



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

Proposal to Authorize
BRONX CHARTER SCHOOL FOR EXCELLENCE
to Operate the Proposed
BRONX CHARTER SCHOOL FOR EXCELLENCE 2

October 1, 2015

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
(518) 433-8277
(518) 320-1572 (fax)
www.newyorkcharters.org

Executive Summary

The board of trustees of the **Bronx Charter School for Excellence** (the “Education Corporation”), a not-for-profit charter school education corporation authorized by the State University of New York Board of Trustees (the “SUNY Trustees”) to operate the Bronx Charter School for Excellence (“Bronx Excellence”), seeks the authority to operate one additional charter school in New York City Community School District 11 (“CSD 11”). The Education Corporation proposes **Bronx Charter School for Excellence 2** (“Bronx Excellence 2”) and seeks to open in August 2016 to serve 120 students in Kindergarten and 1st grade. The school will grow to 360 students in Kindergarten through 5th grade during an initial five-year term.

Bronx Excellence 2 will replicate the successful model implemented at the SUNY authorized Bronx Excellence, which opened in 2004 and has since earned two full-term charter renewals and the 2012 National Blue Ribbon School award. Bronx Excellence 2 will contract with The Friends of the Bronx Charter Schools for Excellence, Inc. (“Friends of Bronx Excellence”), an existing New York not-for-profit corporation that provides charter management services including back office support, assistance with fundraising and facilities financing support. Friends of Bronx Excellence will replicate the Bronx Excellence model and provide general oversight and central office support to promote fidelity within its schools, which will include its flagship school in New York, Bronx Excellence, as well as the Stamford Charter School for Excellence in Stamford, Connecticut, which opened in August 2015 and serves students in pre-Kindergarten through 1st grade. The Friends of Bronx Excellence-managed schools will share the key design elements, systems and instructional strategies that have produced a strong record of exemplary student performance at Bronx Excellence.

The SUNY Charter Schools Institute (the “Institute”) finds that the proposal for the Bronx Charter School for Excellence 2 meets the criteria detailed in the Institute’s 2015 Request for Proposals (“RFP”) (available at: www.newyorkcharters.org/create/request-for-proposals/2015-suny-request-for-proposals), and as such the requirements for new charters outlined in the New York Charter Schools Act of 1998 (as amended, the “Act”).

Based on the proposal and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to allow Bronx Charter School for Excellence to operate an additional school, **Bronx Charter School for Excellence 2**.

Background and Description

The Education Corporation submitted a proposal to operate Bronx Excellence 2 on July 29, 2015 in response to the RFP the Institute released on behalf of the SUNY Trustees on July 2, 2015.¹

Amendments to the Act in 2015 increased the total number of charter schools allowable in the state to 482 charters. The 2015 amendments to the Act allow New York authorizers (the SUNY Trustees as well as the New York State Board of Regents) the ability to grant 50 of the 180 available charters to applicants seeking to open schools in New York City. The Institute received six total proposals to create new charter schools in response to the July round of the 2015 RFP.

The Institute conducted a rigorous evaluation of the proposals under consideration including academic, fiscal and legal soundness reviews. In addition, the Institute engaged independent consultants to evaluate the organizational soundness of Friends of Bronx Excellence and the Education Corporation. Pursuant to its protocols, the Institute, as well as Trustee Joseph Belluck, Chairman of the SUNY Trustees' Charter Schools Committee, conducted interviews with members of the Education Corporation's board of trustees and key representatives of Friends of Bronx Excellence.

Mission and Key Design Elements

The mission of Bronx Excellence 2 is to *“prepare young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. Bronx Excellence 2 will accomplish this by offering a challenging and rigorous academic curriculum, which at the earliest grades will have an eye toward college preparation. Bronx Excellence 2 will achieve this in a supportive and caring environment that maintains high expectations for all students.”*

Key design elements of Bronx Excellence 2's academic program and school model include:

- high academic standards;
- a broad liberal arts education;
- foundational academic and critical thinking skills that expand to a 21st century global perspective;
- longer school day;
- performance-based compensation for staff;
- clearly articulated standards for students that encourage holistic growth;
- school uniforms for students;
- a commitment to academic performance accountability;
- a commitment to financial accountability;
- parent engagement;

¹ Amendments to the Act in 2010 permit an education corporation to operate more than one school so long as another charter is issued thereby reducing and the number of charters available under the statutory cap.

