



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
BRONX CHARTER SCHOOL FOR
BETTER LEARNING II*

Report Date: December 10, 2019

Visit Date: September 19 - 20, 2019

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

518.445.4250
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

CONTENTS

2

Introduction & Report Format

4

Renewal Recommendation

7

School Background and Executive Summary

10

Academic Performance

25

Organizational Performance

31

Fiscal Performance

34

Future Plans

Appendices

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

E: Education Corporation Overview

F: Education Corporation Fiscal Dashboard

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Bronx Charter School for Better Learning II and renew Bronx Charter School for Better Learning’s authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten – 5th grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 456 students.

To earn an **Initial Full-Term Renewal**, a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁴

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the Act:

- 1:** the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

3. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

4. SUNY Renewal Policies (p. 12).

3:

given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁵

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all operating, SUNY authorized. The Act requires charter schools to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets. SUNY and the New York State Board of Regents (the “Board of Regents”) approved the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

Bronx Charter School for Better Learning II (“BBL II”) makes good faith efforts to recruit and retain economically disadvantaged students, students with disabilities, and ELLs. Though the school does not currently meet its enrollment and retention targets for these student subgroups, the school constantly reflects on its efforts and attempts new strategies to make progress toward meeting its enrollment and retention goals. The school intends to implement the following strategies to ensure it meets its targets in any future charter term:

- convening a student recruitment committee that includes teachers, school leaders, and parents;
- mailing flyers with information about the school’s academic program to targeted zip codes with high numbers of economically disadvantaged families and ELLs;
- leveraging the parents of current ELLs to connect with families that speak languages other than English;
- placing advertisements in multiple languages in local newspapers and on social media including local Spanish language newspapers;
- placing print advertisements in local businesses frequented by prospective families;

5. See New York Education Law § 2852(2).

- conducting outreach at pre-Kindergarten programs, daycare centers, and after school programs to connect with families of prospective students;
- holding open house events at the school in order to inform interested families about the school's academic program and supports for at-risk students; and,
- coordinating with a local organization for Latino families whose aim is to connect Spanish speaking families with educational resources.

For additional information on the school's enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

BACKGROUND

The SUNY Trustees approved the original charter for BBL II on June 4, 2014. The school opened its doors in the fall of 2015 initially serving 75 students in Kindergarten. The school is authorized to serve 375 students in Kindergarten – 4th grade during the 2019-20 school year and will grow to serve students in Kindergarten – 5th grade with a projected total enrollment of 456 students.

The current charter term expires on July 31, 2020. A subsequent charter term would enable the school to operate through July 31, 2025. The school is co-located in a New York City Department of Education (“NYCDOE”) building at 2545 Gunther Avenue, Bronx, NY in New York Community School District (“CSD”) 11. The building also houses J.H.S. 144 Michelangelo and Pelham Gardens Middle School, both district middle schools serving students in 6th – 8th grade.

The mission of BBL II states:



The Bronx Charter Schools for Better Learning provide their students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State Standards and national norms in all curriculum areas tested especially in mathematics and language arts.

Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility, and a sustained love of learning, all of which contribute directly to high academic achievement.

The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more existing education corporations. BBL II is a replication of Bronx Charter School for Better Learning (“BBL I”), the flagship school of the Bronx Charter School for Better Learning education corporation (“Bronx Better Learning” or the “network”), a New York not for profit charter school education corporation. The SUNY Trustees approved the original charter for BBL I in February 2003, and the school most recently received a Subsequent Full-Term Renewal of five years in May 2017. A shared executive director, professional development team, and contracted consultants work with both schools to ensure the implementation of a high quality program.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

BBL II is an academic success having met its key Accountability Plan goals. The school demonstrates success in the following ways:

- In English language arts (“ELA”), the school outperformed 78% of schools across New York State in 2018-19. It outperformed its local district by 19 percentage points and performed higher than expected compared to demographically similar schools.
- In mathematics, BBL II met its absolute proficiency target with 78% of its students in at least their second year scoring at or above proficiency in 2018-19. The school outperformed 88% of all public schools statewide.
- BBL II demonstrates achievement consistent with the track record of success at BBL I. In 2018-19, BBL I continued to post high achievement when it outperformed 86% of schools statewide in ELA and 88% of schools statewide in mathematics. BBL I has met its ELA and mathematics goals consistently over its current charter term.

BBL II’s academic program is founded on the Gattegno method, or the subordination of teaching to learning, which entails using specialized curricula and instructional methods aimed at providing students with the knowledge and insights to function independently, control their learning, and assume responsibility for it. These curricula, discussed in further detail below, utilize hands on materials and visual aids to support learning in mathematics and ELA. Within this method, teachers closely observe students and their work through a process called descriptive review in order to develop a comprehensive understanding of student needs and how best to meet them.

In order to implement its unique academic program effectively, BBL II provides robust professional development and coaching to teachers and instructional staff members that includes a relationship with SUNY’s University at Albany (“SUNY Albany”) through which novice teachers can earn a master’s degree and New York State teacher professional certification. In addition to the school’s administrative staff, multiple instructional leaders support teachers with the development and implementation of daily lesson plans and provide regular feedback. The school offers numerous professional development opportunities during the summer and school year.

Based on the Institute’s review of the school’s performance over the charter term; a review of the Application for Charter Renewal; a review of academic, organizational, governance, and financial documentation; and, a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant BBL II an Initial Full-Term Renewal of five years.

NOTEWORTHY

Bronx Better Learning received a three year Charter School Dissemination Grant that enables the schools to disseminate their unique approach to mathematics and reading instruction through the development of several iPad applications.⁶ Teachers routinely use the applications to support instruction in BBL I and BBL II classrooms, and the applications are available to the public for a small fee that covers administration costs.

6. For information on the applications, please visit: <https://apps.apple.com/us/developer/bronx-charter-school-for-better-learning/id1042368291>

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

BBL II is an academic success having met its Accountability Plan goals in its initial charter term. In its first year with students enrolled in testing grades, BBL II's academic record, combined with BBL I's strong track record of success, demonstrate the capacity for future success.

At the beginning of the Accountability Period,⁷ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"⁸ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the Board of Regents"⁹ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

7. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

8. Education Law § 2850(2)(f).

9. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. BBL II did not include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress (“MIP”) attainment,¹⁰ comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, where applicable) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school’s ELA and mathematics goals while emphasizing the school’s comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of BBL II relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York’s assessment system do not compromise its validity or reliability. Further, the school’s performance on the measure is not relative to the test, but relative to the strength of BBL II’s demonstrated student learning compared to other schools’ demonstrated student learning.

The Institute uses the state’s growth percentile analysis as a measure of BBL II’s comparative year-to-year growth in student performance on the state’s ELA and mathematics exams. The measure compares a school’s growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years’ assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school’s ability to help students make one year’s worth of growth in one year’s time the expected percentile performance is 50. To signal a school is increasing students’ performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and Every Student Succeeds Act (“ESSA”) goals, which replaced the No Child Left Behind Act (“NCLB”) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

10. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s MIP.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

**SUNY
RENEWAL
BENCHMARK
1A**

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

BBL II met its key academic goals in ELA and mathematics in its initial charter term. Although the school did not enroll students in testing grades until 2018-19, the final year of its Accountability Period, it posted high academic achievement in both subjects. The school outperformed 78% of schools across the state in ELA and 88% of schools in mathematics. Notably, the school exceeded the target for all four measures included under its mathematics goal. The school did not produce testing results in science in its initial term. The school met its NCLB/ESSA goal.

BBL II met its ELA goal in its initial charter term posting high achievement in the first year the school generated state exam results. In 2018-19, 62% of the school's students in 3rd grade enrolled in at least their second year scored at or above proficiency surpassing the district performance by 19 percentage points. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, BBL II performed higher than expected to a meaningful degree. The school did not yet generate mean growth percentiles to evaluate the growth measure included under its goal.

BBL II also met its mathematics goal when it posted high achievement in the first year the school administered the mathematics exam. In 2018-19, the school exceeded the target for the four available measures included under its goal. With 78% of its students enrolled in at least their second year scoring at or above proficiency, the school exceeded the absolute target of 75% by three percentage points and exceeded the district achievement by 40 percentage points. The school also exceeded the target for its effect size measure. With an effect size of 0.95, BBL II performed higher than expected to a large degree compared to demographically similar schools statewide. The school did not yet generate mean growth percentiles to evaluate the growth measure included under its goal.

The New York State science exam is only administrated in the 4th and 8th grades. As of 2018-19, BBL II did not yet enroll students in 4th grade, and therefore did not generate data to evaluate the attainment of its science goal. BBL I has consistently met its science goal throughout its charter terms.

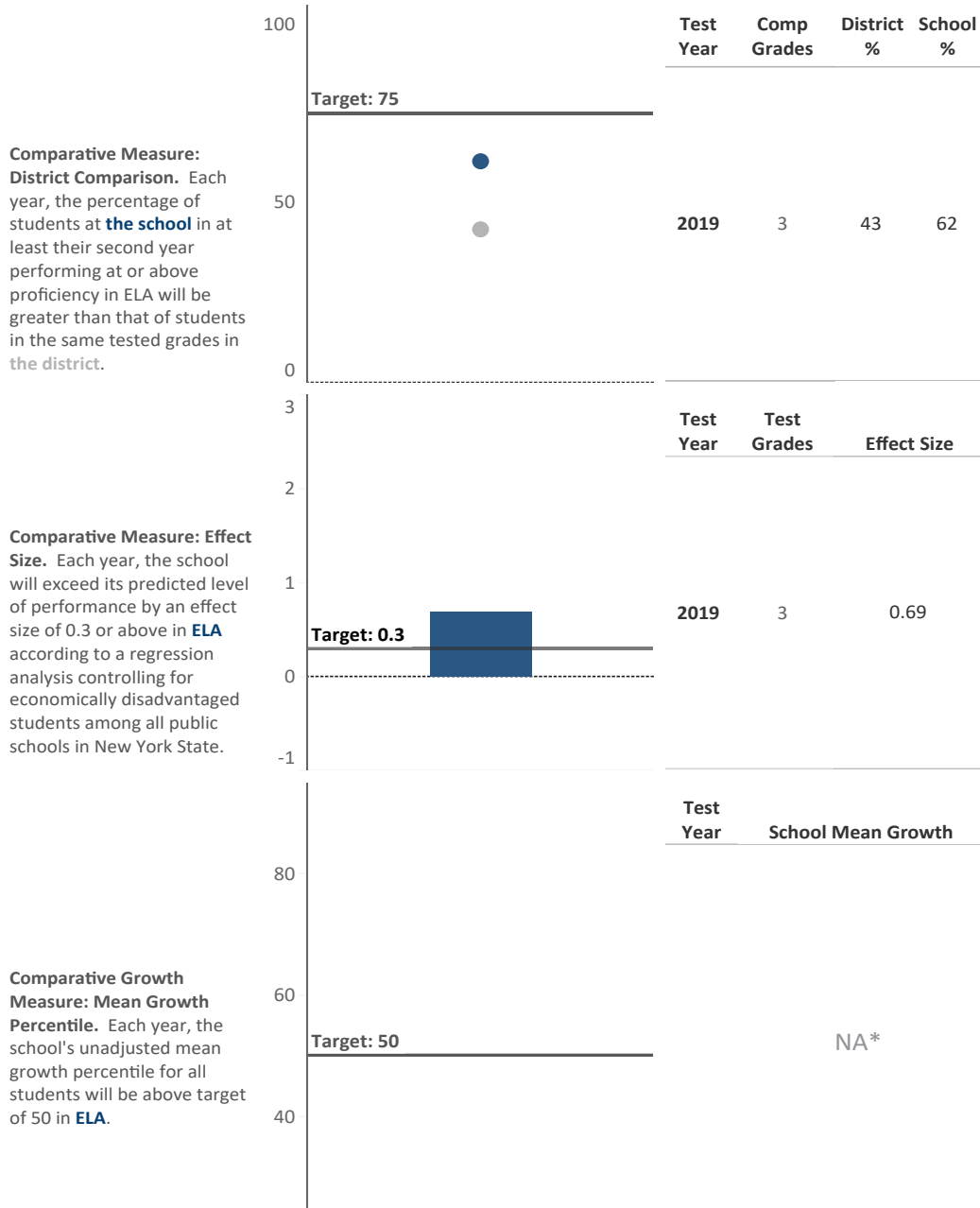
BBL II met its NCLB goal, and more recently the ESSA goal following the expiration of NCLB, and remained in good standing under the state accountability system during the charter term.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



*The school did not yet enroll students in grades 4th - 8th during 2018-19, and therefore did not produce student growth percentiles.

