



# New York State Education Department

## Bronx Charter School for Children

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

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

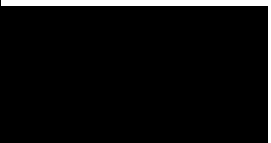
In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer

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

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

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

x **Summary of Challenges:**

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







Element

Indicators

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

**Academic Program for Elementary School/Middle School:**

- x ES:
  - o ELA: Core Knowledge Languc

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

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

4. Element: \_\_\_\_\_ :

- x **Indicator a:** As stated in the renewal application, Response to Intervention (RTI) is BCSC's most prevalent process used to identify SWD and ELL. School leadership focus group members stated that students entering Grade 6 have had interrupted instruction due to the COVID-19 pandemic and are more than two years behind academically. Those students along with SWD and ELL have been placed in a language lab to focus on their use of social language and their4.3 (e)4.9 (o)-9.

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

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

**Finding: Meets**

*Element*

*Indicators*

1. Measures of Culture, Climate, and Student Engagement

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

Element

Indicators

2.





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

3.

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

x **Indicator c:** During their focus groups, teachers stated that at the end of their lessons (including SEL), and to assess student learning, they have all students complete an exit ticket. Teachers also stated that they regularly meet with counselors to help monitor students and provide feedback from their classroom observations and exit ticket data.

x **Indicator d:** During the student support team and teacher focus groups, members referenced the ongoing social-emotional health professional development (PD) offerings on culture, race, poverty, and social justice.

Benchmark 4: Financial Condition

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academics. BCSC's Board of Trustees also discussed their use of BoardOnTrack as their self-evaluating tool/protocol. The board established goals for themselves, ss 6.815 0 Tdn (i)-3..-3.







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

3. Element: \_\_\_\_\_ :

x **Indicator a:** n/a

x **Indicator b:** School leadership team focus group members stated that they monitor the efficacy of contracted service providers based on weekly check-in with coaches, tracking student data before and after the semester, identifying if student growth occurred. Additionally, students



**Benchmark 9: Enrollment, Recruitment, and Retention**

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its

The table structure consists of a horizontal line and a vertical line intersecting. Above the vertical line, there are two short horizontal lines, one on the left and one on the right, positioned symmetrically relative to the vertical line. This structure likely represents a table with two columns and one row, though the content is currently blank.

x **Indicator b:** The school has begun several good faith efforts to improve their overall and SWD

**Benchmark 10: Legal Compliance**

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

**Finding: Meets**

*Element*

*Indicators*

*1. Legal Compliance*

- a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.
- b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.
- c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.
- d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.
- e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.
- f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

**Summative Evidence for Benchmark 10:**

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

Element:

**Indicator a:** The school has generally been in compliance with applicable state and federal laws, and provisions of its charter, according to a review of the schools' annual reports, renewal application, and bylaws for the most part. The school has an attorney on retainer to support with the adherence to all state and federal laws. Analysis of the faculty/staff roster submitted with the 2022-2023 Annual Report identified several employees who worked in the school during the 2022-2023 school year without having received fingerprint clearance prior to their employment. The school is aware that this needs to be addressed.

x **Indicator b:** The school has generally been in compliance with applicable state and federal laws, and provisions of its charter, according to a review of the schools' annual reports, renewal application, and bylaws for the most part. The school has an attorney on retainer to support with the adherence to all state and federal laws. Analysis of the faculty/staff roster submitted with the 2022-2023 Annual Report identified several employees who worked in the school during the 2022-2023 school year without having received fingerprint clearance prior to their employment. The school is aware that this needs to be addressed.