- open collaboration with the community of educators and external stakeholders; and,
- organizational commitment to life-long learning and to the professional development of all staff.

Bronx Excellence 2's key design elements will be implemented with a focus on creating highly motivated learners who will become competent readers, writers and communicators. Students will compute accurately, be articulate, and express themselves artistically. Bronx Excellence 2 will create scholars who use technology effectively, think critically, and conduct themselves in a respectful, appropriate manner while contributing to the well-being of their community.

Bronx Excellence 2 will provide teachers with a professional learning environment that includes ample access to curriculum resources, participation in professional learning communities, and regular professional development. Professional development will be ongoing, differentiated and collaborative. Bronx Excellence 2 will reward staff for high performance with discretionary bonuses and performance based salary increases.

Calendar and Schedule

The school will feature an extended school day and at least 180 days of instruction per year, with the first day of school on or around September 8, 2016 and the last day of the first year on or around June 24, 2017. The school day will run from 7:45 a.m. to 4:00 p.m. Students in Kindergarten through 5th grade will receive 6.5 hours of daily instruction, thereby exceeding the 5 hours of daily instructional hours mandated in New York Education Law § 2851(2)(n) and 8 NYCRR § 175.5 by 30 percent.

Academic Program

Bronx Excellence has developed a curriculum aligned to the Common Core Learning Standards in English language arts ("ELA") and mathematics and the state standards in science and social studies, but considers mastery of these standards and expectations to be the "floor," not the "ceiling," for learning. Bronx Excellence 2 intends to implement this rigorous curriculum through an amalgamation of commercial and proprietary curriculum materials as well as staff-developed supplemental resources to bridge any perceived gaps or to meet the needs of specific subgroups of students. Bronx Excellence 2's instructional will focus on improving all students' literacy skills with heavy emphases on explicit and systematic instruction for phonemic awareness, phonics, fluency, comprehension strategies and building robust vocabulary. ELA instruction will also include daily guided reading groups, literature circles and writing workshops; these program elements will provide time for students to engage in peer to peer dialogue, build critical thinking skills and learn to communicate effectively through writing. Mathematics instruction will emphasize computational fluency and problem-solving skills through hands-on and cooperative learning activities.

The Bronx Excellence 2 design includes assessments used to diagnose student progress toward acquiring the skills and knowledge necessary to succeed against the demands of state standards. Assessments will include weekly quizzes, exit slips after lessons, unit tests, and commercially developed assessments. The school will also administer a nationally normed standardized assessment as well as teacher administered Diagnostic Reading Assessments several times per year to measure student learning and adjust curriculum and instruction. As required in the Act, Bronx Excellence 2 will also administer New York state assessments.

Organizational Capacity

At full capacity, the leadership structure of Bronx Excellence 2 will closely resemble that of Bronx Excellence. However, as a start-up school that starts with grades K-1 and adds a grade each year, the staff will grow as the school’s enrollment grows. Bronx Excellence 2 will open with a principal who will serve as the school’s instructional leader. An operations manager will manage the fiscal, operational and human resource activities for the school. In year two, the school plans to add an assistant principal, to support the principal in providing leadership and coaching to teachers. Learning specialists and a dean of students will provide a second layer of support, with grade level leaders providing a third layer. Final authority and accountability for the day-to-day management of the educational program would rest with the principal.

The Education Corporation intends to contract with Friends of Bronx Excellence. Friends of Bronx Excellence would provide essential services that will allow the school leader to focus on instructional leadership, such as program design and development; teacher recruitment; training for teachers, school leaders, and other staff; facility acquisition and financing; financial management; fund development; technology; legal counsel (for day-to-day school issues, but not for the Education Corporation board); and, marketing and advocacy. The proposed Friends of Bronx Excellence management agreement included in the application stipulates a fee equal to 10 percent of per pupil funding and all other revenue during the schools’ term of authority to operate. As with all management agreements, the Institute reviews the final contract/amendments on behalf of the SUNY Trustees pursuant to the charter agreement.