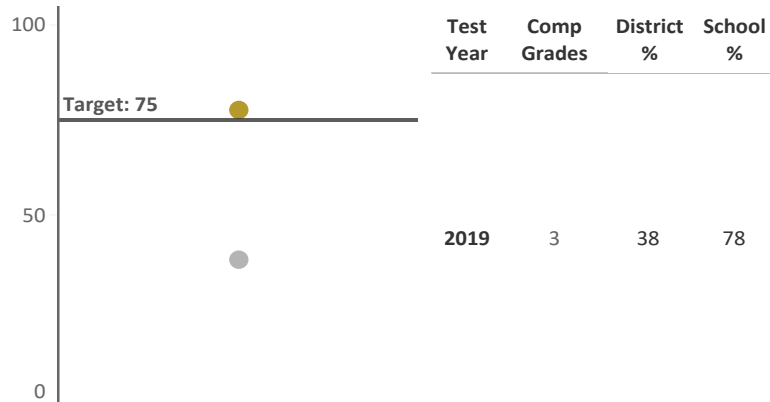
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE

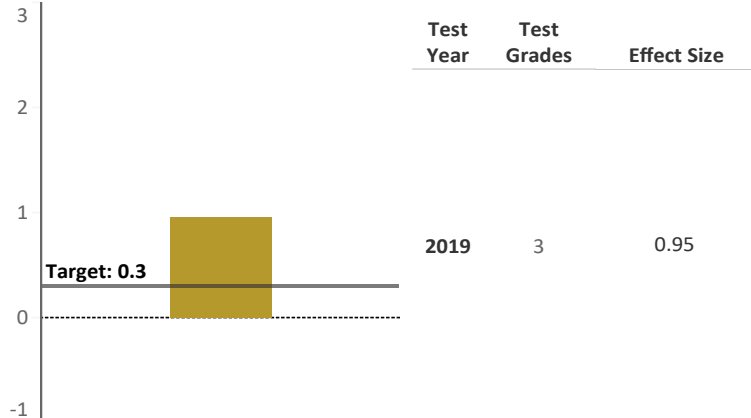
BRONX CHARTER SCHOOL FOR BETTER LEARNING II

MATHEMATICS ACCOUNTABILITY PLAN GOAL

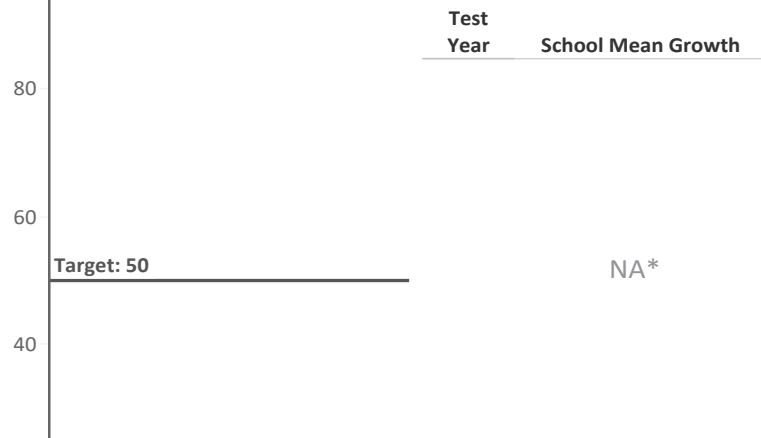
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **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, the school's unadjusted mean growth percentile for all students will be above target of 50 in **mathematics**.



*The school did not yet enroll students in grades 4th - 8th during 2018-19, and therefore did not produce student growth percentiles.

ACADEMIC PERFORMANCE

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative

Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.

The school did not yet enroll students in testing grades for science.

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	15	20	33
Tested on State Exam	0	0	7
School Percent Proficient on ELA Exam	NA	NA	28.6
District Percent Proficient	NA	NA	13.3
	2017	2018	2019
ELL Enrollment	7	10	10
Tested on NYSESLAT Exam	6	10	10
School Percent 'Commanding' or Making Progress on NYSESLAT	33.3	20.0	20.0

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

SUNY
RENEWAL
BENCHMARK
1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

BBL II implements an assessment system that improves instructional effectiveness and student learning. The school regularly administers a variety of assessments and has systems to track student growth and adjust instruction according to student needs.

- BBL II regularly administers a variety of assessments aligned to the school’s curriculum and state standards. Students in Kindergarten – 2nd grade take a monthly reading assessment aligned to the school’s ELA curriculum that evaluates vocabulary and reading comprehension skills. The school also administers the Fountas & Pinnell Benchmark Assessment System (“F&P”) three times annually to monitor Kindergarten – 2nd grade reading growth. Students in 2nd – 4th grade take Ed Vista assessments three times annually, and 3rd – 4th grade students take STAR reading assessments. In mathematics, the school administers aimswebPlus, an online assessment that uses short, timed tasks to evaluate student mastery of grade level skills, to Kindergarten students three times annually. For 1st – 4th grade students, the school administers monthly STAR assessments for mathematics, which measure student mastery of common core mathematics standards, as well as Ed Vista assessments three times annually for reading growth.
- BBL II has a valid and reliable process for scoring and analyzing assessment results. Teachers score assessments using common rubrics aligned to the school’s curricula and grade level standards and discuss scoring at weekly grade team meetings. Instructional leaders oversee assessment scoring procedures to ensure alignment in scoring across classrooms. The school provides new teachers with training on how to score assessments in order to ensure alignment.
- BBL II makes assessment results available to teachers and school leaders through the multiple software tools the school uses to assess students including aimswebPLUS, STAR, and Ed Vista. Teachers and school leaders use these tools to access detailed reports that enable them to analyze student assessment results, identify trends in student performance, and plan future instruction accordingly. The executive director provides board members with a monthly academic report that includes information about student assessment results, which the board uses to oversee the academic program and ensure the school is meeting its goals.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

- Teachers at BBL II use assessment results to meet student needs by adjusting classroom instruction, grouping students, and identifying students for interventions. During monthly data days, grade teams meet to conduct whole class analysis of recent assessments, while analysis of at-risk student subgroups, such as students struggling academically, students with disabilities, and ELLs, generally takes place on an individual or informal basis between assessments. The school is developing a process to conduct a more detailed analysis of student subgroup data during monthly data days.
- While not a formal part of the teacher evaluation process, instructional leaders use student performance data to inform supports and coaching for individual teachers and grade teams. Instructional leaders suggest strategies to teachers during weekly grade team or one on one meetings and observe lessons or follow up individually to determine if teachers implement the strategies effectively.
- The school regularly communicates with families about student progress and growth. Teachers are in regular communication with families via telephone, letters home, and brief conversations during student drop off and pick up. Families also participate in parent teacher conferences held twice each school year, and the school schedules individual meetings with parents, as needed, based on student performance.

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

BBL II's curriculum supports teachers with instructional planning. The school provides a curricular framework in the form of guiding documents and curricular materials, and teachers have the autonomy to develop daily lesson plans with the support of both academic leaders and professional development team members.

- BBL II has a curricular framework with student performance expectations that provides a fixed, underlying structure aligned to state standards and across grades. Teachers across grade levels implement curricula closely aligned to the school's unique pedagogical approach, which have also proven effective over time in classrooms at BBL I. For ELA, teachers use the Words in Color program, in which students learn letter and word sounds through the use of color coded charts. Teachers implement the Performance Plus program in mathematics classes, which in the early grades relies on the use of manipulatives to teach students foundational concepts such as place value and number sense. In science classes, teachers use the Science 21 program, a comprehensive, inquiry-based science curriculum aligned to state standards. The school develops its social studies curriculum in conjunction with an external consultant.

SUNY
RENEWAL
BENCHMARK
1C

- BBL II's pedagogical approach emphasizes teacher autonomy; the school provides a curricular framework, and instructional leaders support teachers in developing daily lesson plans. For ELA, the school provides teachers with pacing guides and curricular maps that support teachers in the development of daily lesson plans. In mathematics and science classes, materials provided with the Performance Plus and Science 21 curricula provide a bridge between the curricula and daily lesson plans. Teachers know what to teach and when to teach it based on these documents.
- BBL II has a process for selecting, developing, and reviewing its curricular documents, which have undergone regular development and improvement throughout use at BBL I. A curriculum team that includes teachers from BBL I and BBL II, academic leaders, and professional development team members creates the ELA resources that teachers use when creating daily lesson plans and evaluates the effectiveness of the school's other curricular resources. Through ongoing classroom observations and school leadership and grade level team meetings, instructional leaders monitor the efficacy of the academic program and work collaboratively to make adjustments as needed. In addition, the school seeks and implements feedback from teachers and external consultants on the quality of the academic program. Teachers also complete weekly reflections on the previous week's lessons and submit them to academic leaders for review.
- Teachers plan purposeful and focused lessons with the support of academic leaders and professional development team members. On a weekly basis, teachers create lesson plans aligned to the school's guiding curricular documents and submit them to academic leaders and professional development team members, who provide written and oral feedback. Teachers also meet at least weekly with academic leaders and grade level team members to review past lessons and discuss plans for upcoming lessons.

SUNY
RENEWAL
BENCHMARK
1DIS HIGH QUALITY INSTRUCTION EVIDENT
THROUGHOUT THE SCHOOL?

Effective classroom instruction is evident at BBL II. A majority of teachers deliver purposeful lessons, check for student understanding, and maintain a classroom environment with a focus on academic achievement. During the renewal visit, Institute team members conducted 15 classroom observations following a defined protocol used in all school renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE					Total
		K	1	2	3	4	
CONTENT AREA	ELA				1	2	3
	Math	2	3	2	2		9
	Science		1				1
	Social Studies					1	1
	Specials		1				1
	Total	2	5	2	3	3	15

- A majority of teachers at BBL II deliver purposeful lessons with clear objectives aligned to the school's curriculum (9 out of 15 lessons observed). Teachers present lesson objectives using age appropriate language and frequently connect lesson objectives with previous skills and knowledge. Lesson activities are generally purposeful and align with the stated objective. All classrooms have more than one adult, and adults have clear roles in helping students reach lesson objectives; it is not possible to discern which adult is the lead teacher and which are the teaching residents and teaching fellows as all teachers work actively to support student learning. In classrooms where lessons are not purposeful, it is not possible to discern a clear objective and teachers miss opportunities to identify an explicit learning target that guides lesson activities.
- Most teachers at BBL II regularly and effectively use techniques to check for student understanding (11 out of 15 lessons observed). During whole class instruction, teachers consistently use strategies such as choral responses and hand signals to gauge knowledge and understanding across the class. When students are working independently, teachers circulate to check in with individual students and offer substantive feedback on their

work. Teachers also use effective questioning techniques, such as asking students if they agree with one another or asking student to identify teacher mistakes, to monitor student learning during lessons and adjust instruction according to student responses.

- About half of teachers at BBL II include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher order thinking and problem solving skills (8 out of 15 lessons observed). Teachers encourage opportunities for problem solving by asking students to respond to one another's thoughts. For example, in one classroom, the teacher prompted a student to use accountable talk techniques when commenting on a classmate's written work. Leaders recognize a need to improve teachers' general questioning techniques by encouraging teachers to ask more higher order level questions during lessons. Teachers occasionally miss opportunities to allow students to actively interact with peers when engaging in learning activities.
- Most teachers at BBL II establish and maintain a classroom environment with a consistent focus on academic achievement (12 out of 15 lessons observed). Teachers consistently communicate expectations for students by providing clear directions. Students transition from one activity to the next with minimal disruption to the class or loss of learning time through the implementation of procedures such as chimes and hand signals to indicate a transition. Lessons include appropriate pacing that communicates a sense of urgency. Students are consistently engaged in lessons and demonstrate enthusiasm for learning.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

BBL II has strong instructional leadership. Instructional leaders provide teachers with robust and consistent coaching and work closely with teachers to develop teachers' instructional skills. The school has numerous professional development activities, including a partnership with SUNY Albany wherein novice teachers can earn a master's degree and teacher professional certification, that closely align with its unique pedagogical philosophy.

- BBL II's leadership establishes an environment of high expectations for teacher performance in which teachers believe that all students can succeed. The school provides teachers with ongoing support through a variety of robust professional development offerings and regular interactions with school administrators, academic leaders, and

professional development team members via grade level team meetings, one on one meetings, and formal professional development activities. Instructional leaders conduct regular walkthroughs of classrooms and clearly convey to teachers the expectations for rigorous instruction.

- BBL II has a robust instructional leadership team to support the development of the school's teaching staff. The school's administrative team includes the principal and assistant principal, who directly supervise the teaching staff and conduct formal teacher evaluations. Four academic leaders provide instructional support to teachers at BBL II through weekly meetings, regular observations, and lesson plan feedback. The professional development team, which includes five full time members who focus solely on curriculum development and teacher coaching, supports teachers at both BBL I and BBL II. Coordinating teachers at each grade level provide an additional layer of support by facilitating weekly grade level meetings. External consultants also provide teachers with support on classroom management and curriculum planning. The school has a weekly school leadership team meeting during which administrative team members, academic leaders, and coordinating teachers discuss school culture and climate, review student data, and collaborate on teacher support. The principal and assistant principal also have a standing weekly meeting with the executive director and the administrative team at BBL I, which ensures alignment across schools.
- Instructional leaders provide sustained, systemic, and effective coaching and supervision that improves teachers' instructional effectiveness. Each teacher has an individual professional development plan ("IPDP") that includes goals selected by the teacher that align with the school's evaluation rubric. Academic leaders review each teacher's IPDP three times per year with the teacher and make adjustments based on the teacher's progress. Academic leaders and professional development team members observe each teacher at least twice weekly and provide written or oral feedback in a timely fashion. Academic leaders and professional development team members also meet with teachers and provide instructional support at weekly grade team meetings and during one on one meetings with teachers during non-instructional time. Academic leaders also arrange for novice teachers to observe veteran teachers who model effective instructional techniques.
- Teachers at BBL II have opportunities to plan learning and teaching collaboratively within and across grade levels and schools. Grade teams meet weekly to review and reflect on past lesson plans and discuss upcoming topics in the curricula. Teachers also share mathematics lesson plans across classrooms and grade levels via electronic curricular files. In addition, professional development team members work with teachers at both BBL I and BBL II, which enables them to share resources across campuses.

- BBL II implements a robust and comprehensive professional development program that develops the competencies and skills of all teachers in alignment with the school's pedagogical approach. The school offers four to five weeks of voluntary summer training prior to the start of the school year. During the school year, novice teachers attend mandatory afternoon training sessions led by the professional development team; veteran teachers also frequently take advantage of these sessions on a voluntary basis. The school likewise has a robust development program for teaching residents and teaching fellows, which develops a pipeline of teaching talent for BBL I and BBL II. Teaching fellows and teaching residents have the opportunity to earn teacher certification and a master's degree focused on the school's pedagogical approach through a partnership with SUNY Albany in which SUNY professors and professional development team members teach. External consultants also provide regular professional development for teachers particularly in the areas of classroom management and social studies curriculum development.
- Professional development activities at BBL II are interrelated with classroom practice. Teachers receive training on the process of descriptive review, which entails close observation of a student in order to ascertain their needs and identify effective interventions. Academic leaders and professional development team members then support teachers in conducting descriptive reviews of students in teacher's classrooms.
- BBL II has a clear process for leaders to conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses. The principal and assistant principal conduct two formal observations of teachers each school year and evaluate teachers using an internally developed common rubric aligned to the school's mission and pedagogical approach. Academic leaders support teachers in developing lesson plans for formal observations, and the principal and assistant principal provide teachers with actionable feedback after each formal observation.
- Through regular weekly grade level team meetings, one on one coaching sessions with teachers, frequent observations, and consistent review of student assessment data, instructional leaders at BBL II hold teachers accountable for quality instruction and student achievement. Leaders consistently reiterate schoolwide expectations and priorities to ensure that teachers hold students to high expectations.

