



New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2019 Charter School Performance Framework

Bronx Charter School for Children

Renewal Site Visit Dates: December 5-6, 2023
Date of Final Draft Site Visit Report: April 22, 2024
Date of Final Site Visit Report: May 7, 2024

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Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	4
BENCHMARK ANALYSIS	6
SUMMARY OF FINDINGS.....	8
BENCHMARK 1: STUDENT PERFORMANCE.....	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT	15
BENCHMARK 4: FINANCIAL CONDITION.....	20
BENCHMARK 5: FINANCIAL MANAGEMENT.....	21
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	22
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	24
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	27
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	28
BENCHMARK 10: LEGAL COMPLIANCE	30

ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Bronx Charter School for Children
Board Chair	Mr. Paul Libretta
District of Location	New York City (NYC) Community School District (CSD) 7
Initial Commencement of Instruction	Fall 2004
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: January 15, 2003 - January 15, 2008 • First Renewal: January 16, 2008- June 30,2011 • Second Renewal: July 1, 2011 - June 30, 2016 • Third Renewal: July 1, 2016 – June 30, 2019 • Fourth Renewal: July 1, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8 / 672 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 672 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • ES: 388 Willis Ave. Bronx NY, 10454 - Public Space • MS: 423 E 138 St. Bronx NY, 10454 - Public Space
Mission Statement	<i>The mission of The Bronx Charter School for Children is to empower our children to achieve their greatest potential as students and as members of their communities.</i>
Key Design Elements	<ul style="list-style-type: none"> • Fostering Academic Excellence • Nurturing the Whole Child • Ensuring a Safe Environment • Developing Critical Thinkers • Building Partnership
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	Change the name of the school from Bronx Charter School for Children to Access Bronx Charter School beginning in the 2024-2025 school year.

Innovative and Noteworthy Programs: Bronx Charter School for Children (BCSC) stands out as a learning institution in that it empowers children to achieve their greatest potential both as students and as members of their communities early on at a foundational level, particularly in subjects that stand to impact their overall learning trajectory. The mission of BCSC is to empower children to achieve their greatest potential both as scholars and as members of their communities. As reflected in the school mission, engagement with families and the surrounding community is a cornerstone of BCSC approach. To support this, BCSC implements a community-based school model. The board of trustees, administrators, teachers, and staff share a vision of creating unprecedented opportunities for our community, and for exceeding state and district performance standards. Equally important for the school is to drive home to each student and family that we are committed to nurturing social-emotional development and cultivating personal ownership of lifelong education as a pathway to change. The school’s paradigm operates along four pillars: academics, enrichment, whole-child development, and

¹ The information in this section was provided by the NYS Education Department Charter School Office.

whole-family support. BCSC recognizes the importance of community partnerships and has strong relationships with the following organizations: the New York Psychotherapy and Counseling Center, NY Common Pantry, Lincoln Hospital, the Mercy Center, Masa, JCCA, NY Restoration Project, and Code 4 Life.

Renewal Outcomes: Reference the [Board of Regents Renewal Policy](#).

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K - Grade 5	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8
Total Approved Enrollment	432	512	592	672	672

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	672	672	672	672	672

METHODOLOGY

Purpose of the Renewal Application

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school’s performance in three broad areas:

1. The school’s academic success and ability to operate in an educationally sound manner;

² This proposed chart was submitted by the Bronx Charter School for Children in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

2. The school’s organizational viability and ability to operate in a fiscally sound manner; and
3. The school’s faithfulness to the terms of its charter and adherence to applicable laws and regulations.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A two-day renewal site visit was conducted at Bronx Charter School for Children on December 5, 6 2023. New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, the school’s leadership team, the student support team, and core teachers.

The team conducted ten classroom observations in K - Grade 8. The observations were approximately 20 minutes in length and conducted jointly with members of the school’s leadership team. In addition, the CSO team engaged school staff, focus group interviews with the board of trustees, teachers and school leadership. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2023-2024 Renewal Application (renewal application), 2022-2023 Annual Report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- BCSC is in year 20 of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:**

BCSC has consistently shown a dedicated effort to address the distinct needs of its students, with a particular focus on those identified as Students with Disabilities (SWD), English language learner(s) (ELL), and students with mental health challenges. The school remains steadfast in its commitment to an upward trajectory of growth. Noteworthy is the resilience demonstrated by teachers, students, and the school leadership team in navigating these challenges. This resilience has not only contributed to maintaining community support and buy-in but has also led to the school's expansion in the 2022-2023 academic year, now offering middle school grades as part of its continued efforts to provide quality education.

- **Summary of Challenges:**

BCSC is working diligently to refine areas that have been challenging. For example, the school has noted that students need additional supports in becoming critical thinkers. Professional Learning Communities (PLC) workshops have been curated to provide help to teachers in getting students where they need to be. BCSC has struggled with enrolling students classified as SWD in the school. Correspondingly, it has adopted and engaged numerous recruitment strategies to ensure the number of SWD increases to be on par with other schools in the district. More information regarding these recruitment and enrollment strategies can be found in Benchmark 9 of this report.

Benchmark 1: Student Performances

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Based on the results of the 2023 NYSTP 3-8 Assessments for ELA and math, BCSC's overall proficiency rates surpass the district of location (DOL), NYC CSD 7, overall and across all subgroups. The school's overall ELA proficiency of 47 percent is +15 percentage points above the DOL and -1 below NYS. The school's overall math proficiency of 43 percent is +12 percentage points above the DOL and -8 below NYS. BCSC's overall maintenance of and trending toward proficiency for 2022-2023 was 55 percent for ELA and 58 percent for math.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a system of formative, diagnostic, and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ES:
 - ELA: Core Knowledge Language Arts
 - Math: Eureka Mathematics
 - Science: Elevate Science
 - Social Studies/Humanities: My World
 - Social-Emotional: Harmony
 - Intervention: LLI; NWEA Math Accelerator
- MS:
 - ELA: My Perspectives
 - Math: Kiddom (Kendall Smith)
 - Science: Amplify Science
 - Social Studies/Humanities: TCI History’s Alive!
 - Social-Emotional: Second Step
 - Intervention: Read 180 and Math 180; Systems 44; NWEA Math Accelerator

Academic Program for SWD and ELL:

- SWD:
 - According to BCSC’s renewal application, they incorporate Leveled Literacy Instruction (LLI) materials for small group literacy instruction and intervention. In math, they introduced the MAP Accelerator program, which is a digital platform offering personalized math instruction to their students.
- ELL:
 - According to BCSC’s renewal application and stated during the teacher’s focus group, the curriculum planning process is grounded in student data and responsive to the individual student needs. Opportunities for differentiation are built into their schedule as all students participate in the “What I Need” (WIN) block which is dedicated time to support all students in mastering grade level skills and concepts.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Curriculum:***

- **Indicator a:** According to the renewal application, BCSC has a curriculum that is fully aligned to the New York State Learning Standards (NYSLs) and prepares their students to excel in high

school and beyond. Grades 5-6 teachers often highlight the same skills with the students to ensure a smoother curricular transition.