The table below illustrates the operational stage of each of the existing schools that will ultimately managed by Friends of Bronx Excellence.

| School Name | Authorizer | Location | Year Opened | Grades Served 2015-16 |
|--|--------------|--------------|-------------|-----------------------|
| Bronx Charter School for Excellence | SUNY | NYC CSD 11 | 2004 | K-8 |
| Stamford Charter School for Excellence | CT Dept. Ed. | Stamford, CT | 2015 | Pre-K-1 |

School Performance

Bronx Excellence consistently outperforms its district peers on New York State’s ELA and mathematics exams, often exceeding twice the proficiency rates of CSD 11. During 2014-15 (the most recent comparative data available), Bronx Excellence posted a proficiency rate of 48 percent, more than doubling the CSD’s 21 percent proficiency. Similarly, in mathematics, the school’s 62 percent proficiency rate exceeded CSD 11’s proficiency rate of 25 percent. In comparison to schools throughout the state with similar levels of economic disadvantage, Bronx Excellence performed higher than expected to a large degree consistently over the past five years according to the Institute’s effect size analysis. Further, regardless of its level of economic disadvantage, Bronx Excellence has outscored at least 80 percent of all schools throughout New York consistently in both content areas over the past five years. The school also demonstrates adequate growth in student achievement each year. On average, students are making the same amount of learning progress during the academic year in comparison to similar peer students throughout New York State.

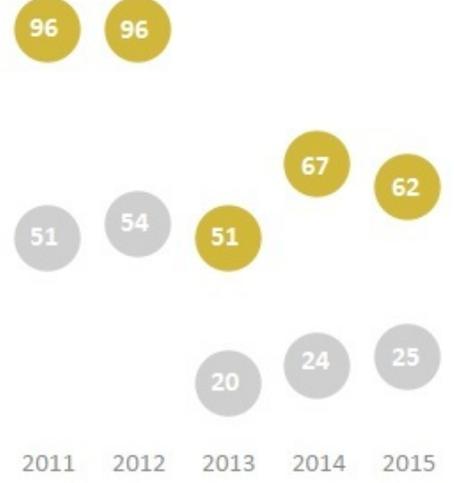
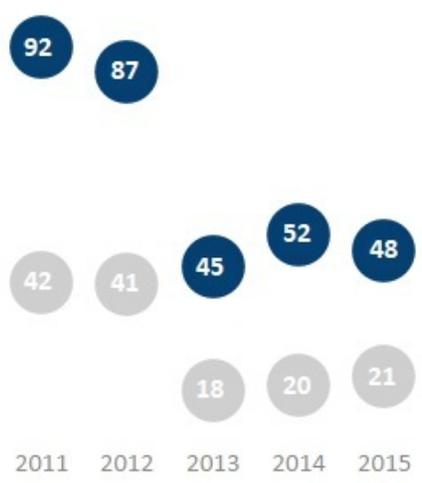
Bronx Excellence posts strong performance among its at risk student populations. During 2014-15, 15 percent of its 40 students with disabilities performed at or above proficiency on the state’s ELA exam, exceeding the state average by 10 percentage points. In math, 30 percent of the school’s students with disabilities posted scores at or above proficiency. The school provides adequate language acquisition support to its English language learners (“ELLs”). During 2014-15, 82 percent of the school’s ELLs scored in the two highest performance levels (of five) on the New York State English as a Second Language Achievement Test.