**SUNY
RENEWAL
BENCHMARK
1F**

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

BBL II effectively meets the educational needs of students struggling academically and students with disabilities, and the school recognizes an opportunity to provide ELLs with more comprehensive English language acquisition supports. BBL II implements clear processes to identify at-risk students. The school provides effective support services for students struggling academically and students with disabilities.

- BBL II has clear procedures to identify at-risk students including students struggling academically, students with disabilities, and ELLs. The school identifies students struggling academically through a Response to Intervention (“RTI”) process and administers universal screening assessments to identify students performing below grade level. Teachers refer students struggling academically to the school’s pupil assistance team (“PAT”), which includes the director of student support, academic leaders, general and special education teachers, and family members. The school conducts a student information search for all newly enrolled students to identify if students have existing Individualized Education Programs (“IEPs”). Newly enrolled families take a home language survey, and if the results indicate that students speak a language other than English at home, the school interviews the student to determine if it needs to administer the New York State Identification Test for English Language Learners (“NYSITELL”).
- BBL II has effective intervention programs to meet the needs of students struggling academically and students with disabilities. The school’s director of student support supervises the special education program and oversees the RTI process. Special education teachers provide integrated co-teaching (“ICT”) and special education teacher support services (“SETSS”). Students struggling academically have individualized learning plans (“ILPs”) that include specific classroom interventions. The PAT reviews ILPs every six to eight weeks to monitor student progress and make adjustments according to student needs. The school offers a robust guidance program that provides individual counseling as mandated by student IEPs and as needed for all students. A classroom teacher serves as the ELL teacher and provides some English language acquisition supports to ELLs. However, the school has the opportunity to develop a more robust, comprehensive ELL program similar to the one provided at BBL I in any future charter term.

- General and special education teachers utilize effective strategies to support at-risk students within the general education program. Special education teachers regularly plan and co-teach lessons with general education teachers and share effective strategies for supporting students with disabilities. Teachers and specialists collaborate weekly to plan lessons that include small group instruction, the primary intervention for students struggling academically.
- BBL II effectively monitors the progress and success of students struggling academically and students with disabilities. The school tracks at-risk student growth through the regular analysis of interim assessment results, and teachers meet weekly with academic leaders to discuss at-risk student progress. PAT members meet every six to eight weeks, and a broader student support team that includes PAT members as well as professional development team members, guidance counselors, and school administrators meets monthly to monitor the effectiveness of interventions and make adjustments, if necessary. Special education teachers create monthly snapshots for general education teachers that include the progress of students with disabilities toward meeting IEP goals. The ELL teacher creates ILPs for ELLs and monitors ELL student progress using the New York State English as a Second Language Achievement Test (“NYSESLAT”) and interim assessments. However, the ELL teacher does not participate in student support team meetings, and classroom teachers are not consistently aware of ELLs’ language acquisition levels.
- BBL II provides training and professional development to identify at-risk students and help teachers meet student needs. Academic leaders document and share strategies and processes for identifying students struggling academically with teachers on an ongoing basis. Teachers supporting at-risk students frequently access external resources and opportunities for specialized development, such as that provided by the New York City Collaborative for Inclusive Education.
- The school provides ample opportunities for coordination between classroom teachers and special education teachers to identify, plan, and serve the needs of students struggling academically and students with disabilities. Special education teachers attend twice weekly grade team meetings and meet with academic leaders weekly to review student progress and plan interventions. Teachers also meet informally after school or during transitions to share information about student progress.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

BBL II is an effective, viable organization. The board closely monitors the effectiveness of the educational program and the school’s financial health.

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

BBL II is faithful to its mission and key design elements. The mission and key design elements can be found in the School Background section at the beginning of the report and Appendix A, respectively. The school thoughtfully and purposefully aligns its academic program and professional development for teachers with its unique pedagogical approach.

SUNY RENEWAL BENCHMARK 2A

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

SUNY RENEWAL BENCHMARK 2B

Parent Survey Data. The Institute compiled data from the NYCDOE’s 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2018-19, 69% of families who received the survey responded. The majority of respondents (93%) indicated satisfaction with the school’s program.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 13 families in attendance at the focus group indicated strong satisfaction with BBL II’s academic program. Parents expressed praise for the personalized attention and instruction their children receive, the high level of communication, and access that all families have to the principal and school leadership.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 89% of BBL II students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

BBL II’s organization works effectively to deliver the educational program. The school has an organizational structure that includes clear roles and responsibilities. The school has a robust administrative team to provide clear supports to both teachers and students.

- BBL II establishes an administrative structure with staff members, operational systems, policies, and procedures that allow the school to carry out its academic program, and the school has distinct and purposeful layers of support for the school program. Teachers are aware of to whom they should direct specific questions or needs and experience the structure as a supportive environment where they can deliver high quality learning and teaching.
- The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. School administrators, academic leaders, professional development team members, and teacher leaders have clear roles that allow each to focus on their designated duties. An executive director and director of development at the network level work closely with a school based business manager to manage the school’s operational matters. The substantial leadership team regularly monitors and evaluates the school’s program and makes changes as needed.
- BBL II’s pedagogical approach drives its student discipline practices. The school develops its behavior management system with an emphasis on student learning and therefore administers logical consequences that closely align with misbehaviors and positively reinforce good conduct. The assistant principal oversees the school’s discipline system, and an external consultant trains staff members on classroom management techniques. The school leverages its team of guidance counselors to support student social and emotional needs and address the root causes of student misbehavior. Teachers use processes like behavior infraction forms and adult action care plans to manage and correct student misbehavior.

- The school retains high quality teachers and implements strategies to support staff retention. BBL II offers a variety of pathways for teachers to advance their learning and grow into leadership positions. A number of teachers began as teaching residents or teaching fellows and maximized opportunities at the school to train and advance to lead teaching positions. In June 2016, Bronx Better Learning began a master’s degree program in conjunction with SUNY Albany described in greater detail on page 22, which has enabled novice teachers to obtain the training and certification necessary to become lead teachers.
- The school allocates resources effectively to support the achievement of goals. BBL II is well equipped with needed instructional technology, materials, and manipulatives to support its pedagogical approach. The school accommodates requests for resources and materials from staff members in a reasonable amount of time.
- BBL II maintains student enrollment to meet its budgeted levels. Currently, the school maintains a wait list of 959 students. The school is aware of enrollment and retention targets and has procedures in place to monitor its progress toward meeting enrollment and retention targets for students with disabilities, ELLs, and economically disadvantaged students. BBL II makes good faith efforts to enroll and retain these student sub-groups; however, the school is not currently meeting enrollment or retention targets. The school identifies a need to meet enrollment and retention targets and recently formed a committee of parents to support further outreach to families of students with disabilities, ELLs, and economically disadvantaged students.

DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL’S ACCOUNTABILITY PLAN GOALS?

Bronx Better Learning’s board works effectively to achieve BBL II’s Accountability Plan goals. Over the charter term, the board developed its capacity to oversee two schools and maintained rigorous oversight of the schools’ programs supporting BBL II to meet its Accountability Plan goals.

- The board possesses the necessary skills with which to govern the school. Board members have professional experience in education, law, and finance, which enable them to provide rigorous oversight of the school’s academic program and legal and financial health. The board has effective structures and procedures with which to govern the school. The board’s committee structure includes education, finance, development, and strategic planning committees. Committee members report out on their areas of focus at monthly board meetings.

- The board requests and receives information to provide rigorous oversight of the school's program and finances. The executive director provides the board with a monthly dashboard that includes academic, non-academic, and financial data. The principals of BBL I and BBL II also prepare reports for the board in advance of monthly board meetings. Notably, at least one board member visits the school every month in order to observe the school and reports back to the full board regarding the academic program and school climate.
- The board establishes clear priorities, objectives, and long range goals and monitors the organization's progress toward meeting these goals. The board holds an annual meeting each August during which it sets goals and priorities for the upcoming school year. Currently, the board's main priority is to identify a new executive director for the school as the founding executive director retired at the end of the 2018-19 school year. The board identifies additional priorities for the school year as improving ELA assessment scores and developing the organization's fundraising capacity.
- The board successfully recruits, hires, and retains key personnel, and provides them with sufficient resources to function effectively. Multiple members of the education corporation's founding team continue to work at the schools, and several BBL II founding team members began as staff members at BBL I. At the time of the Institute's visit, the board was considering final candidates for the executive director role after undertaking a thorough search with the support of external consultants.
- The board effectively evaluates the performance of the executive director. At the beginning of each school year the board sets goals for the executive director, and the board and executive director engage in an ongoing dialogue at monthly board meetings regarding the executive director's progress toward meeting the goals. At the end of each school year, the executive director provides the board with evidence of work done toward meeting the goals, and each board member then provides input on the executive director's final evaluation. The board also evaluates its own performance; board members conducted rigorous self-reflection in the context of the executive director search that highlighted the board's strengths and areas for growth. The board indicates a desire to engage external consultants and board training resources during the future charter term, if renewed, to continue to increase its capacity to govern effectively.
- The board effectively communicates with the school community. The board has a parent representative from BBL I and is considering adding another from BBL II. School staff members and parents attend board meetings on a regular basis. The board receives information from the school regarding parent satisfaction from the schools' parent teacher associations and monthly coffee and conversation sessions with school leaders. Some board members who live in the community are also in regular contact with families.

**SUNY
RENEWAL
BENCHMARK
2E**

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the leadership accountable for both academic results and fiscal soundness.

- The board materially complies with the terms of its by-laws and code of ethics.
- The board avoids creating conflicts of interest, and where conflicts exist, the board manages those conflicts in a transparent manner.
- Notices and minutes demonstrate the board holds meetings in accordance with the Open Meetings Law, and minutes clearly detail discussions and all actions taken.
- The board is thoughtful as to membership and development of board members.
- The board understands its role in governance setting aligned goals in key areas to the overall strategic plan for the school. Minutes reflect very detailed and comprehensive information that not only clearly articulates these goals but also provides consistent monitoring of progress and adjusted action plans based on that progress.
- Beginning in the 2016-17 school year, the schools provided regular reporting on each principal's goals, activities, evidence of progress, and any planned adjustments to action plans. This process demonstrates the board's strategic monitoring of goals and ability to continuously hold staff members and itself accountable for pushing progress.
- During each board meeting, the board dedicates time to review governance and policy.
- The board receives regular financial reports. Development focuses on grants and fundraising efforts.
- The board also receives regular reports from the executive director on the subjects of personnel, facilities, and instruction.
- School leadership and the education committee provide regular comprehensive information regarding student achievement including F&P results broken down by grade level. Later in the charter term, the board began receiving reports identifying issues affecting student achievement and the action plans to tackle those areas.

SUNY
RENEWAL
BENCHMARK
2F

HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter.

- **Annual Reports.** While BBL II properly submitted its annual report to the NYSED, and posted previous annual reports on its website in accordance with the Act, it has not done so for the most recent year.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **Family Educational Rights and Privacy Act.** The school has an appropriate policy and notice for families regarding their rights under the Family Educational Rights and Privacy Act. While the school has appropriate forms to allow parents to opt out of directory information, the Institute found some discrepancy among staff members regarding whether the opt out was provided to families. The Institute reminds the school of its obligations to inform parents regarding directory information and giving families the opportunity to opt out.

FISCAL PERFORMANCE



11. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Bronx Better Learning is fiscally sound as is its school, BBL II. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that BBL II and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹¹ (The SUNY Fiscal Dashboard for BBL II is included in Appendix D and the Fiscal Dashboard for the Bronx Better Learning education corporation is included in Appendix F). The discussion that follows relates mainly to the Bronx Better Learning education corporation because a school is not a legally distinct fiscal entity.

Bronx Better Learning operates the original charter school, BBL I, which opened in the 2003-04 school year. In addition to analyzing the soundness of the individual charter school, BBL II, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too has the necessary financial resources to ensure stable operations. The fiscal dashboards reflect the education corporation as fiscally strong before adding the new charter and has remained fiscally strong since replicating the program at BBL I.

Operating multiple schools allows for the realization of efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology, and public relations.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

BBL II has the necessary financial resources to ensure stable operations. BBL II has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process applies the financial expertise of key board members, as well as experiences learned as a school operator, to determine the resources needed to achieve the education corporation's goals.
- The school develops the initial draft budget for internal review with the executive director, principal, and finance team. The executive director, in collaboration with the board finance committee, presents the budget to the full board for its consideration at least two months prior to the June 30 annual deadline. The board reviews and approves any budget modifications at least once per year.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

- Bronx Better Learning continues to contract with an external financial service provider, which allows the school to partner with an organization that offers a broader picture of current financial practices within the charter community. These practices include revising the school financial policy and procedures manual and providing close monitoring of the budget throughout the school year. The external financial service provider conducts ongoing professional development for the on-site business staff.
- BBL II will continue operations in their current NYCDOE co-located facility. The space provided under this arrangement can accommodate the projected enrollment for the next charter term as the school grows to serve Kindergarten – 5th grade with 456 students.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Bronx Better Learning has a history of sound fiscal policies, procedures and practices and maintains appropriate internal controls.

- The Bronx Better Learning Fiscal Policy and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.
- The most recent Bronx Better Learning audit report for June 30, 2018 had no material findings or deficiencies.

