)	Your School's Parent Scores Compared to Other Elementary Schools	Change in Score from Last Year
Academic Expectations	8.6	90%		N/A
Communication	8.2	84.2%		N/A
Engagement	7.9	90.9%		N/A
Safety and Respect	8.5	57.9%		N/A

How can YOU use parent survey results to help your school?

1. Review the Parent Report from your school to see how your answers match up with those of other parents at the school. Then view the results from the Progress Report and Quality Review from your school to get a full picture of your school's performance.
2. Talk with the principal, parent coordinator, your child's teacher, and other parents about ways to work together to improve your child's school.
3. Speak with your child about the results of the survey, especially if your child is in grade 6 or higher and completed a student survey.

How many PARENTS took the survey?	
Your School	Citywide
155 (58%)	347,829 (40%)

Figure 9

¹⁶ Discussion is based on evidence gathered during the Renewal Site Visit, 10/21/08-10/23/08

In addition, the school shared data from parent surveys administered prior to the NYCDOE Learning Environment Survey that showed:

<u>Measure</u>	<u>Date</u>	<u>Response Rate</u>	<u>Outcome</u>
BLCS Parent Satisfaction Survey	January 2007	89%	Average rating of 3.64 out of 4
BLCS Parent Satisfaction Survey	June 2007	72%	Average rating of 3.6 out of 4
BLCS Parent Satisfaction Survey	April 2008	60%	Average rating of 3.6 out of 4

Table 21

The school also shared that parent attendance rates at Parent-Teacher conferences exceeded 88% at all conferences in 2006-07 and 2007-08.

Benchmark 2E:

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

Sufficient Facilities and Physical Conditions conducive to the school implementing its program and meeting its goals.

*Discussion of Benchmark 2E:*¹⁷

Bronx Lighthouse is located in a NYCDOE facility. The annual fee for the space is \$1. However, the school is required to deposit \$1,089 per month into a capital reserve account for future repairs. The reserve account balance remains restricted asset for use purpose. Bronx Lighthouse is housed in a newly constructed building and possesses adequate space for classrooms, office space, gymnasium, and cafeteria. Having its own space has helped the school create a culture conducive to the students it serves and implement the vision outlined in the charter application.

¹⁷ Discussion is based on evidence gathered during the Renewal Site Visit, 10/21/08-10/23/08

C. Renewal Question #3: Has the School Been in Compliance with All Applicable Laws and Regulations?

Benchmark 3A:

A school that is in compliance with applicable laws and regulations has the following characteristics:

Sufficient Reporting that includes

- Annual reports and financial reports submitted completely and by deadline
- Responses to NYCDOE's or NYSED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

Discussion of Benchmark 3A¹⁸:

BLCS is consistent and thorough in its reporting. The school promptly notifies NYCDOE-OCS of any changes in school operations or revisions to the charter, and the school is largely operating based on the initial charter agreement. All annual reports, financial audits, responses to requests for information, and other documentation are submitted in a timely fashion and according to guidelines provided.

Benchmark 3B:

A school that is in compliance with applicable laws and regulations has the following characteristics:

An Appropriate Admissions Policy that includes

- Opportunities for all interested parents to submit a complete application for enrollment
- A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

Discussion of Benchmark 3B¹⁹:

The school conducts a blind lottery, giving preference to those students residing in Community School District 12. A wait list is maintained in an organized manner, and at the time of the visit, the number of students on the waitlist exceeded 900 in total and had no fewer than 50 students on the list in any given grade. The school's application for admissions is clear, posted on the school website, and was submitted to NYCDOE for approval last winter prior to making the application public to parents.

Benchmark 3C:

A school that is in compliance with applicable laws and regulations has the following characteristics:

A Record of Substantial Compliance with:

- Applicable health laws and regulations
- Title I regulations
- IDEA regulations to meet the needs of special education students

Discussion of Benchmark 3C²⁰:

¹⁸ Discussion is based on review of historical documentation

¹⁹ Discussion is based on evidence gathered during the Renewal Site Visit, 10/21/08 – 10/23/08 and historical documentation.

²⁰ Discussion is based on review of historical documentation

Bronx Lighthouse Charter School Renewal Report

At the time of the visit, two out of five special education providers were not certified to provide special education services. The school must address this issue immediately. Reviewers looked at all IEPs during the visit and determined that most students are receiving the services they need. All annual reviews are up to date and in compliance. All services are being provided in house except for occupational therapy and physical therapy. RSAs have been sent to parents of students with these mandated services.