DESCRIPTION

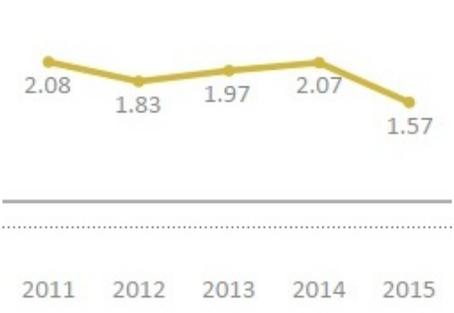
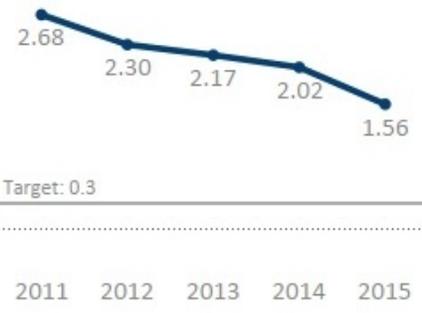
**ENGLISH LANGUAGE ARTS
ACCOUNTABILITY PLAN GOAL**

**MATHEMATICS
ACCOUNTABILITY PLAN GOAL**

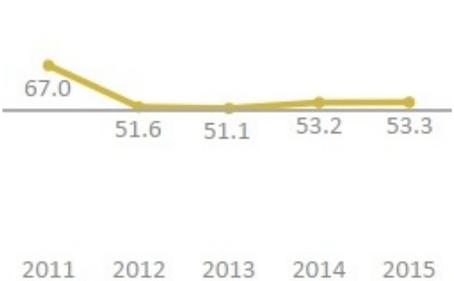
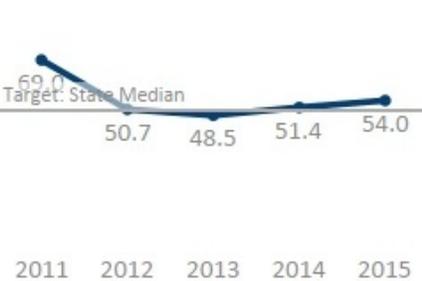
Comparative Measure: District Comparison. Each year, the percentage of students at Bronx Excellence in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in Bronx District 11.



Comparative Measure: Effect Size. Each year, Bronx Excellence will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, Bronx Excellence's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



Governance

The by-laws of the Education Corporation indicate that the board may consist of no fewer than five and no more than 25 trustees (the statutory limits). The Education Corporation board has fixed the number of current trustees as set forth below. The Education Corporation intends to add a parent member to the board when the new school opens.

- 1. Stacey Lauren, Board Chair.** Stacey Lauren is a private tutor focused on executive functioning skills for middle and high school students and joined the board in 2010. Ms. Lauren previously spent ten years in marketing at Pfizer Pharmaceuticals. Ms. Lauren holds a BS in communications and political science from Northwestern University, an MBA from Harvard Business School and an MA in Elementary Education from Teachers College, Columbia University. Ms. Lauren serves on the Education and Accountability Committee of the board.
- 2. Mardi Schecter, Vice Chair.** Mardi Schecter is an attorney and a founding partner of the full service commercial real estate law firm of Younkins & Schecter LLP. Ms. Schecter holds a BA from the University of Michigan and a JD from Stanford Law School. Ms. Schecter was appointed to the Real Estate panel of the Dormitory Authority of the State of New York and to non-bond legal counsel panels of several state finance and real estate agencies. Ms. Schecter was previously associated with Kramer, Levin, Nessen, Kamin & Frankel and with Battle Fowler (now known as Paul Hastings). Ms. Schecter joined the board in 2012.
- 3. Joyce Frost, Vice-Chair.** Joyce Frost is the founding board chair of Bronx Excellence and Friends of Bronx Excellence. She also serves on the board of directors of New York Cares, the 2009 winner of the New York Times Nonprofit Excellence Awards. Ms. Frost is a financial professional and partner of Riverside Risk Advisors LLC, a derivatives advisory firm. Prior to starting Riverside, Ms. Frost held senior level positions at investment banking firms including Morgan Stanley, Chase and Sumitomo Capital Markets. Ms. Frost holds an MBA in Finance from the University of Chicago and a BA in Finance from Indiana University Kelly School of Business.
- 4. Deirdre Flynn, Treasurer.** Deirdre Flynn joined the board in 2006 and currently serves as the chair of the board of Friends of Bronx Excellence. Ms. Flynn is an independent consultant who specializes in managing finance and operations of growth companies and not-for-profits. Previously, Ms. Flynn served as the senior director of finance and operations for New York Cares, where she oversaw the organization's finance, information technology, human resource and administrative functions. Ms. Flynn began her career at Morgan Stanley, where she worked in both the investment banking division and for Morgan Stanley Venture Partners. Ms. Flynn holds an MBA from The Wharton School and a BA from Williams College. In accordance with section 2.2 of the proposed amended and restated charter agreement for the Education Corporation, Ms. Flynn will not be able to hold the office of treasurer if she is affiliated with Friends of Bronx Excellence.