- x **Indicator c:** According to the 2022-2023 Annual Report the school has 17 uncertified teachers, two above the statutory limit. Of the 17 uncertified teachers, five

# 2024 NYSED Charter School Information Dashboard

## Overview





# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

	South Bronx Classical CS	-46	-60	-42	.
	South Bronx Classical CS II	-44	-61	-42	.
	Voice CS of New York	+1	-6	0	.
	Washington Heights Academy				

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

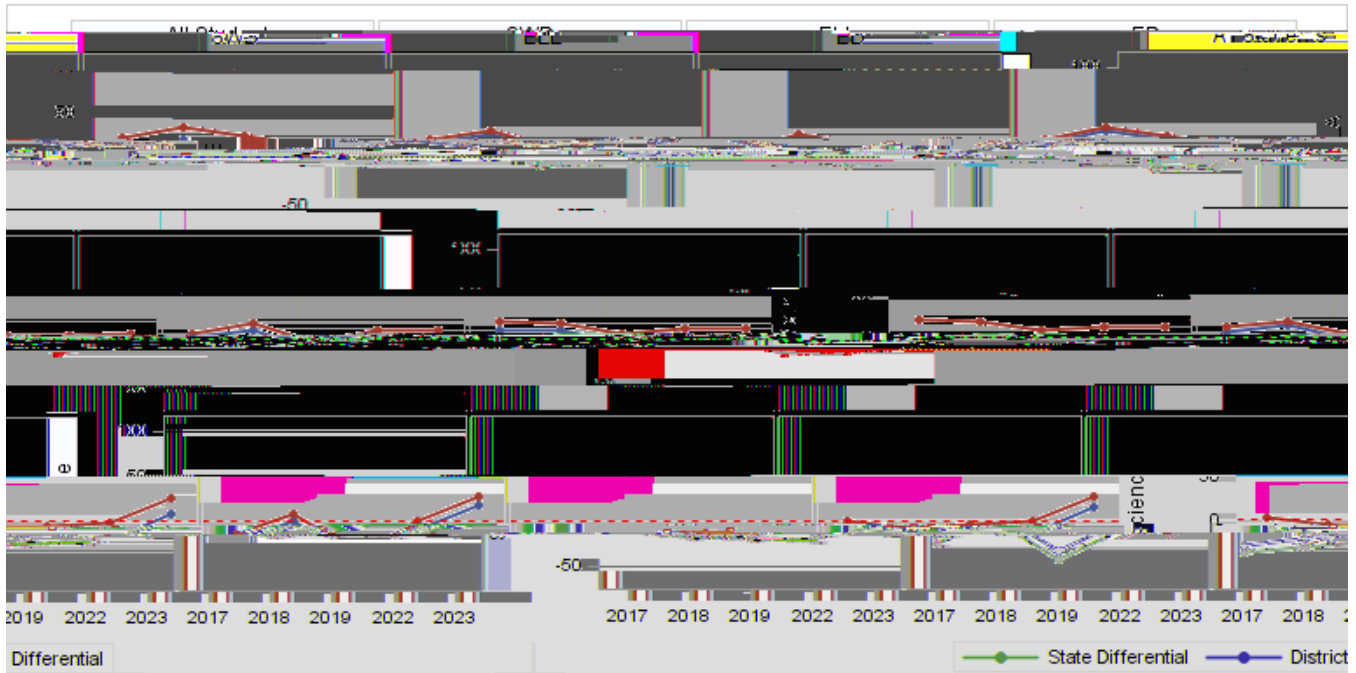
Charter School

BRONX CHARTER SCHOOL FOR CHILDREN

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of 2017-2023



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