- **Indicator b:** The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. As noted in the 2023 Renewal Application, BCSC uses curriculum maps to support alignment across classrooms and grade levels. Teacher focus group members stated that they often have opportunities to make adjustments to curriculum so they could better meet the needs of students, particularly for SWD and ELL.
- **Indicator c:** The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including SWD, ELL, and economically disadvantaged (ED) students. Teacher focus group members stated that using data in this way helps them to differentiate instruction throughout the school year. According to the 2023 Renewal Application, the curriculum planning process is grounded in student data and is responsive to the individual needs of each student. As part of summer planning, teachers use assessment data from previous years to determine what scholars have historically struggled with and then plan proactively. Throughout the year, teachers use frequent assessments and observations to inform adjustments to the curriculum. During PLCs, teachers identify areas where students need additional support and implement differentiated strategies to meet the needs of the students. In addition, during focus group interviews, teachers said there is a commitment to having the curriculum focus on the “whole child.”
- **Indicator d:** The curriculum is systematically reviewed and revised. According to the 2023 Renewal Application, BCSC has well developed systems to review and revise their curriculum that is based on student outcomes and teacher feedback. This work is led by the four DCIs, who support teachers with lesson plan design, data collection and analysis, curriculum adjustments, and instructional modeling. Teacher focus group members stated that DCIs provide teachers with pacing maps, and during PLCs they discuss how to unpack the curriculum and units. Teacher and school leadership focus group members stated that every June, grade-level teams meet to review guiding questions behind essential standards and analyze end-of-year assessment data from the previous year. Each question on the end-of-year assessments is aligned to an essential standard, allowing the team to identify the units that were successfully taught and those that were more challenging. For essential standards that have lower mastery rates, grade-level teams work with the DCIs to revise the curriculum maps. Teachers also provide feedback during this process, sharing the skills that students need to master prior to entering their class. As stated during the teacher focus group, curriculum maps are revisited throughout the school year during curriculum planning days (CPDs), which are scheduled every six to eight weeks at the end of instructional units. According to the renewal application, teachers work with DCIs during CPDs to analyze student outcomes from the recently taught unit to identify goals and priorities for the upcoming unit. Teacher focus group members stated that instructional priorities for the 2023-2024 school year include writing across different content areas, student differentiation, ensuring students have support, and enrichment opportunities.

2. Element: ***Instruction:***

- **Indicator a:** As stated in the renewal application, the school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. Teacher focus group members shared that they believe the school does a good job at establishing norms around what high-quality instruction should look like. Classroom observations conducted by the CSO team concluded that there are various markers

of success related to high-quality instruction. For example, majority of observed classrooms had “I can” statements posted on the walls. As highlighted in the renewal application, BCSC attributes its implementation of quality instruction to their lesson-planning process. When asked if all staff have the same deep understanding of “high rigor” the school leadership focus group members stated that they know which ones do and which ones do not, and as a result “we got granular with the discussion of our teaching and learning framework.” Teachers are given the opportunity to show their understanding of high rigor and identify gaps that exist in their content area. Classroom observations conducted by the CSO team also conclude that BCSC engages in the various instructional models (i.e., blended learning, small groups, etc.) listed in the school’s renewal application.

- **Indicator b:** According to the renewal application, BCSC seeks to develop critical thinkers by encouraging intellectual curiosity and rewarding independent and creative problem-solvers. In more than half of the classrooms observed, the teachers effectively communicated lesson objectives to students; students were engaged as defined by the school; students participated in the learning activities, and class time was maximized for learning.
- **Indicator c:** Also, according to the renewal application, BCSC offers a structured instructional approach, primarily using small-group instructional techniques and offering Integrated Co-Teaching (ICT) classrooms at every grade level. During both the teacher and leadership focus groups, members stated that student differentiation remains an instructional priority for this school year. During its focus group, teachers expressed that they are provided with PD opportunities on Wednesdays which are centered around meeting the needs of all students. In the ICT classrooms observed, teachers used a variety of parallel teaching and small groups. In the ICT classroom where parallel teaching occurred, both teachers were teaching the same lesson; however, there was visible scaffolding in the groups with SWD. For example, during a writing lesson observed one group had the RACE acronym on mini anchor charts at their desks and worked independently. The other group had RACE spelled out on the poster board and the group, in its entirety, was completing each section.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** BCSC uses a system of formative, diagnostic, and summative assessments. According to the school’s renewal application and the school leader focus group, NWEA Map Growth benchmark, and mock assessments are given three times a year in ELA and math for Grades 3-8. Running records are administered three times a year in ELA for general education students and five times a year for SWD for all students in K - Grade 2. Lastly, weekly quizzes are conducted in all subjects for all testing grades. School leaders also stated that the data from assessments are analyzed during data days and are used by the teachers to make adjustments to their grouping within their classrooms. Grouping based on data outcomes was observed during most classroom observations.
- **Indicator b:** To inform instructional decisions and to improve student outcomes the school leadership team focus group members stated that they use both qualitative and quantitative data. They also stated that one of the major missing pieces is reviewing student work and having the students correcting their mistakes in real-time. Teacher focus group members stated that they look at data, on data days primarily and set goals. The school leadership team solicits teacher feedback consistently, especially after data days, to make teachers part of the goal-setting process, and that the goals are realistic.
- **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for individual students and subgroups. Teacher focus group members stated that administering weekly

quizzes assists them in determining if the lesson plans were effective. “By using the weekly quizzes, we identify what we need to change, reteach and if we are ready to move on.” School leader focus group members expressed that it is important to review their programs to ensure that they are meeting the students’ needs while also monitoring the program’s overall effectiveness.

- **Indicator d:** As noted in the renewal application, the school uses multiple measures to assess student progress toward NYSLs. Teacher focus group members explained how they use a spreadsheet to analyze unit test data to better determine the standards they need to reteach.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** As stated in the renewal application, Response to Intervention (RTI) is BCSC’s most prevalent process used to identify SWD and ELL. School leadership focus group members stated that students entering Grade 6 have had interrupted instruction due to the COVID-19 pandemic and are more than two years behind academically. Those students along with SWD and ELL have been placed in a language lab to focus on their use of social language and their academics. NWEA results are used to determine the students’ needs.
- **Indicator b:** According to the NYCDOE information provided to the NYSED CSO on the Committee on Special Education (CSE), the school appears to be responsive to parent needs. The school is also responsive to the CSE and collaborates well with their CSE partners. The new special education coordinator at the school has adjusted well and formed good relationships with the teachers and the CSE since last year. The school has a basic understanding of specially designed instruction, but this is an area of growth for them. It would be beneficial for the school staff to receive professional development regarding the provision of specially designed instruction. Student support focus group members indicated that students are not receiving occupation therapy due to a shortage of providers. However, the school provided parents with a Related Service Authorization (RSA) waiver to pay for an independent provider. Physical therapy, speech therapy and counseling services are provided to students having related service mandates. Team members are incorporating services in the classroom such as paper cutting, holding scissors, providing academic work on the computer and students can complete work during the given time.
- **Indicator c:** School leadership focus group team members stated that the school has systems in place to monitor the progress of individual students. They facilitate communication among interventionalists which predominantly occurs during data days, curriculum planning days and during PLCs. During those days teachers discuss students’ programs, regrouping scholars as necessary. IEP progress monitoring and formative assessments are used to determine the effectiveness of the programs. Special education teachers in Grade 3 are using turn and talks, and vocabulary to hear student feedback. Student support focus group members said that general education teachers, special education teachers, and ENL teachers have weekly PLCs to have discussions about expectations. Special education teachers add interventions and modifications into the general education teachers’ lesson plans.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Meets

Element

Indicators

1. *Measures of Culture, Climate, and Student Engagement*

a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁴

b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁵

c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.

a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRpriGuiderev3.6.18.pdf.