5. **Kim Hartman, Secretary.** Kimberly Hartman is founder of KH Designs, an interior design firm in New York City and joined the board in 2006. Prior to design, Ms. Hartman was vice president of human resources and facilities for Trust Company of the West. She also serves on the board of Writopia Lab, Inc., Temple Emanu-El's Mitzvah board and UJA Manhattan Women's Philanthropy board. Ms. Hartman earned a BA at Tufts University and an MBA in Finance from the Leonard Stern School of Business at New York University. Ms. Hartman focuses on Bronx Excellence's development and marketing efforts as well as literacy programs with the students.

6. **Rosemary Milliman, Trustee.** Rosemary Milliman joined the board in 2006 and chairs the Education and Accountability Committee. Dr. Milliman began her career in early childhood education in Minnesota. She taught in middle and upper school in St. Paul, Minnesota, was principal of the lower school at the Bergen School in New Jersey, and has been principal of the lower school at Trinity School in New York City since 1989. Dr. Milliman holds a BS in Elementary Education with Early Childhood certification from the University of Minnesota, a Master's degree in Special Education K-12 from the University of St. Thomas and a PhD in Educational Policy and Administration from the University of Minnesota.

7. **Christopher Hall, Trustee.** Even though his son no longer attends Bronx Excellence, Mr. Hall continues to be an active member of the board of trustees for Bronx Charter School for Excellence. Christopher has worked as a financial management consultant at Diversified Investment Advisors since 1997. In his time at Diversified, he has done work in analysis, forecasting, and reporting of their investment advisory revenue. Christopher earned a bachelor's degree in Mathematics from Baruch College in 1986. He, his wife and his son, live in Parkchester.

Facilities

The Education Corporation does not intend to seek public facility space, nor co-locate in a NYCDOE facility. Bronx Excellence 2 would lease a three story building located in CSD 11 at 1804 Holland Avenue, Bronx, NY 10462. Previously, Bronx Excellence utilized all floors of this building to house its middle school program, which recently transitioned to a newly constructed facility.

Fiscal Impact

The fiscal impact of Bronx Excellence 2 on the district of residence, the New York City School District (the "District"), is summarized below.

BRONX EXCELLENCE 2

| Charter Year | Expected Number of Students (A) | Basic Charter School Per Pupil Aid (B) | Projected Per Pupil Revenue (A x B) | Public Facility Aid (D)* | Total Project Funding From District to Charter School (C+D) | New York City School District Budget (F)** | Projected District Impact (E/F) |
|------------------|---------------------------------|--|-------------------------------------|--------------------------|---|--|---------------------------------|
| Year 1 (2016-17) | 120 | \$13,877 | \$1,665,240 | \$0 | \$1,665,240 | \$21,800,000,000 | 0.008% |
| Year 5 (2020-21) | 360 | \$13,877 | \$4,995,720 | \$0 | \$4,995,720 | \$21,800,000,000 | 0.023% |

* 20% additional funding available over standard per pupil funding if the school is unable to locate in a public facility. Not being sought.

**The New York City Department of Education ("NYCDOE") budget was derived from the NYCDOE's website:

<http://schools.nyc.gov/AboutUs/funding/overview>.

