



Office of School Design and Charter Partnerships
2013-2014

**BRONX GLOBAL LEARNING INSTITUTE FOR GIRLS CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2013 – 2014 SCHOOL YEAR

Part 1: School Overview

School Information for the 2013-2014 School Year

Name of Charter School	Bronx Global Learning Institute for Girls Charter School
Board Chair(s)	Alana Barran
School Leader(s)	Celia Domenech (K-5), Marcia Gonzalez (6)
Management Company (if applicable)	Victory Education Partners
Other Partner(s)	Bronx Lebanon Hospital
District(s) of Location	NYC Community School District 7
Physical Address(es)	750 Concourse Village West, Bronx 10451
Facility Owner(s)	DOE

School Profile

- Bronx Global Learning Institute for Girls Charter School (BGLIG) is an elementary and middle school which served 347 students¹ in grades K-6 during the 2013-2014 school year. It opened in 2008-2009, and is under the terms of its second charter. The school's authorized full grade span is K-8 which it expects to reach in the 2015-2016 school year. The school is located in a publicly-operated facility in the Bronx within Community School District (CSD) 7.²
- BGLIG enrolls new students in kindergarten. There were 600 students on the waitlist after the Spring 2013 lottery.³ The average attendance rate for the 2013-2014 school year to date as reported in January 2014 was 95%.⁴
- BGLIG was renewed during the 2012-2013 school year for a full term (five years), and is consistent with the terms of its renewal application.
- The 2013-2014 school leadership team includes Celia Domenech, Elementary School Principal; Marcia Gonzalez, Middle School Principal; and Luz Collazo Davis, Elementary School Assistant Principal. The Elementary School Principal has been with the school since 2008. The Middle School Principal joined the school as an Assistant Principal in 2012 and was promoted to Middle School Principal in the 2013-2014 school year when the school expanded to serve sixth grade.
- Bronx Global Learning Institute for Girls Charter School is partnered with Victory Education Partners, a service provider. Victory Education Partners provides academic support and evaluation, back office support, teacher development in the form of coaching, curriculum assessment, and student assessment data gathering, among other financial supportive services. The school pays an annual flat fee to the service provider for these services.
- BGLIG had a student to teacher ratio of 12:1 in the 2013-2014 school year, and served 14 sections across all grades, with an average class size of 24.⁵
- The lottery preferences for BGLIG's 2013-2014 school year included the New York State Charter Schools Act required preferences of returning students, students residing in the community school district of the school's location and siblings of students already enrolled in the charter school, as well as English Language Learner students.⁶

¹ Enrollment reflects ATS data from 10/31/13.

² NYC DOE Location Code Generation and Management System database.

³ Self-reported information from school-submitted data collection form on 1/31/14.

⁴ Self-reported information from school-submitted data collection form on 1/31/14.

⁵ Self-reported information given on 9/12/14.

⁶ Bronx Global Learning Institute for Girls Charter School's 2013-2014 application.

Part 2: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data through 2012-2013

ES/MS Students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Bronx Global Learning Institute for Girls Charter School	-	40.4%	59.8%	23.8%
CSD 7	-	28.9%	28.2%	9.6%
Difference from CSD 7	-	11.5	31.7	14.2
NYC	-	48.1%	50.6%	28.0%
Difference from NYC	-	-7.7	9.2	-4.2
New York State	-	52.8%	55.1%	31.1%
Difference from New York State	-	-12.4	4.7	-7.3

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Bronx Global Learning Institute for Girls Charter School	-	59.6%	80.4%	33.1%
CSD 7	-	33.7%	39.7%	11.3%
Difference from CSD 7	-	25.9	40.7	21.8
NYC	-	54.8%	61.3%	32.7%
Difference from NYC	-	4.8	19.1	0.4
New York State	-	63.3%	64.8%	31.1%
Difference from New York State	-	-3.7	15.6	2.0

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	-	C	A	C
Student Progress	-	C	A	D
Student Performance	-	B	A	B
School Environment	-	B	B	A
Closing the Achievement Gap Points	-	0.0	0.8	1.0

Progress Towards Attainment of Academic Goals

- BGLIG, according to its 2012-2013 Annual Report to the New York State Education Department (NYSED), met two of eight of its academic performance goals identified in its charter. Of the other six goals, the school did not meet four, and three were not determined because data was not available by time of the report's submission.