Element

Indicators

<p>2. <i>Behavior Management and Safety</i></p>	<p>a. school’s stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with families in their preferred language to discuss students’ strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.</p>

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
 - **Indicator a:** As noted in the 2023 Renewal Application, despite the increase of chronic absenteeism BCSC has remained below the district of location (DOL) every year of its charter term. Student support focus group members reported that elementary and middle-school attendance has improved. To move toward improved attendance, they initiated attendance challenges among the advisories, including the incentive of dress down days.
 - **Indicator b:** BCSC's out-of-school suspension rate has increased during their current charter term. In the 2022-2023 school year, 12 elementary students and 31 middle school students received suspensions, according to their renewal application. In response to the increased suspensions the school leadership team and student support team members discussed the implementation of restorative practices.
 - **Indicator c:** The school uses strategies to measure and evaluate school climate and culture. Positive culture is one of the main focuses of advisory which have become "mini families." Advisory teachers contact parents to address issues in class and discuss how the situation was resolved. Student behaviors are placed on a tracker where teachers can monitor the data to see the trends and students involved, to better individualize student plans. Positive Behavioral Intervention and Supports (PBIS) has been implemented using a point system that is based on tolerance, cooperation, etc.
2. Element: ***Behavior Management and Safety:***
 - **Indicator a:** The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students. Information about the school's position toward in and out-of-school suspensions is included. This is expected to be implemented by all school staff with fidelity. School leadership focus group members indicated that the dean of students and operations meet at the beginning of the school year to discuss the discipline policy. Students and parents sign the handbook, indicating that they have been informed of students' consequences if they break a rule. Student information is sent to parents using Class Dojo. Parents can translate the information into their home language.
 - **Indicator b:** BCSC uses a tiered approach to behavioral interventions that supports a student's emotional development. Teacher focus group members stated that elementary school teachers use a communication log that is sent home with the students every day. The log is color coordinated with the school's tiered behavior system. Middle-school advisory teachers use a behavior tracker to monitor student's behaviors. All behaviors are then communicated to the parent with additional interventions being implemented as needed.
 - **Indicator c:** All classroom and school observations conducted by the CSO team indicated that the school appears safe. All school constituents articulated how the school community maintains a safe environment. As noted in the renewal application, in 2022, internal survey data showed that 97 percent of families agreed that their child is safe at BCSC. In the 2023 NYC School Survey, 97 percent of respondents agreed that school safety agents promote a safe and respectful environment at our school, and 93 percent agreed that their child is safe at BCSC. Teacher focus group members stated that there are systems in place for arrival and dismissal. All staff members have a certain post that they are assigned to, escorting students in and out of the school safely. In order to maintain a safe environment even with unforeseen situation the school holds "hold in place" drills.
 - **Indicator d:** As noted in the 2023 Renewal Application, "Bronx Charter School for Children maintains a safe environment free from harassment and discrimination. This is achieved through several methods, including a schoolwide focus on positive behavior and clear policies and training for both students and staff on guidelines for identifying and reporting harassment."

- **Indicator e:** Classroom observations conducted by the CSO team indicate that the school adheres to best practices around student engagement during instruction. Classroom observations indicated that students were largely on task with instructional directives from teachers. Classroom observations also highlighted, that there is significant use of blended learning stations, parallel teaching and co-teaching. Student support focus group members stated that those practices are in place to ensure that all students receive feedback and support where needed, thus minimizing learning disruptions. Learning resources such as word walls and anchor charts were posted on walls in observed classrooms.

3. Element: ***Family Engagement and Communication:***

- **Indicator a:** As noted in the renewal application and teacher focus group, the school communicates with families in their preferred language using Class Dojo. That platform allows teachers to share important information with parents, send direct messages, and share behavioral and academic data. The school’s website is another way the school share information with the parents and the community.
- **Indicator b:** BCSC communicates with families through several means. As stated in the school leadership and teacher focus groups, school leaders and teachers maintain an open-door policy. Parent teacher conferences, communication logs, family workshops, PowerSchool, and attendance monitoring are additional methods that the school uses to communicate with families to promote a shared responsibility for student success.
- **Indicator c:** According to the renewal application, BCSC encourages parents to complete the NYC School Survey for families as they are committed to measuring and responding to parent satisfaction. The school’s leadership team uses the satisfaction data to adjust the academic program. A renewal application example that the CSO team also observed on site was the introduction of science lab and Spanish, both offered as enrichment options. The new offerings were in response to parent input, expressed in the NYC School Survey, for increased extracurricular offerings and enrichment opportunities during the school days.
- **Indicator d:** According to the renewal application, BCSC has a grievance policy that is outlined in their Family Handbook, including processes for a formal and informal complaints. Teachers and staff are expected to respond to all complaints within 24 hours. School leadership focus group members stated that “When parents have a concern, the school is mindful addressing it so that we do not lose the student(s).”
- **Indicator e:** To promote transparency and accountability BCSC publishes their annual reports on the school’s website. During board meetings, the academic committee analyzes schoolwide data on a regular basis. It is shared with the full board on a monthly basis as stated in the renewal application.
- **Indicator f:** BCSC posts a link on their website to the NYS Report Card containing participation rates for both the school and the district.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** As emphasized during the teacher focus group and renewal application, BCSC focuses on the “whole child” approach called Harmony SEL curriculum for elementary school students and the Second Step SEL curriculum for middle school students. The school counselors help teachers implement the curriculum in their classrooms. Additionally, counselors use behavioral data, trends, and a crisis chain to provide targeted support during SEL group meetings.
- **Indicator b:** Teacher focus group members stated that they submit referral forms when students are exhibiting undesirable behaviors or having social emotional challenges. The data is then

tracked, and student support is provided. According to the renewal application, teachers regularly complete surveys that were created by the counseling team. This allows them to collect information about what they perceived to be the most prevalent social emotional needs observed during classroom visits. Based on the results, the counselors create responsive lessons that are taught during community meetings or during SEL blocks on Wednesdays.