The calculations above conservatively assume the current basic per pupil aid will not increase during the term of the charter. While it is likely that the District's budget will grow over time, the Institute is being conservative by leaving it unchanged in five years. Since the proposed school will seek to locate in private space, the applicants would not be eligible to receive rental assistance. Based on these assumptions, and projections that the charter schools will have full enrollment, Bronx Excellence 2 will have minimal fiscal impact on public schools in the District.

The estimates used by the Institute to conduct its analysis are subject to unpredictable changes in the District's budget in any given year, changes in the charter school per-pupil funding, and the actual enrollment in the charter school. For example, in the event that the budget of the District increases 5% in five years (assumes a 1% increase each year) to \$22.9 billion and the basic per pupil aid to charter schools remains unchanged, the impact to the District would remain minimal: 0.23% in the 2020-21 school year. While the Education Corporation has included in its proposal estimated calculations accounting for special education revenue, federal Title I funds, other federal grants and/or funds provided by the District and to be received by the charter school, the Institute's calculations and analysis do not account for these sources of potential revenue.

The Institute reviewed the charter school's proposed start-up and fiscal plans for each year of the proposed charter term and supporting evidence as well as the Education Corporation's budgets for the other school it operates. The Institute also reviewed Friends of Bronx Excellence's Business Plan and fiscal information to determine its capacity to support additional schools in New York as well as operate schools in other states. The Institute finds these budgets and fiscal plans to be sound, and sufficient start-up funds will be available to the new charter school. The Education Corporation's financial profile is available on the SUNY Fiscal Dashboard at www.newyorkcharters.org/progress/fiscal-dashboard/.

Notification and Public Comments

The Institute notified the District as well as public and private schools in the same geographic areas of the proposed school about the receipt of the proposal, and the proposal was posted on the Institute's website for public review. The NYCDOE held a public hearing pertaining to the proposal on September 28, 2015. The Institute has compiled any public comments received separately by the Institute in a

Summary of Public Comments (Appendix C). The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. To date, the SUNY Trustees have not received any District comments on the proposal.

Preference Scoring

The RFP identified the minimum eligibility requirements and preference criteria required by Education Law § 2852(9-a). The proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal Sheet, Proposal Summary and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs and students who are eligible to participate in the federal Free and Reduced Price Lunch (“FRPL”) program (as detailed in Request No. 15); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request No. 3).

As the Bronx Excellence 2 proposal met the eligibility criteria, the Institute’s evaluation continued with a full review of the proposal, an interview of the founding team and board of trustees, and requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the 10 Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP’s Preference Scoring Guidance. The purpose of the Preference Criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees’ requirements exceeds the maximum number of charters to be issued (or to be issued in New York City). In the event of a tie for the last charter, both proposals will be rejected unless one applicant agrees to withdraw his or her proposal for consideration in a subsequent RFP. The preference criteria, in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;

- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- partnering with low performing public schools in the area to share best educational practices and innovations;
- demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school; and,
- demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

While the Institute received a total of six proposals in response to the July round of the 2015 RFP, it recommends only two for approval. Both proposals recommended for approval met the eligibility criteria and were therefore assigned a score using the guidance contained in the RFP. The proposal for Bronx Excellence 2 earned a score of 35.5 preference points out of a possible total of 45. Based on this score and the other information and findings set forth herein, the Institute recommends that the SUNY Trustees approve the proposal to allow Bronx Charter School for Excellence to operate Bronx Charter School for Excellence 2 in New York City, which will not exceed the statutory limits in Education Law § 2852(9)(a).

Findings

Based on the comprehensive review of the proposal and interviews of the applicant and the Education Corporation's board of trustees, the Institute makes the following findings for the proposed school.

1. The charter school described in the proposal meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and ELLs;
 - the required policies for addressing the issues related to student discipline, personnel matters and health services;
 - an admissions policy that complies with the Act, federal law and the U.S. Constitution;
 - the inclusion of by-laws for the operation of the Education Corporation's board of trustees; and,
 - the inclusion of an analysis of the projected fiscal and programmatic impact of the school on surrounding public and private schools.