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

BBL II and the education corporation comply with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete, and follow generally accepted accounting principles (“GAAP”).
- Independent audits of annual financial statements have received unqualified opinions with no material advisory or management letter findings to report.
- The school and education corporation generally file key reports on time and accurately including audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.

SUNY
RENEWAL
BENCHMARK
3B

SUNY
RENEWAL
BENCHMARK
3C

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

- The next financial audit for the period ended June 30, 2019 is due to the Institute by November 1, 2019. The unaudited quarterly financial reports submitted to the Institute reflect operating surplus and strong enrollment.

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

BBL II and the education corporation maintain the necessary financial resources to ensure stable operations.

- Since BBL II opened in 2015, the education corporation has reported operating surpluses as well as deficits which were offset against the surpluses. For the one year with an operating deficit, contributions made to the education corporation along with fundraising resulted in a net positive change in net assets at the end of the year.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscally strong with 1.5 months of cash on hand to pay liabilities coming due shortly.
- The education corporation benefits from a combined balance sheet, which is a combination of individual schools' assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.
- Bronx Better Learning had total net assets of approximately \$2.7 million as of June 30, 2018.
- As a requirement of charter agreements, Bronx Better Learning has established the separate dissolution reserve fund account of \$150,000.

SUNY
RENEWAL
BENCHMARK
3D

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

The education corporation's plans for the school are reasonable, feasible, and achievable. BBL II will grow by one grade level to serve students in Kindergarten – 5th grade in the next charter term.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. BBL II will continue to implement the same core elements of its educational program that enabled the school to meet its key Accountability Plan goals in the current charter term. The school intends to focus on implementing additional data analysis strategies and developing its supports for ELLs. In 2020-21, BBL II will grow one grade level to serve students in Kindergarten – 5th grade with an overall enrollment of 456 students using the same program offered at BBL I.

Plans for Board Oversight & Governance. Current board members express an interest in continuing to serve in the next charter term. The board intends to focus on hiring and overseeing the new executive director and ensuring that they are successful. The board also expresses an interest in improving its development efforts and supporting BBL II to continue to improve results for students.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, Bronx Better Learning has presented a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	375	456
Grade Span	K-4	K-5
Teaching Staff	58	67
Days of Instruction	180	180

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

BBL II will continue operations in their current co-located facility for the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.

BBL II

Ax

APPENDICES

PAGES Ax 1-28

SO^A SCHOOL OVERVIEW	PS^B PERFORMANCE SUMMARIES	DC^C DISTRICT COMMENTS	FD^D FISCAL DASHBOARD	EO^E ED CORP OVERVIEW	EF^F ED CORP FISCAL
PAGE Ax 1	PAGE Ax 6	PAGE Ax 8	PAGE Ax 9	PAGE Ax 13	PAGE Ax 25

APPENDIX A: School Overview

BRONX CHARTER SCHOOL FOR BETTER LEARNING BOARD OF TRUSTEES WITH AUTHORITY TO OPERATE BRONX CHARTER SCHOOL FOR BETTER LEARNING II

CHAIR

Kimberly Kelly

VICE CHAIR

Marvin Waldman

TREASURER

Marilyn Maye

SECRETARY

William Bernhardt

TRUSTEES

Dean Thomas

Marlon Henry

Jem Pagan

Neal Myerberg

Victor Zimmerman

Robert Bata

SCHOOL LEADERS

PRINCIPAL

Anne Clarke-Raysor, Principal (2018-19 to Present)

Nysheria Sims, Principal (2015-16 to 2017-18)

EXECUTIVE DIRECTOR

Shubert Jacobs, Interim Executive Director (2019-20 to Present)

Kevin Brennan, Executive Director (2015-16 to 2018-19)

SCHOOL CHARACTERISTICS

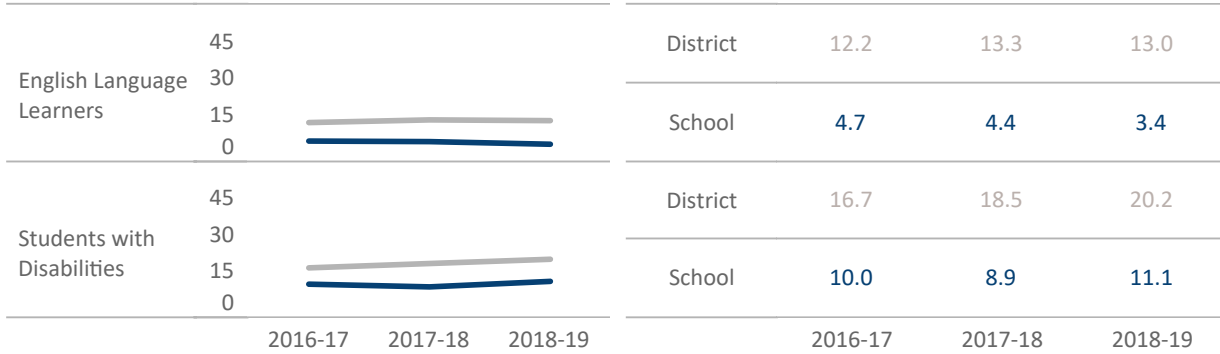
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	75	75	100%	K	K
2016-17	150	150	100%	K-1	K-1
2017-18	225	224	99%	K-2	K-2
2018-19	300	297	99%	K-3	K-3
2019-20	375	342	91%	K-4	K-4

APPENDIX A: School Overview

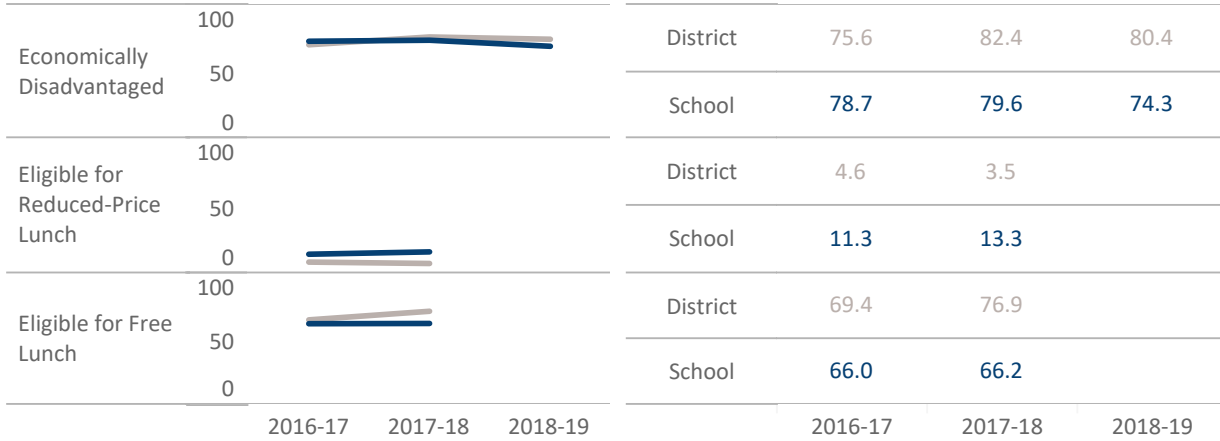
Bronx Charter School for Better Learning II

CSD 11

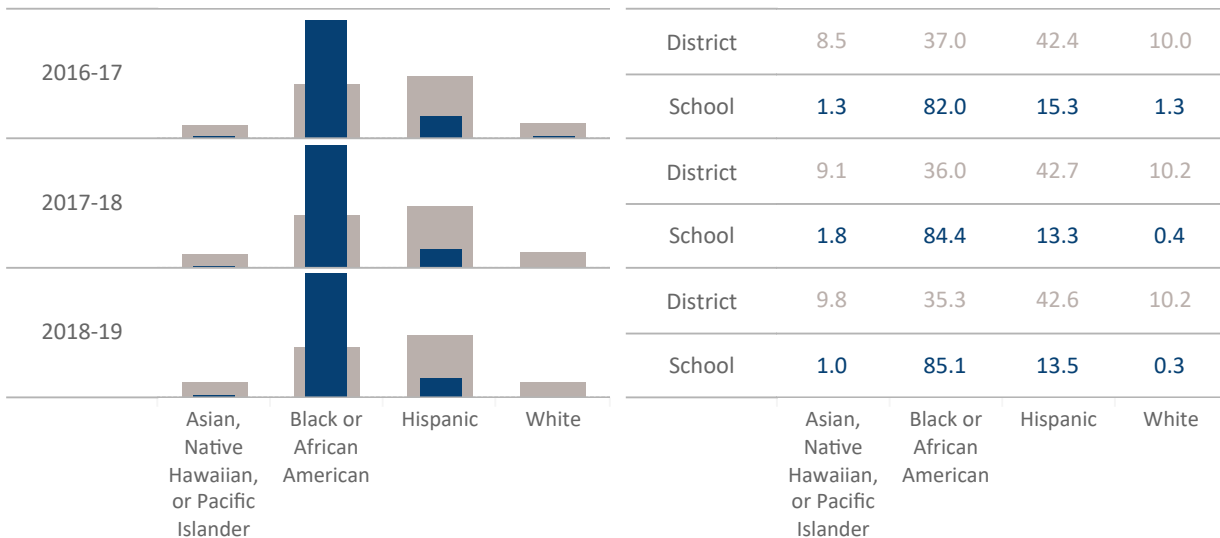
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

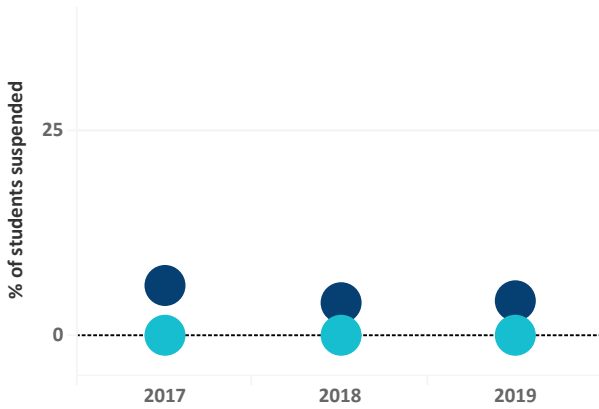


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

APPENDIX A: School Overview

Bronx Charter School for Better Learning II

Bronx CSD 11



	School ISS Rate	School OSS Rate
2017	0.0	6.0
2018	0.0	4.0
2019	0.0	4.1

CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

	2017	2018	2019
Expulsions	0	0	0

Bronx Charter School for Better Learning II's Enrollment and Retention Status: 2018-19

		District Target	School
Enrollment	economically disadvantaged	86.3	74.0
	English language learners	9.9	3.4
	students with disabilities	15.7	10.5
Retention	economically disadvantaged	93.9	84.4
	English language learners	92.9	80.0
	students with disabilities	93.7	77.8

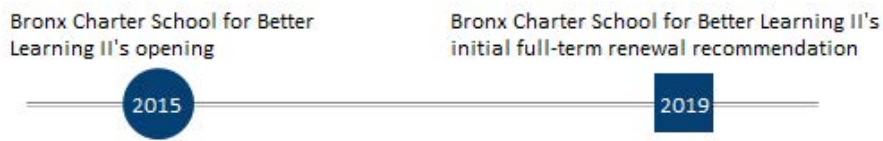
Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS



TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2015-16	First Year Visit	June 8, 2016
2019-20	Initial Renewal Visit	September 19 - 20, 2019

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 19 - 20, 2019	Maureen Foley	Director of New Charters
	Vanessa Threatte	Executive Deputy Director for Best Practices & Partnerships
	Jeff Wasbes	Executive Deputy Director for Accountability

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Instructional Rigor: Ensuring that every student receives an instructional program that is rigorous and enriching;	+
Data-Based Decision Making: Ensuring that all instructional decisions are based on student performance data;	+
Meeting Individual Student Needs: Ensuring that the instructional program regularly adapts to meet the needs of each student; and,	+
Student Empowerment: Ensuring that, through an instructional program that emphasizes engagement, effort and efficacy, all students develop a personal sense of their innate abilities.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Bronx Charter School for Better Learning II

	2016-17 Grades Served K-1				2017-18 Grades Served K-2				2018-19 Grades Served K-3				
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3				3				3	60.0 (75)	61.8 (68)		
	4				4				4	(0)	(0)		
	5				5				5	(0)	(0)		
	6				6				6	(0)	(0)		
	7				7				7	(0)	(0)		
	8				8				8	(0)	(0)		
	All				All				All	60.0 (75)	61.8 (68)	NO	
	Grades	PLI	AMO		Grades	PI	MIP		Grades	PI	MIP		
	Grades				Grades				Grades				
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	3				3				3	157	105	YES	
	4				4				4				
	5				5				5				
	6				6				6				
	7				7				7				
	8				8				8				
	All				All				All				
	Grades				Grades				Grades				
	Grades				Grades				Grades				
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	3				3				3	61.8	42.8	YES	
	4				4				4				
	5				5				5				
	6				6				6				
	7				7				7				
	8				8				8				
	All				All				All	74.3	603	597	0.69
	Grades				Grades				Grades				
	Grades				Grades				Grades				
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	3				3				3	74.3	603	597	0.69
	4				4				4				
	5				5				5				
	6				6				6				
	7				7				7				
	8				8				8				
	All				All				All	74.3	603	597	0.69
	Grades				Grades				Grades				
	Grades				Grades				Grades				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	3				3				3	61.8	42.8	YES	
	4				4				4				
	5				5				5				
	6				6				6				
	7				7				7				
	8				8				8				
	All				All				All	74.3	603	597	0.69
	Grades				Grades				Grades				
	Grades				Grades				Grades				

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Bronx Charter School for Better Learning II

	2016-17 Grades Served K-1			2017-18 Grades Served K-2			2018-19 Grades Served K-3								
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3				3	74.7 (75)	77.9 (68)		3	74.7 (75)	77.9 (68)				
	4				4	(0)	(0)		4	(0)	(0)				
	5				5	(0)	(0)		5	(0)	(0)				
	6				6	(0)	(0)		6	(0)	(0)				
	7				7	(0)	(0)		7	(0)	(0)				
	8				8	(0)	(0)		8	(0)	(0)				
	All				All	74.7 (75)	77.9 (68)		All	74.7 (75)	77.9 (68)				
	Grades	PLI	AMO		Grades	PI	MIP		Grades	PI	MIP				
	2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.														
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx CSD 11														
	Grades	School	District		Grades	School	District		Grades	School	District				
	3				3				3	77.9	38.5	YES			
	4				4				4						
	5				5				5						
	6				6				6						
	7				7				7						
	8				8				8						
	All				All				All	74.3	606	597	0.95		
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Comparison: Bronx CSD 11														
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3					3					3	74.3	606	597	0.95
	4					4					4				
	5					5					5				
	6					6					6				
	7					7					7				
	8					8					8				
	All					All					All	74.3	606	597	0.95
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.															
Growth Measure	Comparison: Bronx CSD 11														
	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4						
	5				5				5						
	6				6				6						
	7				7				7						
	8				8				8						
	All				All				All	74.3	606	597	0.95		
	YES														
NA															

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Bronx Charter School for Better Learning II's renewal application on October 16, 2019 at the school. Eighteen people were present and fourteen spoke in support of the application. No one spoke in opposition.