- **Indicator c:** During their focus groups, teachers stated that at the end of their lessons (including SEL), and to assess student learning, they have all students complete an exit ticket. Teachers also stated that they regularly meet with counselors to help monitor students and provide feedback from their classroom observations and exit ticket data.
- **Indicator d:** During the student support team and teacher focus groups, members referenced the ongoing social-emotional health professional development (PD) offerings on culture, race, poverty, and the feeling of the week. According to the renewal application, the school will focus on expanding its PD offerings for the SEL program to include trauma-informed practices and cultural relevance training.
- **Indicator e:** The school is equipped to support the needs of homeless students and families through its wraparound model. BCSC supports families by connecting them to outside organizations and by creating and implementing action plans with the support of their McKinney-Vento Coordinator.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

The BCSC appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. The BCSC’s 2022-2023 composite score is 2.91.

**Composite Scores
2018-2019 to 2022-2023**

<i>Year</i>	<i>Composite Score</i>
2018-2019	2.63
2019-2020	2.87
2020-2021	3.00
2021-2022	3.00
2022-2023	2.91

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed The BCSC's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element

Indicators

1. Board Oversight and Governance

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** During the board focus group, members indicated that they use evaluations and goals when evaluating the executive director. The board conducts a verbal mid-year evaluation and a written evaluation at the end of the year. At the end of the year, the executive director completes a self-assessment to reflect on the successes and remaining challenges. Both, the evaluation, and the self-assessment are then reviewed and discussed by the board. The board then meets with the executive director to discuss the results and set future goals. The board also discussed that these goals are shared with the school leadership team. One example of a shared goal is learning walks. This school leadership team conducts learning walks and gathers data from the teachers to better understand what is happening in the classroom and if there needs to be a shift in

academics. BCSC's Board of Trustees also discussed their use of BoardOnTrack as their self-evaluating tool/protocol. The board established goals for themselves, such as changing their committee structure, having working groups, enhancing their communication among board members and the executive director, and developing a strategic plan.

- **Indicator b:** The board is seeking additional members from the neighborhood and is working with Board Assist, which they feel is helpful. A few years back, the board made it a priority to be more diverse; but has found it challenging to find a community member interested in serving on the board. This search remains a priority. When Board Assist finds a potential candidate it sends a recommendation to the board. In addition, the board continues to network. The board feels it has broadened its skill set from being heavy on academics to other areas including having younger members and has been successful. Board focus group members stated that they need to complete two board member applications, as their by-laws indicate that they could have between 5-15 members. The board is currently seeking members having an expertise in finance and in real estate.
- **Indicator c:** The board's Finance Committee receives and reviews monthly financial reports. They take an active role in creating the budget, which is enrollment driven. The spring budget is created in April which the board states, could look different if enrollment changes. The board feels that the school has a healthy financial picture; but would like to be more effective in fundraising and development. Academic oversight is the responsibility of the academic committee that meets regularly to review state testing, internal testing results; and reviews other anecdotal information shared during board meetings.
- **Indicator d:** According to the renewal application and the board focus group, the board engages in strategic and continuous improvement planning by setting priorities and goals that align with the school's mission and key design elements. In 2022 the board hired a consultant to help them understand the impact of the COVID-19 pandemic and to build a high-functioning organization. The consultant is working with the school to respond to external factors such as enrollment and the challenges of hiring highly qualified teachers. The consultant also provides coaching to the executive director.
- **Indicator e:** As stated in the renewal application, when necessary, the board updates school policies and submits the revision requests to NYSED. The governance committee is primarily responsible for the oversight, and an annual review of all policies.
- **Indicator f:** The board engages in ongoing professional developments and holds annual retreats. In April 2023 the board invited a governance consultant to attend their retreat. As a result, the board changed their committee structures, communication structures, and created strategic plans. In addition, the board revised its monthly meeting structure to allow for more time for discussions.
- **Indicator g:** According to the renewal application the board demonstrates full awareness of its governance roles, its legal obligations, and requirements of the school's charter. During this charter term the board updated its manual, having a firm provide legal services to the board and the school. All members complete annual disclosure forms to avoid conflict of interest.
- **Indicator h:** During the board focus group, members confirmed their familiarity with the NYSED Charter School Performance Framework, its benchmarks, and its rating system. During its monthly board meetings, the executive director presents the school's performance data, regularly discussing each benchmark.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. <i>Contractual Relationships (if applicable)</i>	<ul style="list-style-type: none"> a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures. b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***School Leadership:***

- **Indicator a:** The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. These team members stated that they collect data during their learning walks and use it to provide internal professional developments. They also stated that teachers attend external professional developments and then, provide turnkey training to staff. Additionally, they identify new and struggling teachers, coaching them individually. The teachers create goals and are monitored weekly.
- **Indicator b:** School leadership focus group members emphasized the importance of teacher feedback and stated, “we are consistently gathering teacher feedback.” During data days, staff review and establish data goals. Teacher feedback is purposefully solicited to ensure that teachers feel that the goals are realistic and are a part of the goal-setting process.
- **Indicator c:** The renewal application states that BCSC seeks to hire highly qualified teachers. The hiring process consists of a phone interview, and an in-person panel interview. To retain their teachers, the school offers a competitive salary. BCSC retained 92 percent of its teachers during the 2022-2023 school year.
- **Indicator d:** Board and school leadership focus group members stated that the school leader attends board meetings and submits monthly reports updating the board on progress made toward meeting standards.

2. Element: ***Professional Climate:***

- **Indicator a:** BCSC submitted an organizational chart with their renewal application showing well-delineated roles and clear reporting structures. The organizational chart shows that the board retains an executive director to execute the strategic plans to lead, manage, and grow the program.
- **Indicator b:** As mentioned during the leadership focus group, Wednesdays are professional development days. To support every teacher two professional development opportunities may be simultaneously offered, so that teachers can select the one most aligned to their needs.
- **Indicator c:** According to the renewal application, the school created new positions to serve the middle-school grades including additional teachers, support staff and administrators. At the time of the site visit the school was fully staffed to meet its operational needs.
- **Indicator d:** Board, school leadership and teacher focus group members stated that PLCs, curriculum planning days and co-planning opportunities are established procedures for effective collaboration among teachers. During those times, general education teachers plan and work with interventionists based on lesson plan feedback. The school leadership team members emphasized that during the PLCs teachers discuss their next steps, student progress, and student groupings.
- **Indicator e:** As stated in the renewal application and by school leadership focus group members, teachers are evaluated both informally and formally. After every evaluation, teachers receive feedback no later than 48 hours. Based on observational data, and or self-selection, teachers receive coaching in identified areas of need. The school follows a robust coaching model and staff meet with teachers weekly to support their development. During coaching sessions teachers develop goals that are monitored by and discussed weekly with their coach. Teachers who have been identified as needing more intensive support in areas such as instruction follow a different coaching model and action plan. More intensive support may include modeling, co-planning, and co-teaching for a period of six to eight weeks.
- **Indicator f:** As stated by members of the school leadership and teacher focus groups, the school has mechanisms to solicit teacher and staff feedback to gauge their satisfaction. The school leadership team stated that teachers complete several surveys throughout the school year. The

school's principals have one-to-one meetings with staff, and coaches have weekly check-ins. Feedback is continuously tracked to gauge satisfaction differentiate professional development.