2. The applicant has demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
 - the provision of an educational program that meets or exceeds the state performance standards;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;
 - the provision of sound start-up, first-year, and five-year budget plans;
 - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
 - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
 - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least, annually;
 - the inclusion of a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
 - the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.

3. Granting the proposal: a) is likely to improve student learning and achievement, and materially further the purposes of the Act set forth in Education Law § 2850(2); and, b) would have a significant educational benefit to the students expected to attend the proposed charter school within the meaning of Education Law § 2852(2)(d). This finding is supported by (among other things):
 - the high level of student achievement attained by students at Bronx Charter School for Excellence;
 - the staffing of classes with high-quality teachers to allow for more concentrated, focused and differentiated instruction;
 - the inclusion of significant opportunities for professional development of the school's instructional staff throughout the year;
 - the inclusion of tutoring during and after school, as well as on Saturdays, for students at-risk of academic failure;
 - an organizational structure that supports the principal in functioning as a true instructional leader; and,
 - a commitment to providing an educational program focused on outcomes, not inputs.
4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the FRPL program as required by Education Law § 2852(9-a)(b)(i).
5. The applicant has conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the Board of Regents for approval.

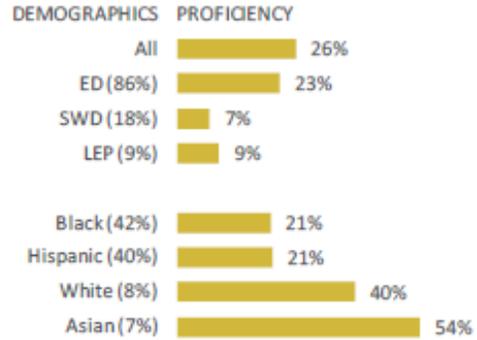
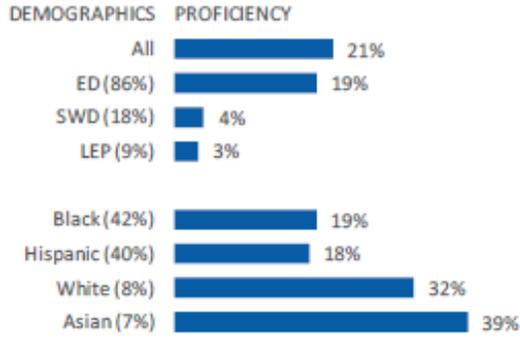
Conclusion and Recommendations

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to grant the Bronx Charter School for Excellence the authority to operate the **Bronx Charter School for Excellence 2**, to open in August 2016.