Responsive Education Program & Learning Environment⁷

- BGLIG employed a Common Core Learning Standards (CCLS)-based and research-proven curriculum, with particular emphasis on the core subject areas of English Language Arts, mathematics, science and social studies. The school also reported using Core Knowledge curriculum, which incorporates dance, movement, song, and “act-out” components.
- The school reported implementing side-by-side dual language (Spanish and English) classes, with each group following the same curriculum scope and sequence, and alternating each day in the language classrooms with all instruction for that day occurring in the target language. The school reports this allows for students to focus on acquisition of language and content when immersed in their non-native language.
- The school reported the use of instructional best practices, including differentiated inquiry-based learning and hands-on activities, to bring the curriculum to life, and a variety of assessments to measure on-going student progress in skills and content learning.
- The school implemented a formative interim assessment program that is aligned to State standards and provided teachers and administrators with the data they need to ensure that students are on track academically.
- The school reported using data to inform instruction through differentiation and the ability to provide direct remediation or enrichment based on the students' individual needs.
- The school reported implementing a Response to Intervention (RtI) system, providing struggling students with interventions such as differentiated instruction, flexible grouping, and classroom accommodations.
- The school has a weekly Pupil Personnel Committee (PPC), facilitated by the guidance counselor and chaired by the principal, which determines more intensive, individualized interventions for students who continue to struggle after initial interventions.
- The school reported providing SETSS (Special Education Teacher Support Services) for students with IEPs (Individualized Education Programs).
- The school reported that the data from the interim assessments is used by Victory Education Partners (the school's EMO), to differentiate professional development for the teaching staff.
- BGLIG reported that staff development begins in August, with a pre-service, and continues throughout the year, delivered by the school instructional leaders and Victory Education Partner's Curriculum and Instruction Specialists.
- The school's grade level teachers create unit and lesson plans together to ensure that pacing, goals, objectives, and assignments are consistent across each classroom, particularly in the dual language classrooms where teachers “share” students.
- The school's teacher planning occurs both horizontally and vertically. In the horizontal teaming model, teachers meet in smaller teams at each grade level to monitor student academic, developmental, and social growth. In the vertical teaming model, teachers meet to monitor the scope and sequence, revise the alignment of content to state standards, share best practices, and design interdisciplinary units/projects.

⁷ Self-reporting information from school-submitted ACR self-evaluation form on 2/18/14

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and the school's website, the NYC DOE notes the following:

- The Board has seven board members, all voting, including the PTO President. The Board Chair, Alana Barran, has been on the Board since October 2007.
- As evidenced from a review of Board rosters, two members stepped down from the Board. The founding Board Chair and founder of the school, stepped down in May 2013, and became the Board Chair Emeritus to continue to act in an advisory capacity. Another Board member stepped down in July 2013, after serving on the Board for five years, in order to take on the position of business manager with the school. The Board did not add any new members in the 2013-2014 school year.
- As recorded in the Board's minutes, there is a clear reporting structure with school leadership providing regular updates on academic, financial, and operational performance to the Board and its committees.
- Board minutes and agenda items have been provided via the school's website for inspection by the public.

School Climate & Community Engagement

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, NYC School Survey results and response rates, and PTO meetings, the NYC DOE notes the following:

- The school experienced no instructional leadership turnover with both the elementary school principal and middle school principal remaining with the school. A new assistant principal was added to the elementary school when the previous one was promoted to the middle school principal position at the beginning of the 2013-2014 school year. However, the school did experience turnover in its operational leadership. A business manager left the school at the end of the 2012-2013 school year, and his replacement was terminated during the middle of the 2013-2014 school year. For the remainder of the 2013-2014 school year, the school did not fill that position, relying on the services of its service provider, Victory Education Partners, for back office support.
- Instructional staff turnover was 21.2% with seven out of 33 instructional staff choosing not to return for the 2013-2014 school year from the prior year. As of January 2014, during the 2013-2014 school year, four teachers had left the school.⁸
- As of January 2014, average daily attendance for students during that school year was at 95%, which meets the school's charter goal of at least 95%.⁹
- Student turnover was 4.4% of students from the prior school year who did not return at the start of the 2013-2014 school year; 0.6% of the students left the school between the start of the school year and January 2014.¹⁰
- The school reported having a parent teacher organization, as evidenced on the school's website and in the Board minutes.