3. Element: ***Contractual Relationships***:

- **Indicator a:** n/a
- **Indicator b:** School leadership team focus group members stated that they monitor the efficacy of contracted service providers based on weekly check-in with coaches, tracking student data before and after the semester, identifying if student growth occurred. Additionally, students complete a school-generated survey. Their feedback is then analyzed to determine if the service was beneficial.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Mission and Key Design Elements:**

- **Indicator a:** As stated by teacher, school leadership and board focus group members, staff share a common understanding of the school's mission and key design elements. According to the renewal application the school's website and all marketing materials include the mission statement and key design elements.
- **Indicator b:** The school's renewal application lists five key design elements, with all of them having been fully implemented. According to the school leadership focus group members, fostering academic excellence has been the focus for all grades. The key design elements are implemented as follows according to the renewal application, all focus groups and observed classroom observations:
 - Fostering Academic Excellence: not lowering expectations, providing differentiated, rigorous instruction;
 - Nurturing the Whole Child: providing wraparound supports for academics and social-emotional learning;
 - Ensuring a Safe Environment: teaching through advisories, and meeting with counselors;
 - Developing Critical Thinkers: using student-centered instructional methods and explicit instruction; and,
 - Building Partnerships: having school partnerships with families, conducting home visits, continuously communicating with parents, and collaborating with community-based organizations.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to consistent under-enrollment of SWD.

1. Element: **Target are met:**

- **Indicator a:** BCSC has maintained overall enrollment to meet its contracted enrollment for the first four years of its charter term. From the 2018-2019 school year through the 2021-2022 school year, the school was at or above 85 percent of their contracted enrollment. In 2022-2023 the school was -3 percentage points below the DOL for ELL and -4 for ED students. The school’s retention rates in 2022-2023 for all students and subgroups were: all students -4, ELL -4 and ED students -3 percentage points below the DOL.

2. Element: **Targets are not met:**

- **Indicator a:** The school was below the DOL for SWD enrollment across all five years of its charter term. Currently, 2022-2023, -10 percentage points below for SWD. In 2022-2023, the school enrolled 524 students, which is 78 percent of its contracted enrollment.

- **Indicator b:** The school has begun several good faith efforts to improve their overall and SWD enrollment. These efforts include:
 - Providing outreach at local head start and daycare facilities;
 - Having lottery preferences for SWD and ED students;
 - Changing its name and all marketing materials;
 - Looking into offering a 12:1:1 special education program;
 - Bridging the gap between the elementary and middle school to ensure a smooth transition to the middle school such as hosting more events at the middle school and assigning middle schooler as mentors to fifth grade students; and,
 - Exploring options for a single location for all grades.
- **Indicator c:** According to the renewal application and evident in both the school leadership and board focus group conversations, the school monitors its recruitment and outreach strategies by comparing their enrollment data to the DOL. If the enrollment numbers are at or above the DOL they consider their recruitment strategies to be successful and continue with implementation.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ol style="list-style-type: none">The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Element: **Legal Compliance:**

- Indicator a:** The school has generally been in compliance with applicable state and federal laws, and provisions of its charter, according to a review of the schools' annual reports, renewal application, and bylaws for the most part. The school has an attorney on retainer to support with the adherence to all state and federal laws. Analysis of the faculty/staff roster submitted with the 2022-2023 Annual Report identified several employees who worked in the school during the 2022-2023 school year without having received fingerprint clearance prior to their employment. The school is aware that this needs to be addressed.
- Indicator b:** The CSO issued a Notice of Concern to the school in February of 2019 regarding their under-enrollment of SWD as compared to the DOL, NYC CSD 7. Currently, 2022-2023, the school is -10 percentage points below the DOL for SWD enrollment. The school is working toward adding a 12:1:1 self-contained program.

- **Indicator c:** According to the 2022-2023 Annual Report the school has 17 uncertified teachers, two above the statutory limit. Of the 17 uncertified teachers, five are pending certification, which will bring the school within the statutory limit.
- **Indicator d:** During the school’s charter term they have sought Board of Regents approval for a middle school expansion that was approved along with a full five-year renewal in April of 2019. They are currently seeking a name change, which is under review. In addition, the school has sought NYSED Charter School Office approval to amend their: admission policy, bylaws, school calendar, code of ethics/whistleblower, complaint policy and their key design elements; all of which have been approved.
- **Indicator e:** Bronx Charter School for Children has met their enrollment targets four out of five years during this charter term. The school has identified the area of need and has already implemented a plan of action to ensure that they maintain sufficient enrollment for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. As stated in the leadership and board focus groups and the renewal application, such efforts include community outreach, emphasis on family involvement, enrichment offerings, referral programs etc.
- **Indicator f:** As stated by the board and school leadership focus group members, the school seeks guidance from its legal counsel when updating documents and handling issues that arise the school ensure that they remain in compliance with state and federal laws from a legal firm.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

BRONX CHARTER SCHOOL FOR CHILDREN

BEDS Code

320700860852

2022-2023 Enrollment

524

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 7
Total Public School Enrollment of Resident Students attending Charter Schools:	38%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-8
Address:	388 WILLIS AVE, BRONX, NY, 10454
Website:	www.tbcs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2004
Authorizer:	REGENTS
CEO:	MS. DENISE ALEXANDER
CEO Phone:	718-402-3300
CEO Email:	dalexander@tbcs.org
BOT President:	MR. PAUL LIBRETTA
BOT President Phone:	917-714-9228
BOT President Email:	plibretta@gmail.com
Institution ID:	80000056172

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Latoya Johnson
Performance Framework:	2019
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Check-in
2022-2023	Midterm
2023-2024	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