APPENDIX D: Fiscal Dashboard

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

NOTE: Effective 2015-16 the school merged into the education corporation, "Bronx Charter School for Better Learning." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

	Opened 2015-16				
	2014-15	MERGED 2015-16	MERGED 2016-17	MERGED 2017-18	MERGED 2018-19
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-

Net Assets

Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	1,048,847	2,157,863	3,342,443	4,676,780
Students with Disabilities	-	-	132,970	181,831	379,767
Grants and Contracts					
State and local	-	269,203	11,049	20,197	13,592
Federal - Title and IDEA	-	49,626	73,792	174,000	201,436
Federal - Other	-	97,975	394,301	37,146	23,328
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	1,465,651	2,769,975	3,755,617	5,294,903

Expenses

Regular Education	-	1,023,876	1,380,802	2,606,181	3,352,656
SPED	-	-	300,856	508,759	803,114
Other	-	-	-	-	-
Total Program Services	-	1,023,876	1,681,658	3,114,940	4,155,770
Management and General	-	189,247	188,560	318,263	377,963
Fundraising	-	18,874	44,708	72,883	80,572
Total Expenses - GRAPHS 2, 3 & 4	-	1,231,997	1,914,926	3,506,086	4,614,305
Surplus / (Deficit) From School Operations	-	233,654	855,049	249,531	680,598

Support and Other Revenue

Contributions	-	-	7,000	9,787	8,390
Fundraising	-	-	-	18,829	450
Miscellaneous Income	-	-	-	2,569	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	7,000	31,185	8,840

Total Unrestricted Revenue	-	1,466,058	2,776,975	3,786,802	5,303,743
Total Temporarily Restricted Revenue	-	(407)	-	-	-
Total Revenue - GRAPHS 2 & 3	-	1,465,651	2,776,975	3,786,802	5,303,743

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	-	233,654	862,049	280,716	689,438
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	233,654	1,095,703	1,376,419	2,065,857

APPENDIX D: Fiscal Dashboard

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

NOTE: Effective 2015-16 the school merged into the education corporation, "Bronx Charter School for Better Learning." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	-	56,833	144,507	210,535	238,974
Instructional Personnel	-	534,703	951,544	1,872,863	2,542,213
Non-Instructional Personnel	-	121,021	261,542	419,566	564,751
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	712,557	1,357,593	2,502,964	3,345,938
Fringe Benefits & Payroll Taxes	-	114,136	232,082	493,076	762,636
Retirement	-	-	25,700	37,500	59,290
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	4,809	10,722	33,167	27,615
Professional Fees, Consultant & Purchased Services	-	71,890	48,537	132,188	70,128
Marketing / Recruitment	-	9,400	8,972	15,385	14,972
Student Supplies, Materials & Services	-	127,903	133,777	80,924	112,260
Depreciation	-	-	23,592	81,134	92,141
Other	-	191,303	84,937	129,748	129,325
Total Expenses	-	1,231,998	1,925,912	3,506,086	4,614,305

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	75	150	225	300
Final Chartered Enrollment (includes any revisions)	-	75	150	225	300
Actual Enrollment - GRAPH 4	-	75	150	224	297
Chartered Grades	-	K	K-1	K-2	K-3
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
	-	13,877	14,027	14,527	15,320
Increase over prior year	0.0%	100.0%	1.1%	3.4%	5.2%

PER STUDENT BREAKDOWN

Revenue

Operating	-	19,660	18,527	16,737	17,847
Other Revenue and Support	-	-	47	139	30
TOTAL - GRAPH 3	-	19,660	18,573	16,876	17,877

Expenses

Program Services	-	13,734	11,248	13,881	14,008
Management and General, Fundraising	-	2,792	1,560	1,743	1,546
TOTAL - GRAPH 3	-	16,526	12,808	15,625	15,553
% of Program Services	0.0%	83.1%	87.8%	88.8%	90.1%
% of Management and Other	0.0%	16.9%	12.2%	11.2%	9.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	19.0%	45.0%	8.0%	14.9%

Student to Faculty Ratio

	-	7.5	7.1	6.6	6.1
--	---	-----	-----	-----	-----

Faculty to Admin Ratio

	-	5.0	5.3	6.8	12.3
--	---	-----	-----	-----	------

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

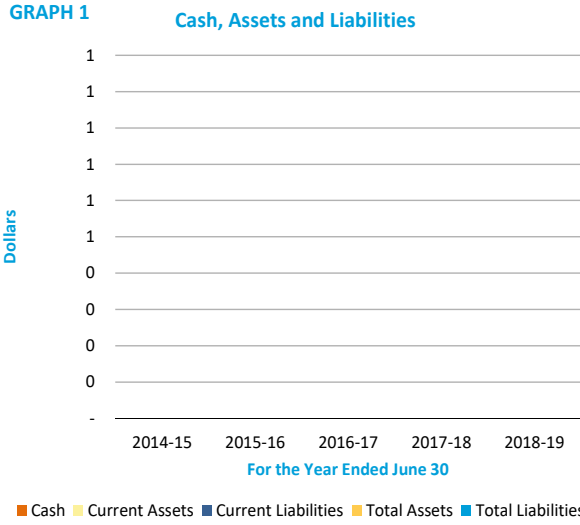
Months of Cash - GRAPH 8

Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

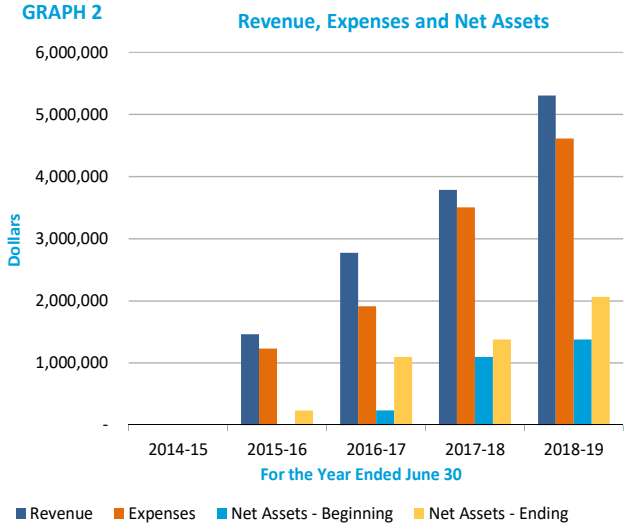
APPENDIX D: Fiscal Dashboard

BRONX CHARTER SCHOOL FOR BETTER LEARNING II

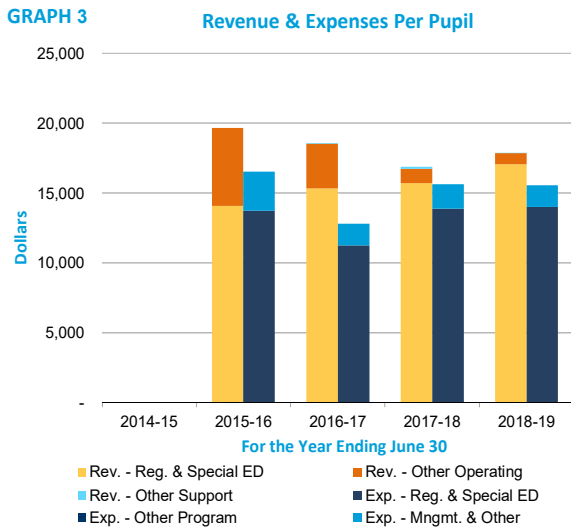
NOTE: Effective 2015-16 the school merged into the education corporation, "Bronx Charter School for Better Learning." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



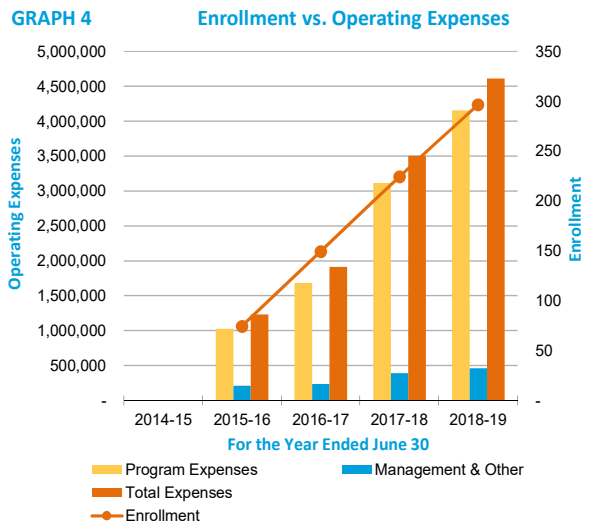
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



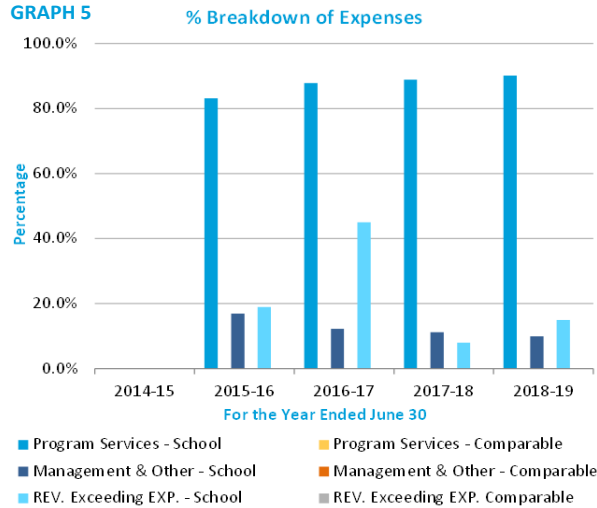
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX D: Fiscal Dashboard

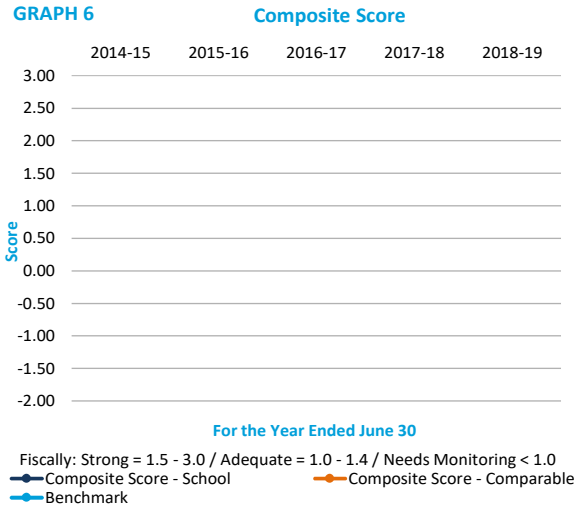
BRONX CHARTER SCHOOL FOR BETTER LEARNING II

NOTE: Effective 2015-16 the school merged into the education corporation, "Bronx Charter School for Better Learning." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

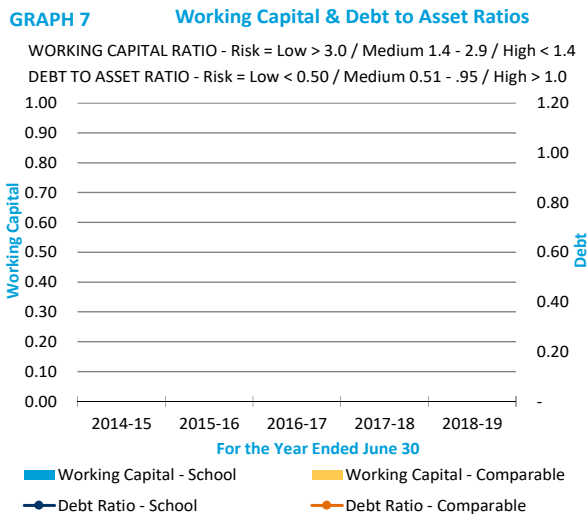
Comparable School, Region or Network: -



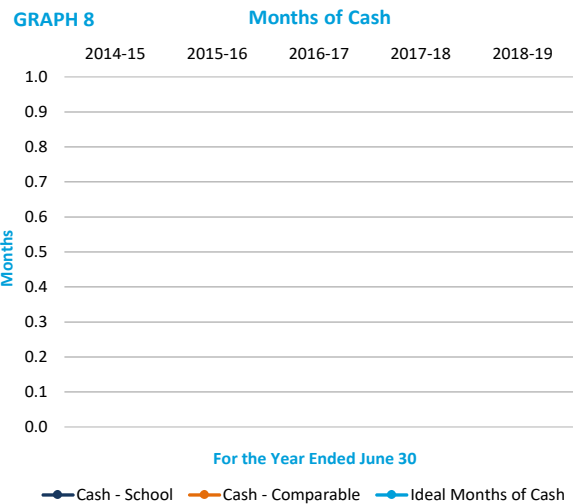
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