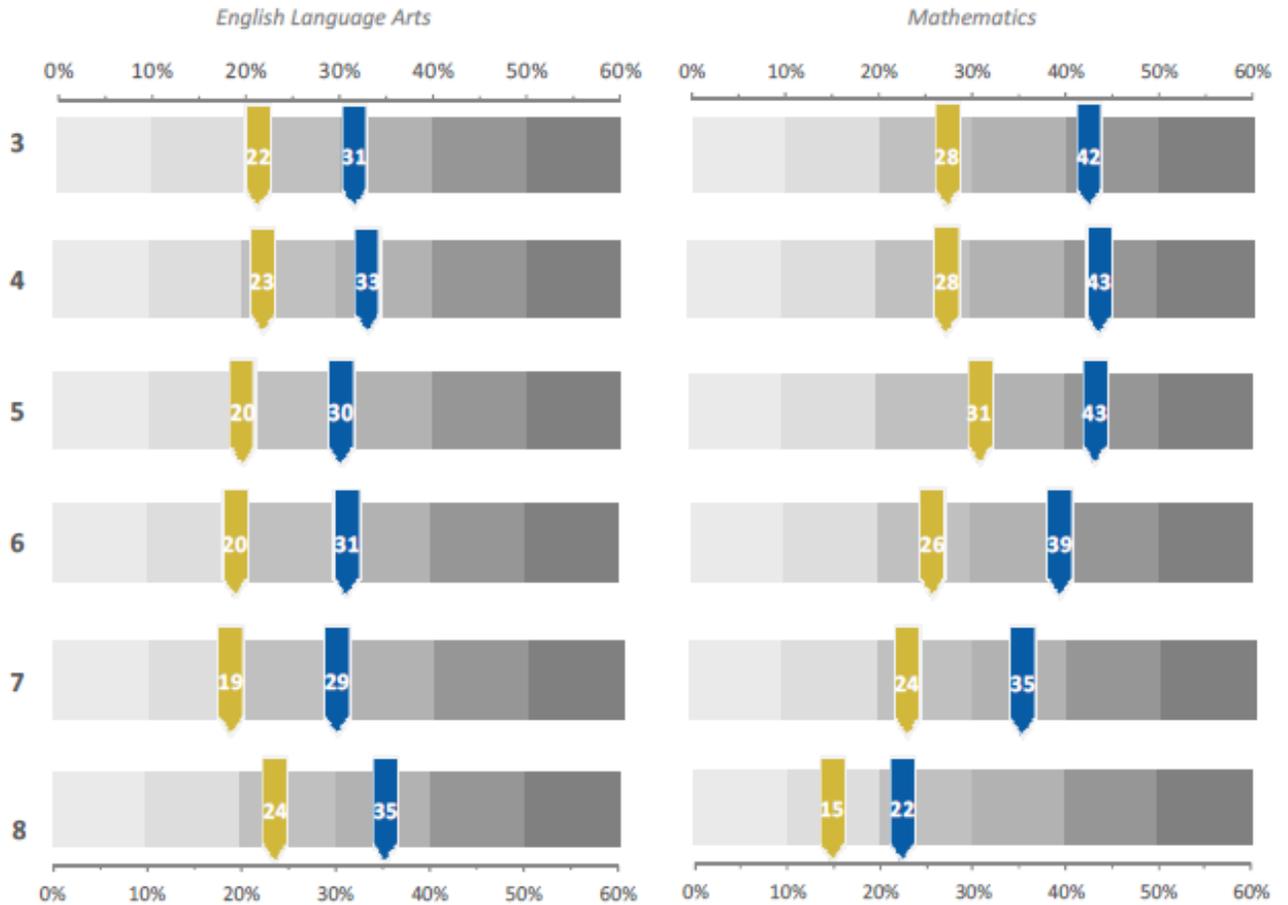
APPENDIX A

2014-15 CSD 11 ENGLISH LANGUAGE ARTS AND MATH PERCENT PROFICIENCY BY TARGET POPULATION

K-12 Enrollment: 38,036



CSD 11 AND STATE PROFICIENCY BY GRADE LEVEL



APPENDIX B

BRONX CHARTER SCHOOL FOR EXCELLENCE 2

Basic Identification Information

| | |
|-----------------------------------|--|
| Lead Applicant(s): | Dr. Charlene Reid |
| Management Co.: | The Friends of the Bronx Charter School for Excellence, Inc. |
| Other Partners: | N/A |
| Location (District): | NYC CSD 11 |
| Student Pop./Grade Span at Scale: | 360 students/K-5 |
| Opening Date: | August 1, 2016 |

APPENDIX C



Summary of Public Comments Received During the SUNY Public Comment Period through October 1, 2015

On or about August 4, 2015, in accordance with Education Law § 2857(1), the Institute notified the NYCDOE as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish the Bronx Charter School for Excellence 2. The notice reminded the district that the New York State Commissioner of Education’s regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. A redacted copy of the Bronx Charter School for Excellence 2 proposal was also posted on the Institute’s website for public review at: www.newyorkcharters.org/public-notices/.

The NYCDOE held a public hearing pertaining to the proposal on September 28, 2015. The NYCDOE provided one comment from that hearing: the education chair of Community Board 11 of the Borough of the Bronx stated that the applicants’ “community outreach was strong.”

The Institute has received no comments from NYCDOE about the proposal nor has the Institute received any direct public comments relating to this proposal.