CSO Survey Results

Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

BRONX CHARTER SCHOOL FOR CHILDREN

Bronx CS for Children		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential		
Elementary/Middle	+/- 5	Academic Leadership CS	-30	-26	-30	.	
		Bronx Global Learning Institute for Girls CS, the Shirley	+1	+14	+23	.	
		Eugenio Maria De Hostos Microsociety School	-1	-3	-14	.	
		Family Life Academy CS II	-23	-1	+8	.	
		Global Community CS	0	-10	-26	.	
		Kernan ES	+18	+10	-6	.	
		PS 189 Bilingual Center (The)	-14	-10	-22	.	
		PS 214	+15	+16	+22	.	
		PS 315 Lab School	-8	+2	+8	.	
		Watson Williams ES	+16	+5	-3	.	
	West Buffalo CS	+2	-4	-6	.		
		Mean	-2	-1	-4	.	
		+/- 7.5	Beginning With Children CS II	-10	-29	-19	.
			Bronx Academy of Promise CS	-16	-14	-19	.
			Bronx CS for the Arts	-3	+2	+9	.
			Bronx Community CS	+4	+7	+18	.
			Brooklyn Dreams CS	-5	-4	+3	.
			Bushwick Ascend CS	-13	-21	-22	.
			Ella Fitzgerald Academy	+7	+10	-10	.
			Frazer K-8 School	+26	+23	+30	.
			Hamilton School	+1	+7	+31	.
			Hurlbut W Smith K-8 School	+21	+23	+20	.
			Las Hermanas Mirabal Community School	+10	+8	-11	.
			MLK Jr High Tech & Computer Magnet School	+15	+14	+25	.
			Mount Vernon Leadership Academy	+2	+1	-12	.
			New York French-American CS	-5	-1	-16	.
			PS 211	+16	+10	+21	.
		PS/IS 45 Horace E Greene	+3	+9	-12	.	
		Roscoe Conkling ES	+18	+9	-6	.	
		School 23	+23	+9	+8	.	
		School 33-John James Audubon	+28	+23	+31	.	
		School 9	+20	+14	-8	.	
		South Bronx Classical CS III	-50	-65	-41	.	
		Mean	+4	+2	+1	.	
		+/- 10	Achievement First-Bushwick CS	-21	-18	-6	.
			Anna Murray-Douglass Academy	+26	+17	+24	.
	Bedford Stuyvesant New Beginnings CS		-29	-26	-9	.	
	Brilla College Preparatory CS		-12	-10	-4	.	
	Central Queens Academy CS		-26	-21	+58	.	
	Christopher Columbus ES		+10	-4	-18	.	
	Citizenship and Science Academy of Syracuse CS		+21	+17	+33	.	
	Discovery CS		-6	-22	-23	.	
	Equity Project CS (The)		-1	-15	+7	.	
	Harvey Austin School #97		+30	+20	+26	.	
	Icahn CS 1		-32	-45	-27	.	
	John F Hughes ES		+19	+8	+5	.	
	KIPP NYC Washington Heights Academy CS		+2	-9	+8	.	
	MS 394		+21	+21	+20	.	
	Marva J Daniel Futures Preparatory School		+24	+21	+31	.	
	PS 178 Saint Clair Mckelway	+24	+22	+13	.		
	PS 76 A Phillip Randolph	+22	+26	+27	.		
	PS/IS 218 Rafael Hernandez Dual Language Magnet School	-1	+2	-6	.		
	PS/MS 29 Melrose School	+16	+18	+12	.		
	Pave Academy CS	+7	+1	+2	.		
	Rise Community School	+37	+24	+30	.		
	Roosevelt Children's Academy CS	-6	-2	-2	.		
	School 16	+3	0	-5	.		
	School 5-John Williams	+28	+24	+38	.		

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	South Bronx Classical CS	-46	-60	-42	.
	South Bronx Classical CS II	-44	-61	-42	.
	Voice CS of New York	+1	-6	0	.
	Washington Heights Academy	-25	-23	-20	.
	Mean	+2	-4	+5	.
	Mean	+2	-1	+2	.

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

BRONX CHARTER SCHOOL FOR CHILDREN

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Bronx CS for Children	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	39%	23%	27%	38%	38%	14%	7%	38%
2017-2018	60%	55%	44%	60%	39%	27%	39%	36%
2018-2019	49%	14%	27%	48%	36%	29%	30%	36%
2021-2022	55%	38%	33%	53%	20%	12%	24%	20%
2022-2023	55%	39%	35%	54%	58%	55%	55%	58%

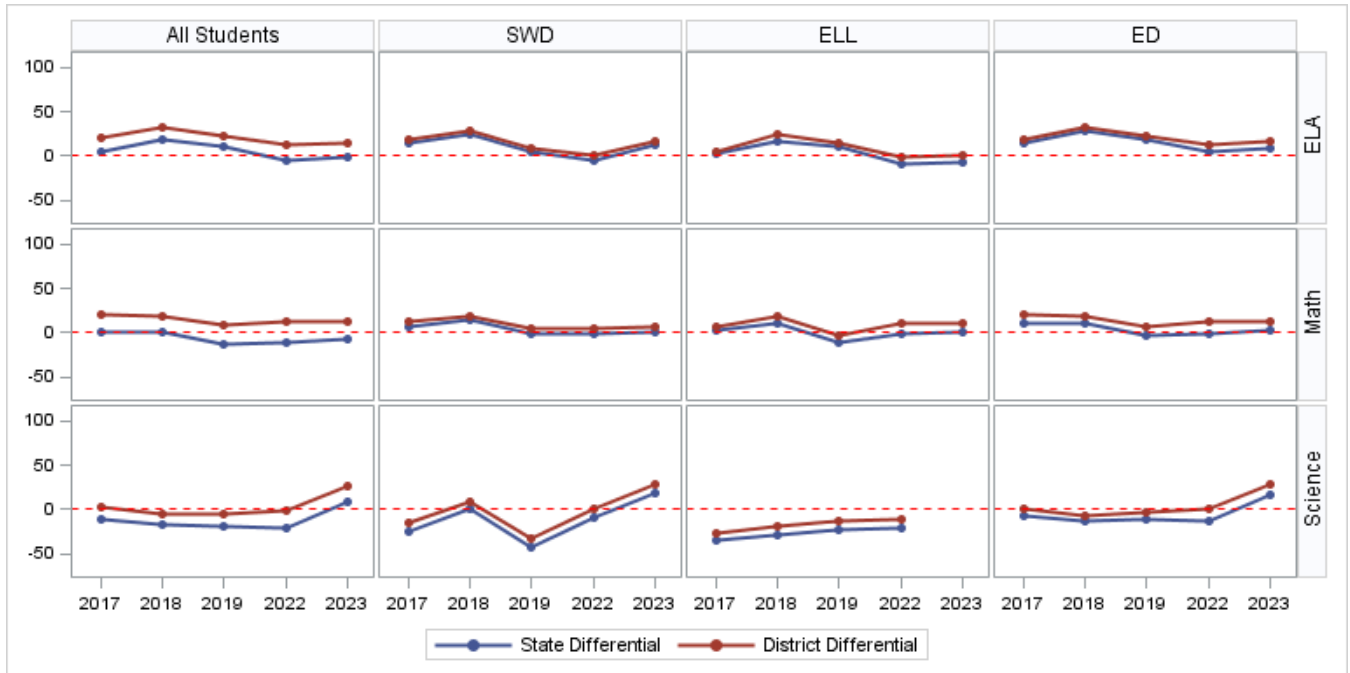
*See NOTES (2), (3), (7), and (8).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Bronx CS for Children and NYC CSD 7