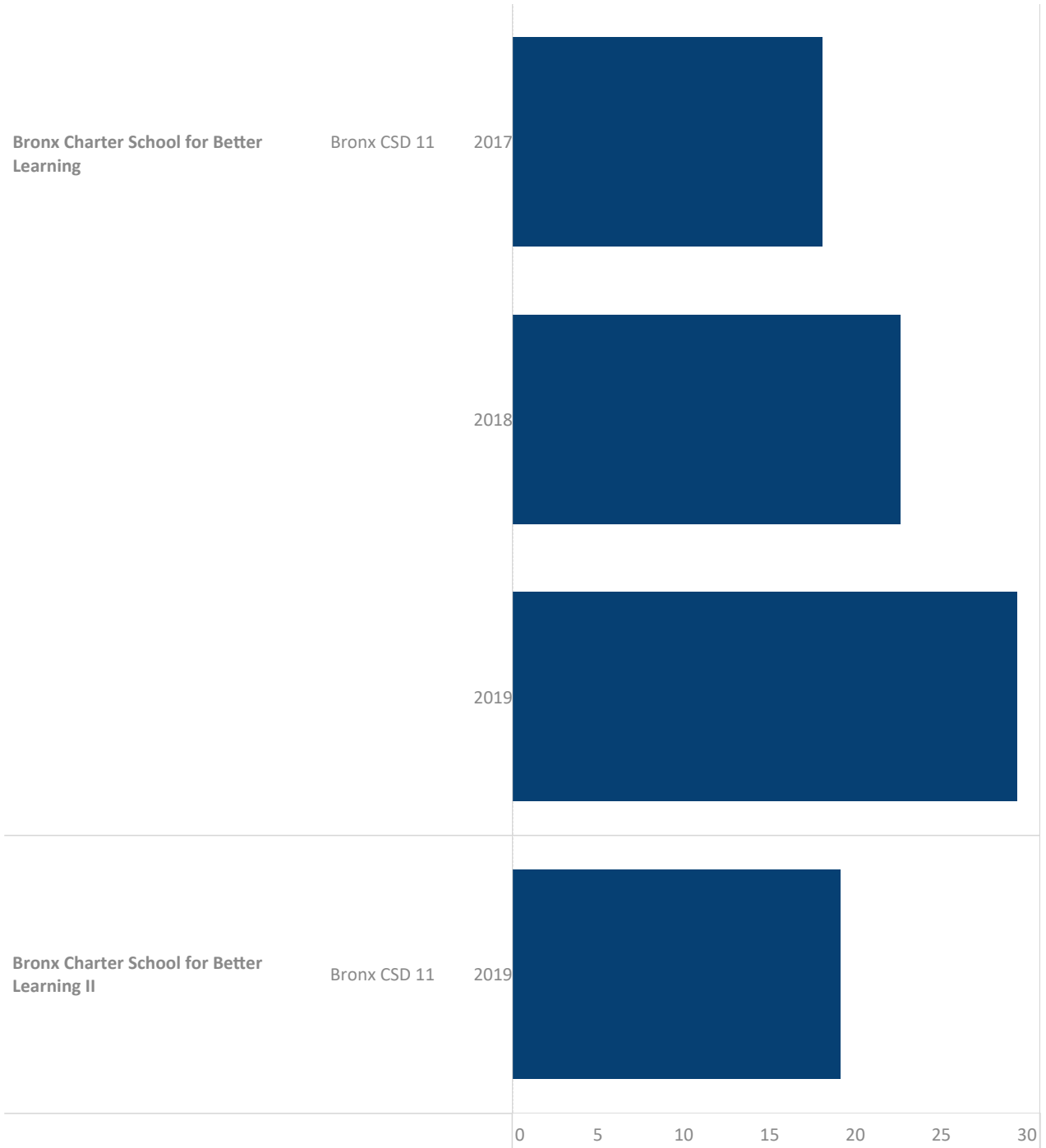
APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Bronx Charter School for Better Learning	CSD 11	Yes	549	K-5
Bronx Charter School for Better Learning II	CSD 11	Yes	375	K-4

APPENDIX E: Education Corporation Overview

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

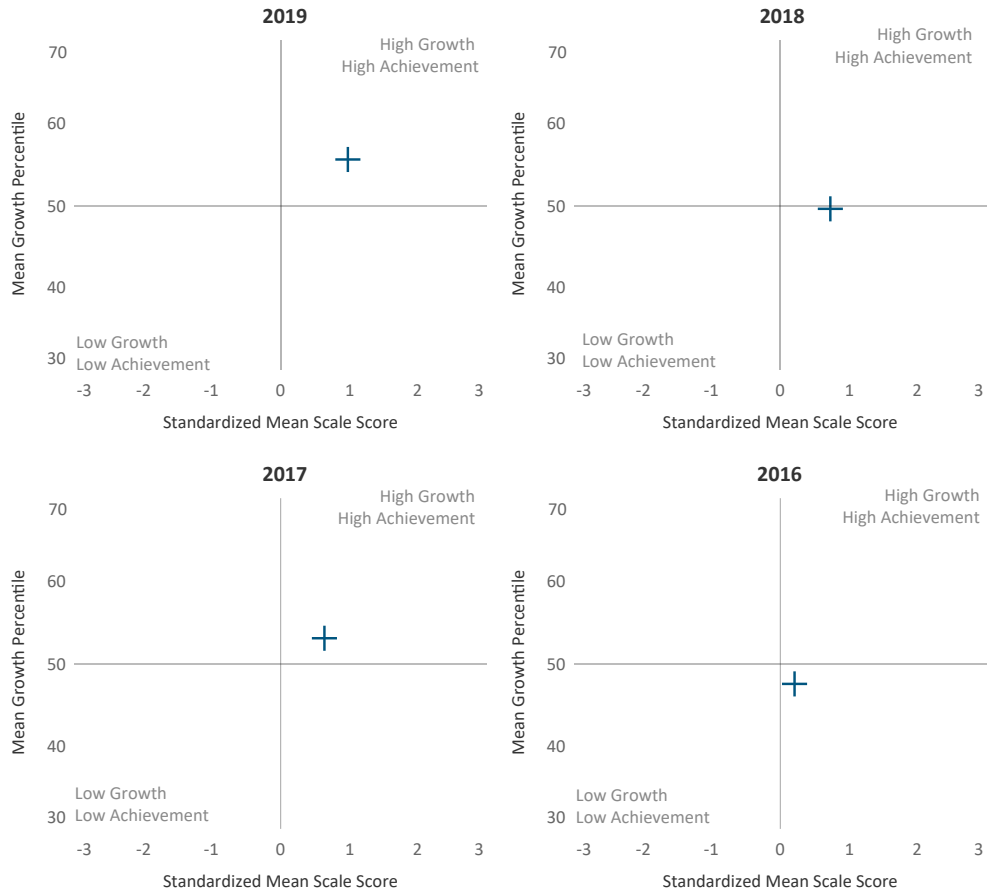
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

ELA GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

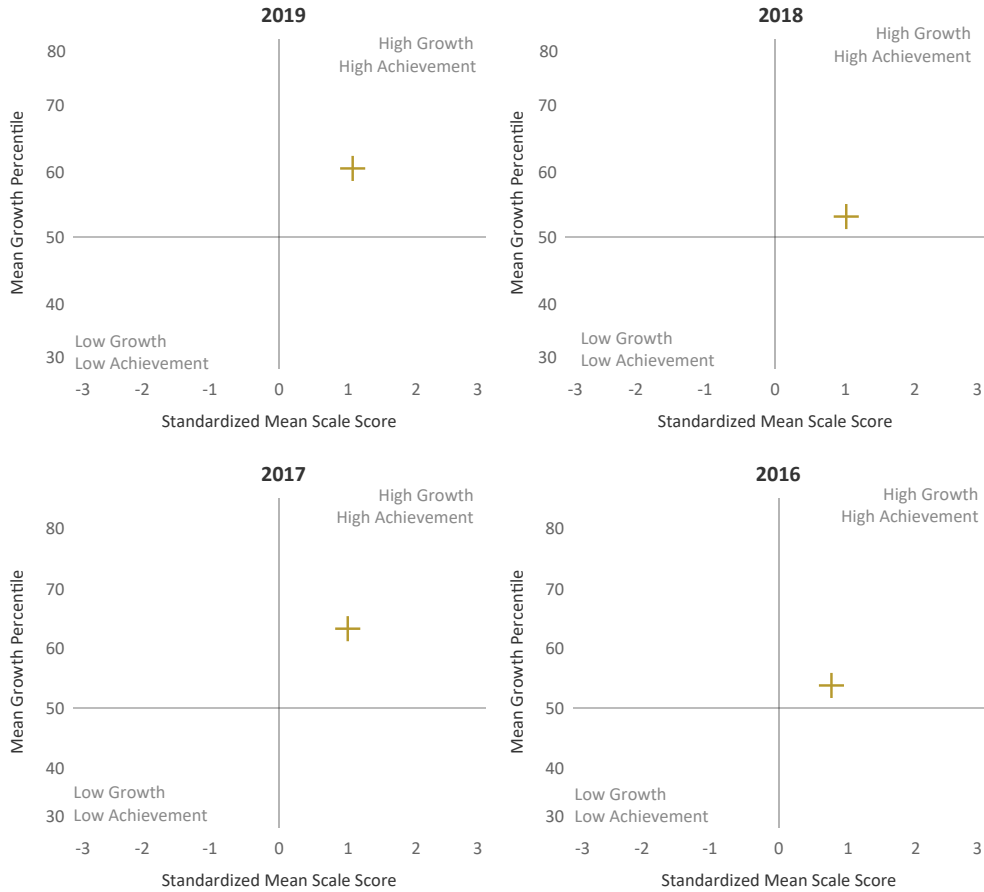


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

APPENDIX E: Education Corporation Overview

MATH GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19



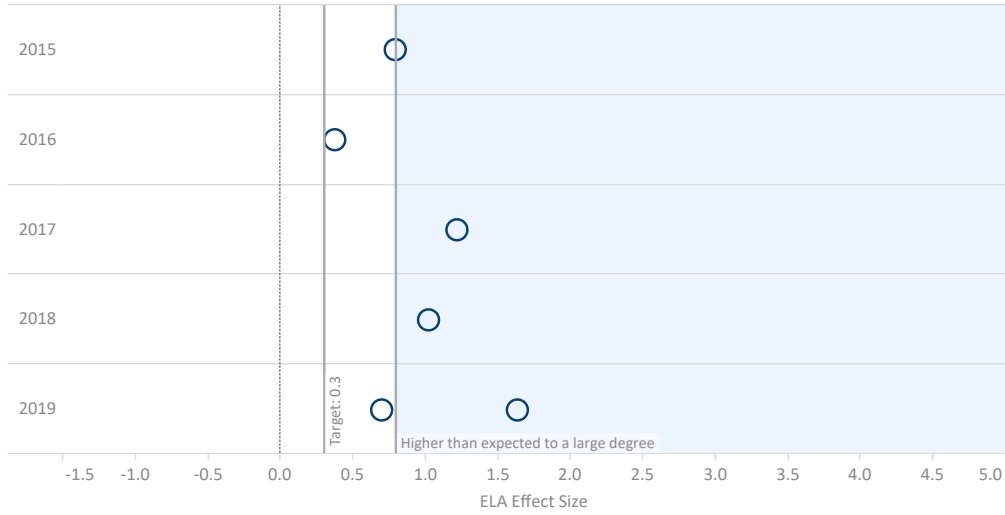
These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

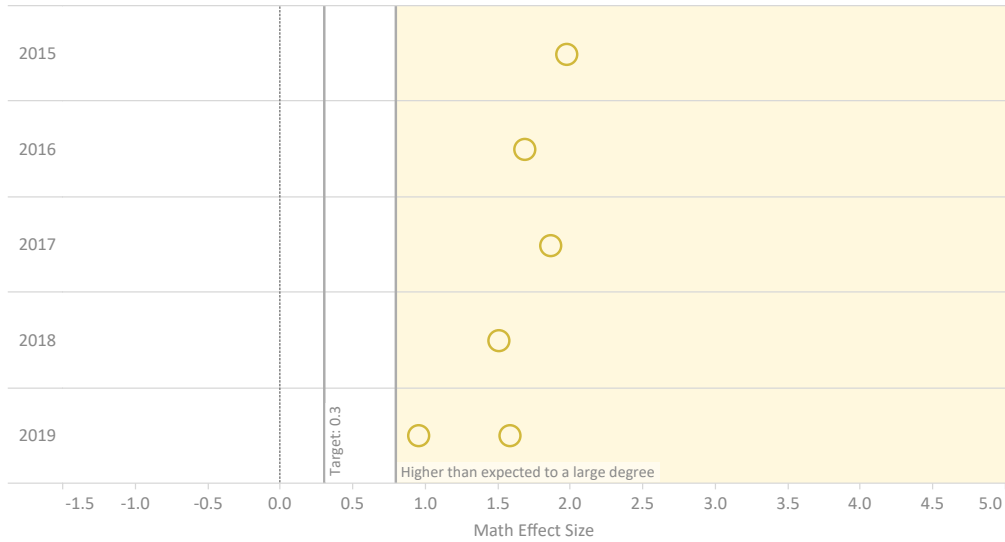
APPENDIX E: Education Corporation Overview