⁸ Self-reported information from school-submitted data collection form on 1/31/14.

⁹ Self-reported information from school-submitted data collection form on 1/31/14.

¹⁰ Self-reported information from school-submitted data collection form on 1/31/14.

2012-2013 NYC School Survey Results¹¹

Categories	Result	Community	Response Rate	Citywide Rate
Academic Expectations	Above Average	Parents	84%	54%
Communication	Average	Teachers	91%	83%
Engagement	Above Average	Students	N/A	83%
Safety & Respect	Above Average			

Financial Health

Near-term financial obligations:

- Based on the FY13 financial audit, the school's current ratio indicated a strong ability to meet its current liabilities.
- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for at least one month without an infusion of cash.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment at the end of the school year indicates that the school had met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit, the school had no debt obligations.

Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school generated an aggregate surplus over the three audited fiscal years, and in FY13 the school operated at a surplus.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY13, the school generated overall positive cash flow for FY11 to FY13 and the school had positive cash flow in each measurable year.

Annual Independent Financial Audit

- An independent audit performed for FY13 showed no material findings.

¹¹ Results are particular to the school type as identified in the 2013 School Survey.

Essential Question 3: Compliance with charter and all applicable laws and regulations?

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following:

Board Compliance

The Board is in compliance with:

- The Board's membership size falls within the range of no fewer than seven and no greater than 13, as outlined in the Board's bylaws.
- Currently, all officer positions outlined in the Board's bylaws are filled.
- The Board has held the 11 Board meetings with quorum during the 2013-2014 school year. The January Board meeting was cancelled due to weather, and the February meeting did not have quorum, but both were rescheduled. Minutes are available on the website.

School Compliance

The school is in compliance with (as reviewed during May 2014):

- The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
- The school has the required number of staff with AED/CPR certification.
- The school has submitted appropriate insurance documents to NYC DOE.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school had an application deadline of April 1, 2014 and lottery date of April 3, 2014 adhering to charter law's requirement of accepting applications up to at least April 1.
- The school leader was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

The school is out of compliance with:

- All staff members do not have appropriate fingerprint clearance as of November 2013.
- The school had not posted its 2012-2013 NYSED Annual Report and annual audit to its website, as specified in charter law, as of May 2014.

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- BGLIG was renewed for its second charter in the 2012-2013 school year, for a period of five years, and is consistent with the terms of its renewal application. The 2013-2014 school year is the first year of the second charter.
- As part of its renewal, BGLIG was approved to expand into middle school grades, and served grades K to 6 in the 2013-2014 school year. The school is expected be at its full grade span of K-8 in the 2015-2016 school year.
- The school proposed a material revision to its official name in its charter to formally be Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School, in honor of the founding Board Chair, Shirley Rodriguez-Remeneski.

Enrollment and Retention Targets

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- In school year 2013-2014, BGLIG served a higher percentage of students who qualified for free or reduced price lunch as compared to the citywide average, but a lower percentage than the CSD 7 average. In addition, the school served students with disabilities and English Language Learner students at lower rates than the CSD 7 and citywide averages.

Special Populations

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
	School	85.3%	85.4%	84.8%	85.4%	87.0%	4.7%	4.5%	5.6%	9.2%	9.8%	10.0%	9.0%	10.0%	10.5%
CSD 7	88.4%	88.1%	88.9%	90.7%	93.4%	20.3%	20.5%	19.8%	20.2%	20.9%	19.8%	20.0%	19.6%	19.7%	18.5%
NYC	62.1%	65.3%	68.1%	69.8%	73.5%	15.9%	15.9%	15.7%	16.1%	17.1%	16.1%	16.1%	15.5%	15.0%	14.7%

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	K-2	K-3	K-4	K-5	K-6
CSD(s)	7	7	7	7	7

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.