*See NOTES (1), (2), (3), and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Bronx CS for Children	NYC CSD 7	District Differential	NYS	NYS Differential	Bronx CS for Children	NYC CSD 7	District Differential	NYS	NYS Differential	Bronx CS for Children	NYC CSD 7	District Differential	NYS	NYS Differential
All Students	2016-2017	44%	24%	+20	40%	+4	45%	24%	+21	45%	0	74%	72%	+2	86%	-12
	2017-2018	63%	30%	+33	45%	+18	49%	31%	+18	49%	0	72%	77%	-5	89%	-17
	2018-2019	56%	34%	+22	46%	+10	38%	30%	+8	51%	-13	67%	72%	-5	86%	-19
	2021-2022	41%	29%	+12	46%	-5	28%	16%	+12	40%	-12	58%	60%	-2	80%	-22
	2022-2023	47%	32%	+15	48%	-1	43%	31%	+12	51%	-8	56%	29%	+27	48%	+8
SWD	2016-2017	27%	8%	+19	13%	+14	24%	12%	+12	18%	+6	44%	59%	-15	69%	-25
	2017-2018	42%	13%	+29	18%	+24	36%	18%	+18	22%	+14	75%	66%	+9	75%	0
	2018-2019	21%	13%	+8	17%	4	21%	17%	+4	22%	-1	27%	60%	-33	69%	-42
	2021-2022	11%	11%	0	16%	-5	13%	8%	+5	15%	-2	50%	49%	+1	60%	-10
	2022-2023	31%	14%	+17	19%	+12	24%	17%	+7	23%	+1	44%	15%	+29	25%	+19
ELL	2016-2017	18%	14%	+4	15%	+3	25%	18%	+7	23%	+2	29%	57%	-28	64%	-35
	2017-2018	45%	20%	+25	28%	+17	45%	27%	+18	34%	+11	46%	65%	-19	75%	-29
	2018-2019	40%	25%	+15	29%	+11	24%	28%	-4	36%	-12	50%	63%	-13	73%	-23
	2021-2022	20%	21%	-1	30%	-10	25%	14%	+11	27%	-2	43%	54%	-11	65%	-22
	2022-2023	22%	21%	+1	29%	-7	35%	25%	+10	34%	1	.	.	.	.	.
ED	2016-2017	43%	24%	+19	29%	+14	44%	24%	+20	33%	+11	73%	72%	+1	80%	-7
	2017-2018	63%	30%	+33	35%	+28	49%	30%	+19	38%	+11	70%	77%	-7	84%	-14
	2018-2019	55%	33%	+22	36%	+19	37%	30%	+7	40%	-3	70%	73%	-3	81%	-11
	2021-2022	41%	29%	+12	36%	+5	28%	16%	+12	29%	-1	59%	59%	0	72%	-13
	2022-2023	47%	31%	+16	38%	+9	43%	30%	+13	40%	+3	57%	28%	+29	40%	+17

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2017	65%	28%	+37	43%	22	61%	28%	+33	49%	+12	.	.	.	.	.
	2018	77%	38%	+39	51%	+26	69%	39%	+30	54%	+15	.	.	.	.	.
	2019	73%	43%	+30	52%	21	47%	35%	+12	55%	-8	.	.	.	.	.
	2022	34%	27%	+7	46%	-12	42%	24%	+18	48%	-6	.	.	.	.	.
	2023	51%	30%	+21	45%	+6	59%	36%	+23	54%	+5	.	.	.	.	.
Grade 4	2017	43%	26%	+17	41%	2	43%	22%	+21	43%	0	74%	72%	+2	86%	-12
	2018	59%	33%	+26	48%	+11	39%	30%	+9	48%	-9	72%	77%	-5	89%	-17
	2019	54%	36%	+18	48%	6	20%	29%	-9	51%	-31	67%	72%	-5	86%	-19
	2022	32%	21%	+11	42%	-10	24%	17%	+7	43%	-19	58%	60%	-2	80%	-22
	2023	43%	30%	+13	49%	-6	55%	29%	+26	54%	+1	.	.	.	.	.
Grade 5	2017	23%	19%	+4	36%	-13	30%	21%	+9	43%	-13	.	.	.	.	.
	2018	52%	20%	+32	37%	+15	40%	23%	+17	44%	-4	.	.	.	.	.
	2019	41%	22%	+19	38%	3	45%	27%	+18	46%	-1	.	.	.	.	.
	2022	41%	19%	+22	38%	+3	41%	15%	+26	37%	+4	.	.	.	.	.
	2023	30%	27%	+3	45%	-15	41%	28%	+13	50%	-9	.	.	.	.	.
Grade 6	2022	52%	39%	+13	57%	-5	14%	13%	+1	39%	-25	.	.	.	.	.
	2023	35%	28%	+7	46%	-11	27%	29%	-2	48%	-21	.	.	.	.	.
Grade 7	2022	51%	39%	+12	48%	+3	9%	13%	-4	36%	-27	.	.	.	.	.
	2023	46%	32%	+14	48%	-2	37%	31%	+6	52%	-15	.	.	.	.	.
Grade 8	2023	81%	44%	+37	56%	+25	39%	30%	+9	43%	-4	56%	29%	+27	48%	+8

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2017	55%	10%	+45	15%	+40	45%	14%	+31	22%	+23	.	.	.	.	.
	2018	57%	19%	+38	24%	33	50%	27%	+23	28%	+22	.	.	.	.	.
	2022	7%	7%	0	20%	-13	7%	10%	-3	24%	-17	.	.	.	.	.
	2023	88%	16%	+72	19%	+69	13%	24%	-11	29%	-16	.	.	.	.	.
Grade 4	2017	22%	9%	+13	13%	+9	22%	9%	+13	17%	+5	44%	59%	-15	69%	-25
	2018	31%	11%	+20	19%	+12	31%	14%	+17	21%	+10	75%	66%	+9	75%	0
	2019	18%	13%	+5	18%	0	18%	15%	+3	22%	-4	27%	60%	-33	69%	-42
	2022	.	10%	-10	14%	-14	17%	11%	+6	18%	-1	50%	49%	+1	60%	-10
	2023	15%	11%	+4	21%	-6	31%	15%	+16	27%	+4	.	.	.	.	.
Grade 5	2017	8%	6%	+2	9%	-1	8%	13%	-5	15%	-7	.	.	.	.	.
	2018	33%	8%	+25	11%	+22	22%	13%	+9	17%	+5	.	.	.	.	.
	2019	10%	8%	+2	11%	-1	20%	18%	+2	17%	+3	.	.	.	.	.
	2022	.	6%	-6	11%	-11	50%	8%	+42	13%	+37	.	.	.	.	.
	2023	.	10%	-10	17%	-17	25%	16%	+9	22%	+3	.	.	.	.	.
Grade 6	2022	33%	16%	+17	22%	+11	.	5%	-5	11%	-11	.	.	.	.	.
	2023	.	12%	-12	15%	-15	.	18%	-18	19%	-19	.	.	.	.	.
Grade 7	2022	20%	16%	+4	16%	+4	.	6%	-6	10%	-10	.	.	.	.	.
	2023	.	14%	-14	17%	-17	.	.	.	.	.	.	.	.	.	.
Grade 8	2023	80%	20%	+60	23%	+57	38%	15%	+23	19%	+19	44%	15%	+29	25%	+19