ELA AND MATH EFFECT SIZE DOT PLOTS: 2014-15 THROUGH 2018-19

ELA Effect Size by Year and School



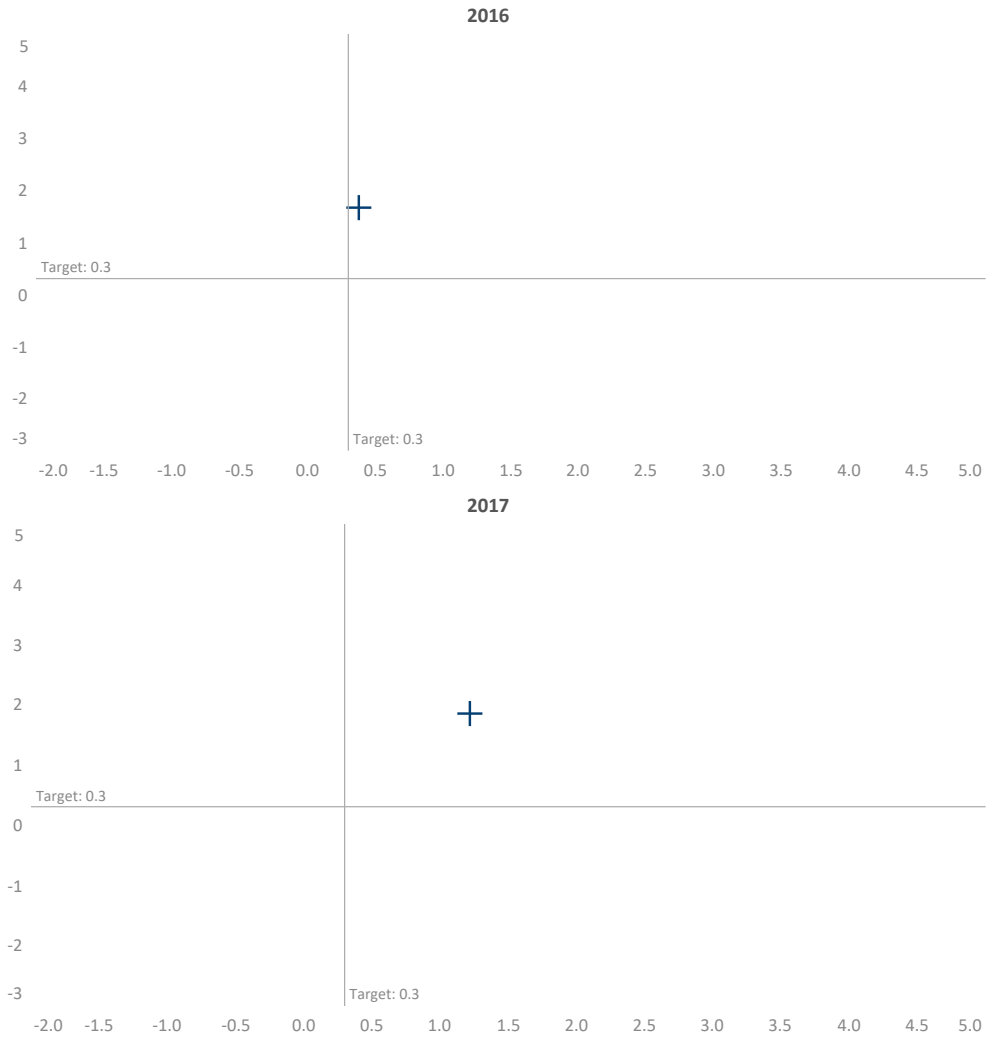
Math Effect Size by Year and School



The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

APPENDIX E: Education Corporation Overview

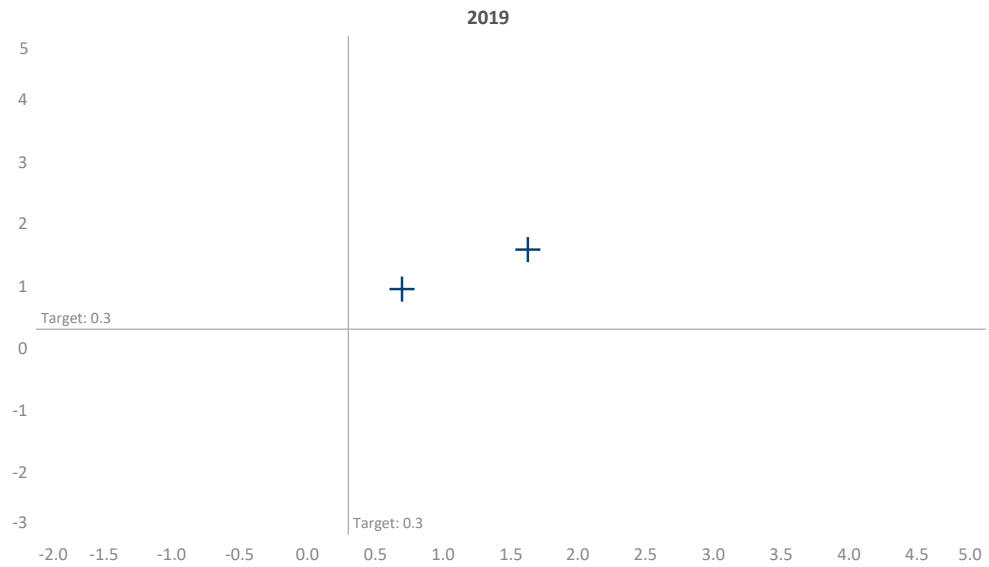
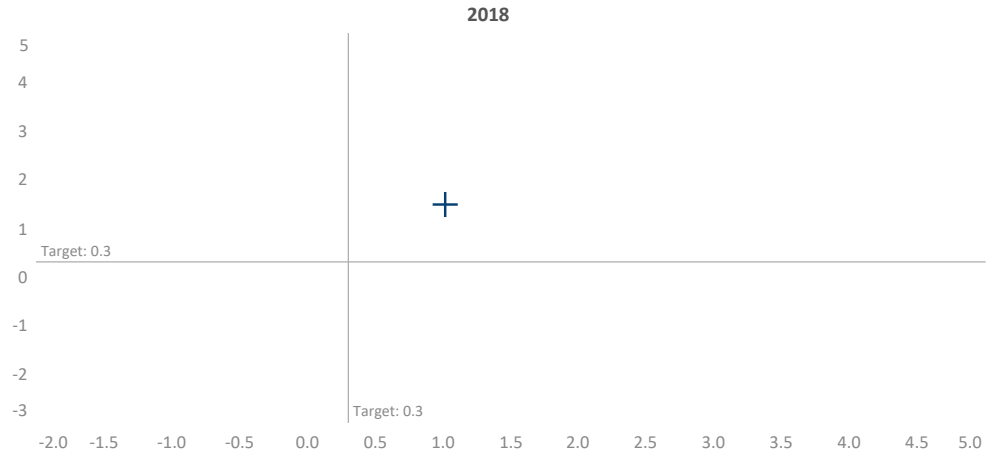
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2016-17



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

APPENDIX E: Education Corporation Overview

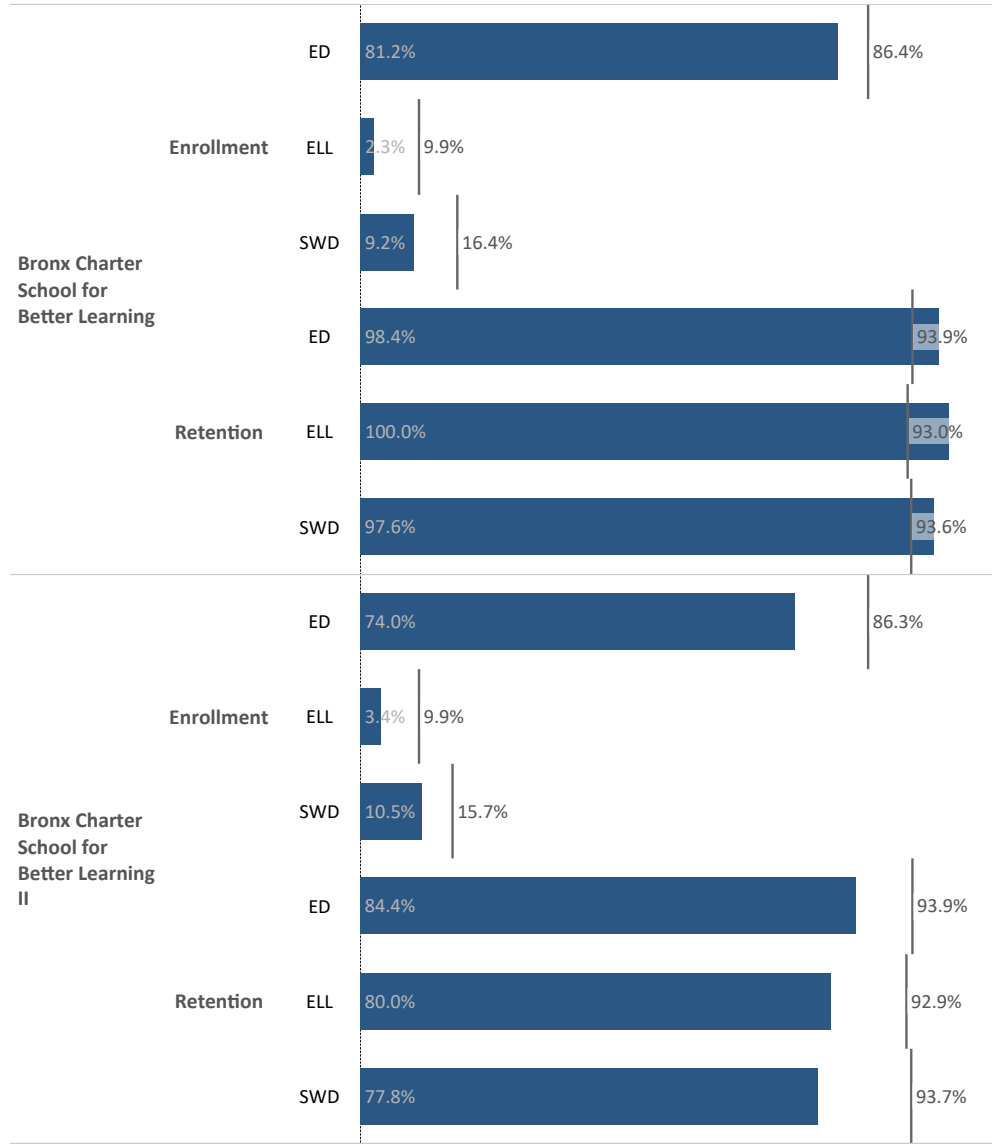
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2017-18 THROUGH 2018-19



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

APPENDIX E: Education Corporation Overview

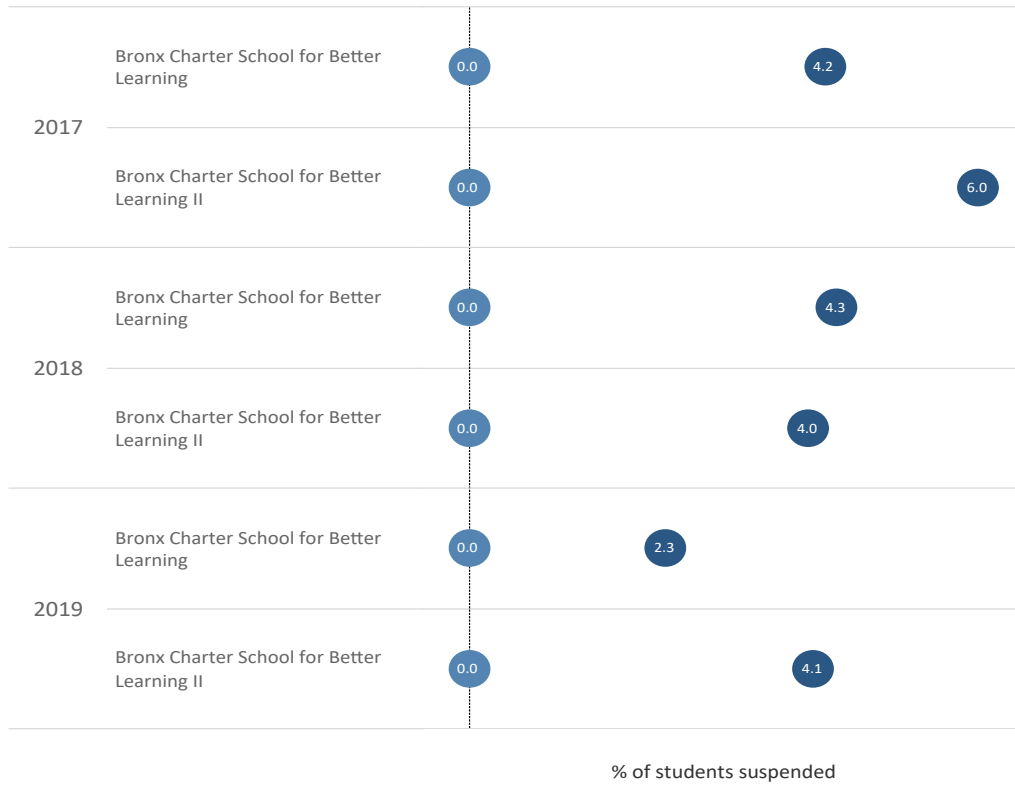
ENROLLMENT AND RETENTION TARGETS



operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: Education Corporation Overview

Suspensions: Bronx Charter School for Better Learning's out of school suspension rate and in school suspension rate.



New York City Community School District data suitable for comparison is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the school years 2016-17, 2017-18, and 2018-19, Bronx Charter School for Better Learning schools expelled 0 students.