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2017	31%	21%	+10	19%	+12	46%	26%	+20	29%	+17	.	.	.	.	.
	2018	63%	26%	+37	33%	+30	56%	35%	+21	40%	+16	.	.	.	.	.
	2019	61%	36%	+25	33%	28	30%	31%	-1	39%	-9	.	.	.	.	.
	2022	.	21%	-21	33%	-33	45%	19%	+26	36%	+9	.	.	.	.	.
	2023	10%	21%	-11	29%	-19	73%	33%	+40	40%	+33	.	.	.	.	.
Grade 4	2017	14%	10%	+4	15%	-1	14%	14%	0	20%	-6	29%	57%	-28	64%	-35
	2018	31%	24%	+7	30%	+1	31%	29%	+2	32%	-1	46%	65%	-19	75%	-29
	2019	24%	24%	0	33%	-9	6%	27%	-21	38%	-32	50%	63%	-13	73%	-23
	2022	21%	15%	+6	29%	-8	13%	16%	-3	31%	-18	43%	54%	-11	65%	-22
	2023	27%	22%	+5	36%	-9	50%	24%	+26	40%	+10	.	.	.	.	.
Grade 5	2017	.	8%	-8	9%	-9	.	15%	-15	18%	-18	.	.	.	.	.
	2018	40%	9%	+31	20%	+20	47%	16%	+31	28%	+19	.	.	.	.	.
	2019	23%	15%	+8	20%	3	36%	26%	+10	30%	+6	.	.	.	.	.
	2022	26%	14%	+12	22%	+4	39%	15%	+24	24%	+15	.	.	.	.	.
	2023	13%	22%	-9	30%	-17	13%	22%	-9	33%	-20	.	.	.	.	.
Grade 6	2022	23%	28%	-5	37%	-14	14%	10%	+4	21%	-7	.	.	.	.	.
	2023	25%	22%	+3	26%	-1	31%	32%	-1	30%	+1	.	.	.	.	.
Grade 7	2022	25%	26%	-1	26%	-1	.	10%	-10	18%	-18	.	.	.	.	.
	2023	23%	19%	+4	23%	0	23%	21%	+2	30%	-7	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 3	2017	63%	27%	+36	32%	31	58%	28%	+30	37%	+21	.	.	.	.	.
	2018	79%	38%	+41	40%	+39	74%	39%	+35	43%	+31	.	.	.	.	.
	2019	70%	42%	+28	42%	28	47%	34%	+13	44%	+3	.	.	.	.	.
	2022	35%	27%	+8	35%	0	43%	24%	+19	36%	+7	.	.	.	.	.
	2023	53%	29%	+24	34%	+19	61%	36%	+25	42%	+19	.	.	.	.	.
Grade 4	2017	42%	25%	+17	31%	11	44%	22%	+22	32%	+12	73%	72%	+1	80%	-7
	2018	58%	33%	+25	38%	+20	34%	29%	+5	37%	-3	70%	77%	-7	84%	-14
	2019	56%	35%	+21	38%	18	19%	29%	-10	40%	-21	70%	73%	-3	81%	-11
	2022	31%	20%	+11	30%	+1	25%	16%	+9	31%	-6	59%	59%	0	72%	-13
	2023	45%	29%	+16	38%	+7	55%	30%	+25	42%	+13	.	.	.	.	.
Grade 5	2017	23%	19%	+4	25%	-2	30%	21%	+9	31%	-1	.	.	.	.	.
	2018	52%	20%	+32	27%	+25	38%	22%	+16	33%	+5	.	.	.	.	.
	2019	37%	21%	+16	28%	9	44%	27%	+17	36%	+8	.	.	.	.	.
	2022	42%	19%	+23	27%	+15	42%	15%	+27	26%	+16	.	.	.	.	.
	2023	26%	26%	0	36%	-10	39%	27%	+12	38%	+1	.	.	.	.	.
Grade 6	2022	48%	39%	+9	47%	+1	13%	14%	-1	27%	-14	.	.	.	.	.
	2023	37%	27%	+10	36%	+1	27%	29%	-2	37%	-10	.	.	.	.	.
Grade 7	2022	51%	38%	+13	39%	+12	8%	12%	-4	25%	-17	.	.	.	.	.
	2023	40%	32%	+8	39%	+1	35%	31%	+4	41%	-6	.	.	.	.	.
Grade 8	2023	84%	44%	+40	48%	+36	39%	30%	+9	36%	+3	57%	28%	+29	40%	+17

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

BRONX CHARTER SCHOOL FOR CHILDREN

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				ED			
		Total Charter Tested	Bronx CS for Children	NYS	Differential to NYS	Total Charter Tested	Bronx CS for Children	NYS	Differential to NYS
Living Environment	2022-2023	20	30%	74%	-44	19	26%	63%	-37

*See NOTES (1), (2), (3), (4), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

BRONX CHARTER SCHOOL FOR CHILDREN

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Bronx CS for Children	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	432	416	96%
2019-2020	432	405	94%
2020-2021	512	447	87%
2021-2022	592	501	85%
2022-2023	672	524	78%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners*, and Economically Disadvantaged

	SWD			ELL			ED		
	Bronx CS for Children	NYC CSD 7	Differential to District	Bronx CS for Children	NYC CSD 7	Differential to District	Bronx CS for Children	NYC CSD 7	Differential to District
2018-2019	13%	28%	-15	23%	24%	-1	93%	95%	-2
2019-2020	14%	28%	-14	24%	24%	0	93%	95%	-2
2020-2021	16%	27%	-11	8%	24%	-16	94%	96%	-2
2021-2022	16%	28%	-12	22%	23%	-1	93%	96%	-3
2022-2023	19%	29%	-10	20%	23%	-3	92%	96%	-4

*The 2020-2021 ELL enrollment for this school is under-represented due to a reporting error.

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Bronx CS for Children	NYC CSD 7	Differential to District	Bronx CS for Children	NYC CSD 7	Differential to District	Bronx CS for Children	NYC CSD 7	Differential to District	Bronx CS for Children	NYC CSD 7	Differential to District
2018-2019	93%	84%	+9	88%	84%	+4	92%	85%	+7	93%	84%	9
2019-2020	88%	84%	+4	84%	84%	+0	90%	84%	+6	89%	84%	+5
2020-2021	88%	86%	+2	88%	85%	+3	88%	85%	+3	89%	86%	+3
2021-2022	79%	78%	+1	72%	79%	-7	85%	81%	+4	80%	79%	+1
2022-2023	78%	82%	-4	75%	84%	-9	80%	84%	-4	79%	82%	-3

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

*See NOTES (2), (3), and (10) below.

2024 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