APPENDIX E: Education Corporation Overview

PERSISTENCE IN ENROLLMENT



APPENDIX F: Ed Corp Fiscal Dashboard

BRONX CHARTER SCHOOL FOR BETTER LEARNING (COMBINED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
 Grants and Contracts Receivable
 Accounts Receivable
 Prepaid Expenses
 Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
 Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
 Accrued Payroll and Benefits
 Deferred Revenue
 Current Maturities of Long-Term Debt
 Short Term Debt - Bonds, Notes Payable
 Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
 All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
 Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

	MERGED	MERGED	MERGED	MERGED
	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents - GRAPH 1	-	828,992	626,255	1,639,048
Grants and Contracts Receivable	-	499,765	748,090	234,372
Accounts Receivable	-	140,195	425,169	443,405
Prepaid Expenses	-	15,917	15,100	51,259
Contributions and Other Receivables	-	1,031,731	1,032,378	-
Total Current Assets - GRAPH 1	-	2,516,600	2,846,992	2,368,084
Property, Building and Equipment, net	-	162,252	462,185	420,630
Other Assets	-	154,539	155,770	1,238,739
Total Assets - GRAPH 1	-	2,833,391	3,464,947	4,027,453

Accounts Payable and Accrued Expenses	-	279,583	173,383	159,491
Accrued Payroll and Benefits	-	811,732	953,928	1,121,374
Deferred Revenue	-	46,217	13,769	27,539
Current Maturities of Long-Term Debt	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	-	-
Total Current Liabilities - GRAPH 1	-	1,137,532	1,141,080	1,308,404
Deferred Rent/Lease Liability	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-
Total Liabilities - GRAPH 1	-	1,137,532	1,141,080	1,308,404

Unrestricted	-	1,616,426	2,319,468	2,709,697
Temporarily restricted	-	79,433	4,399	9,352
Total Net Assets	-	1,695,859	2,323,867	2,719,049
Total Liabilities and Net Assets	-	2,833,391	3,464,947	4,027,453

ACTIVITIES

Operating Revenue

Resident Student Enrollment
 Students with Disabilities

Grants and Contracts

State and local
 Federal - Title and IDEA
 Federal - Other
 Other
 NYC DoE Rental Assistance
 Food Service/Child Nutrition Program

Total Operating Revenue

Resident Student Enrollment	-	8,085,443	9,740,564	11,321,084
Students with Disabilities	-	569,950	633,773	700,439
State and local	-	554,988	231,767	260,323
Federal - Title and IDEA	-	306,815	369,057	604,544
Federal - Other	-	97,975	587,758	350,758
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
Total Operating Revenue	-	9,615,171	11,562,919	13,237,148

Expenses

Regular Education
 SPED
 Other

Total Program Services

Management and General
 Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Regular Education	-	7,560,254	8,714,725	10,265,053
SPED	-	1,097,232	1,441,513	1,795,867
Other	-	-	-	-
Total Program Services	-	8,657,486	10,156,238	12,060,920
Management and General	-	878,898	778,960	843,989
Fundraising	-	214,663	194,868	190,927
Total Expenses - GRAPHS 2, 3 & 4	-	9,751,047	11,130,066	13,095,836
Surplus / (Deficit) From School Operations	-	(135,876)	432,853	141,312

Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Contributions	-	137,786	128,268	111,853
Fundraising	-	62,160	59,634	77,856
Miscellaneous Income	-	3,313	7,253	64,161
Net assets released from restriction	-	-	-	-
Total Support and Other Revenue	-	203,259	195,155	253,870
Total Unrestricted Revenue	-	9,790,163	11,799,125	13,491,018
Total Temporarily Restricted Revenue	-	28,267	(41,051)	-
Total Revenue - GRAPHS 2 & 3	-	9,818,430	11,758,074	13,491,018
Change in Net Assets	-	67,383	628,008	395,182
Net Assets - Beginning of Year - GRAPH 2	-	1,628,476	1,695,859	2,323,867
Net Assets - End of Year - GRAPH 2	-	1,695,859	2,323,867	2,719,049

APPENDIX F: Ed Corp Fiscal Dashboard

BRONX CHARTER SCHOOL FOR BETTER LEARNING (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	-	401,994	473,076	495,538	498,263
Instructional Personnel	-	4,989,789	5,931,908	6,901,143	8,117,099
Non-Instructional Personnel	-	838,412	1,028,685	1,079,856	1,395,664
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	6,230,194	7,433,669	8,476,537	10,011,026
Fringe Benefits & Payroll Taxes	-	1,583,974	1,740,168	2,120,412	2,606,929
Retirement	-	127,256	187,935	230,300	243,620
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	83,208	97,852	131,267	100,248
Professional Fees, Consultant & Purchased Services	-	593,640	602,245	905,415	557,200
Marketing / Recruitment	-	12,660	11,921	22,456	45,934
Student Supplies, Materials & Services	-	344,660	324,516	346,801	424,790
Depreciation	-	126,917	139,322	220,350	228,452
Other	-	648,539	592,432	642,298	571,653
Total Expenses	-	9,751,048	11,130,060	13,095,836	14,789,852

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	470	545	620	843
Final Chartered Enrollment (includes any revisions)	-	575	675	775	843
Actual Enrollment - GRAPH 4	-	572	673	758	841
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)

	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	16,810	17,192	17,455	18,284
Other Revenue and Support	-	355	290	335	215
TOTAL - GRAPH 3	-	17,166	17,483	17,790	18,499

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	-	15,136	15,101	15,904	16,379
Management and General, Fundraising	-	1,912	1,448	1,365	1,206
TOTAL - GRAPH 3	-	17,048	16,549	17,269	17,585
% of Program Services	0.0%	88.8%	91.3%	92.1%	93.1%
% of Management and Other	0.0%	11.2%	8.7%	7.9%	6.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.7%	5.6%	3.0%	5.2%

Student to Faculty Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
	-	6.3	5.4	6.4	5.8

Faculty to Admin Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
	-	11.4	15.6	10.8	18.0

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	2.1	2.5	2.4	2.6
	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	1,379,068	1,705,912	1,059,680	2,887,450
As % of Unrestricted Revenue	0.0%	14.1%	14.5%	7.9%	18.6%
Working Capital (Current) Ratio Score	0.0	2.2	2.5	1.8	2.8
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Good	Good	Good

Quick (Acid Test) Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	2.2	2.5	1.8	2.7
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	LOW	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Excellent	Good	Excellent

Debt to Asset Ratio - GRAPH 7

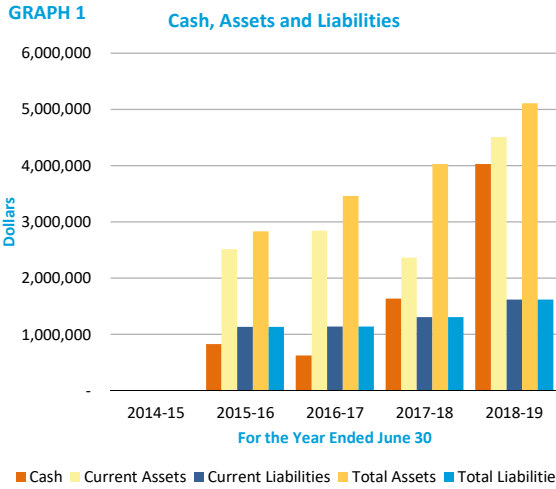
	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.4	0.3	0.3	0.3
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

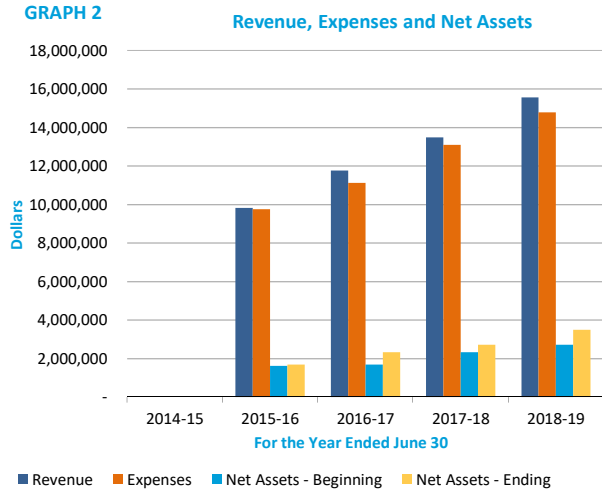
	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	1.0	0.7	1.5	3.3
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	HIGH	MEDIUM	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Poor	Good	Excellent

APPENDIX F: Ed Corp Fiscal Dashboard

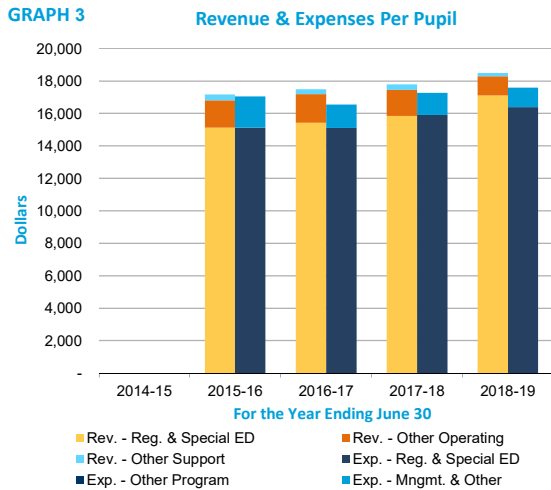
BRONX CHARTER SCHOOL FOR BETTER LEARNING (COMBINED)



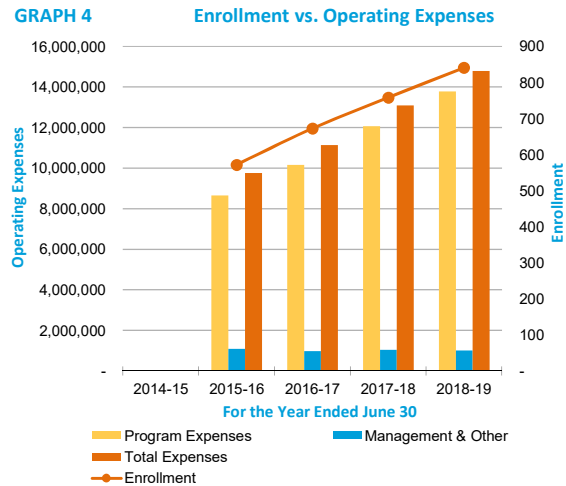
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

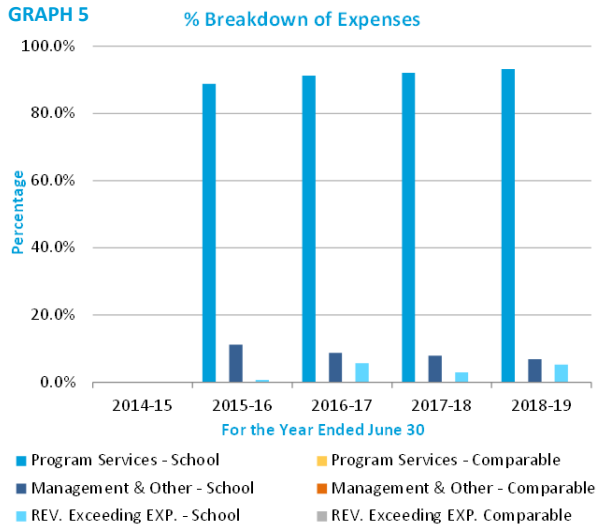


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

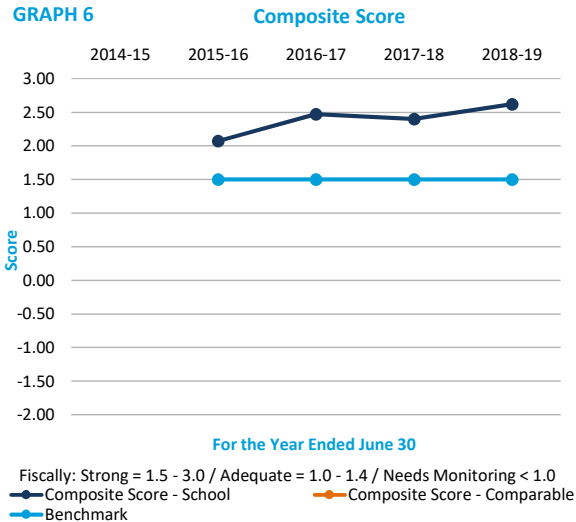
APPENDIX F: Ed Corp Fiscal Dashboard

BRONX CHARTER SCHOOL FOR BETTER LEARNING (COMBINED)

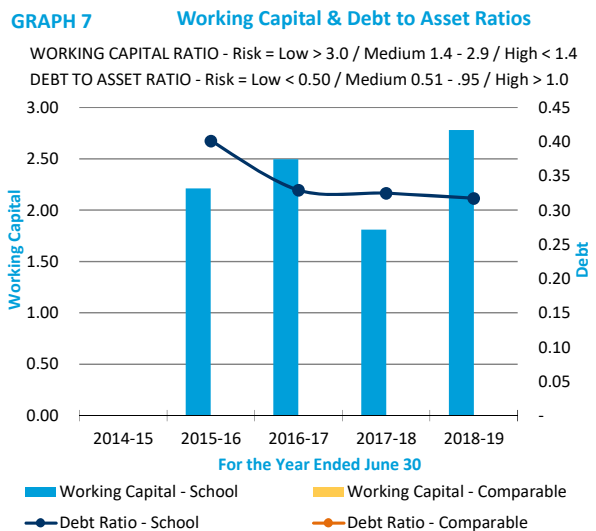
Comparable School, Region or Network: -



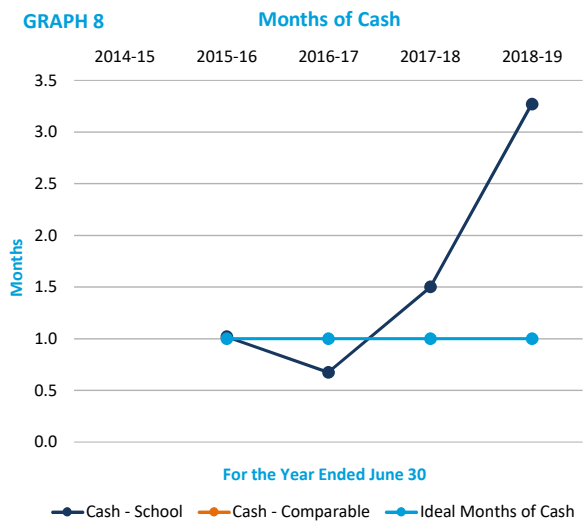
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