# 2024 NYSED Charter School Information Dashboard

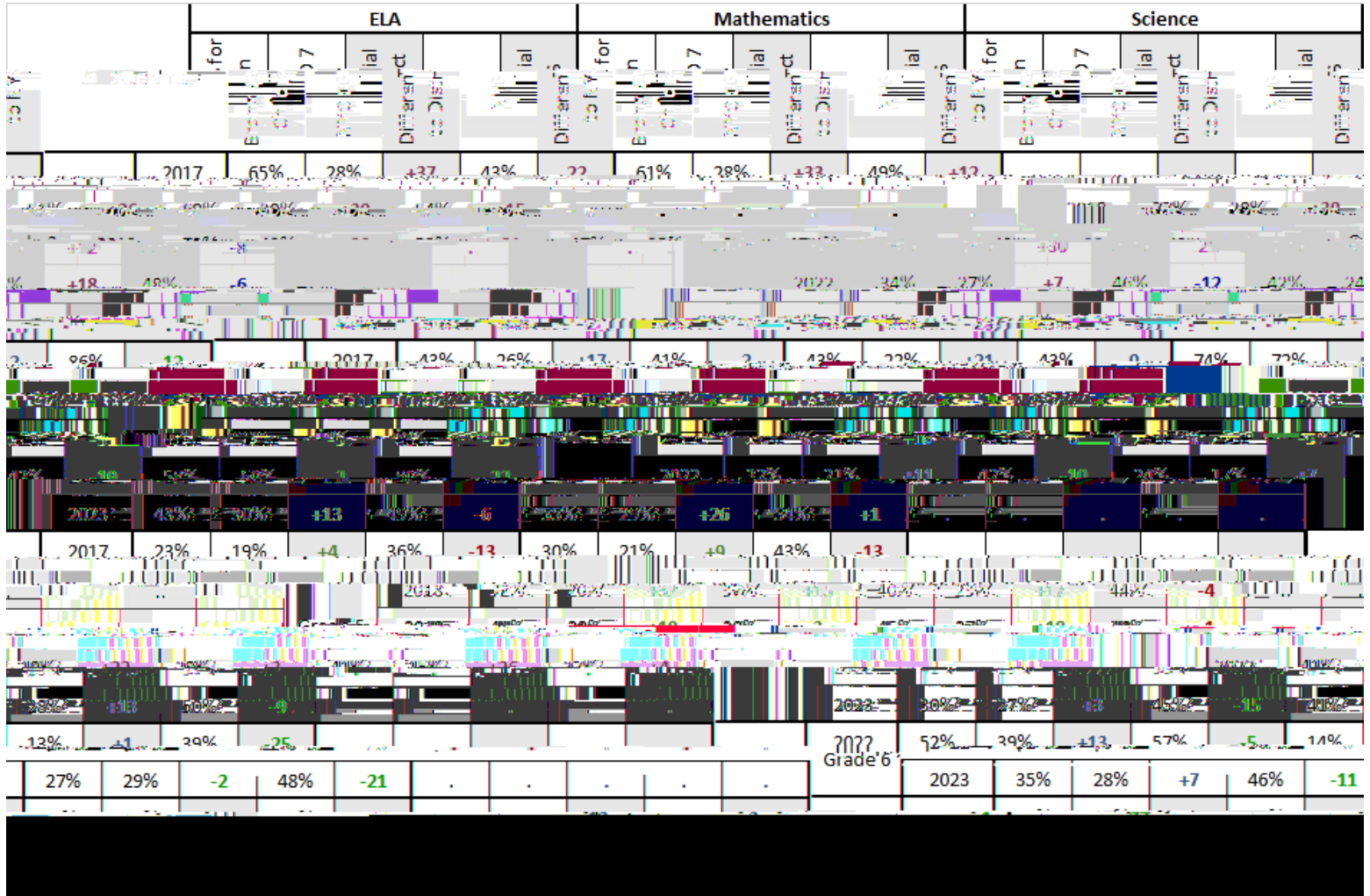
## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### All Students Grade-Level Proficiency



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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### Students with Disabilities Grade-Level Proficiency

Students with Disabilities	ELA						Mathematics						Science					
	Elementary	SD 7	Elementary	SD 7	Elementary	SD 7	Elementary	SD 7	Elementary	SD 7	Elementary	SD 7	Elementary	SD 7	Elementary	SD 7		
15%	+40	45%	14%	+31	22%	+23	.	.	.	.	.	.	.	.	.	.		
24%	-33	50%	27%	+23	28%	+22	.	.	.	.	.	.	.	.	.	.		
69%	-25		2017	22%	9%	+13	13%	+9	22%	9%	+13	17%	+5	44%	59%	-15		

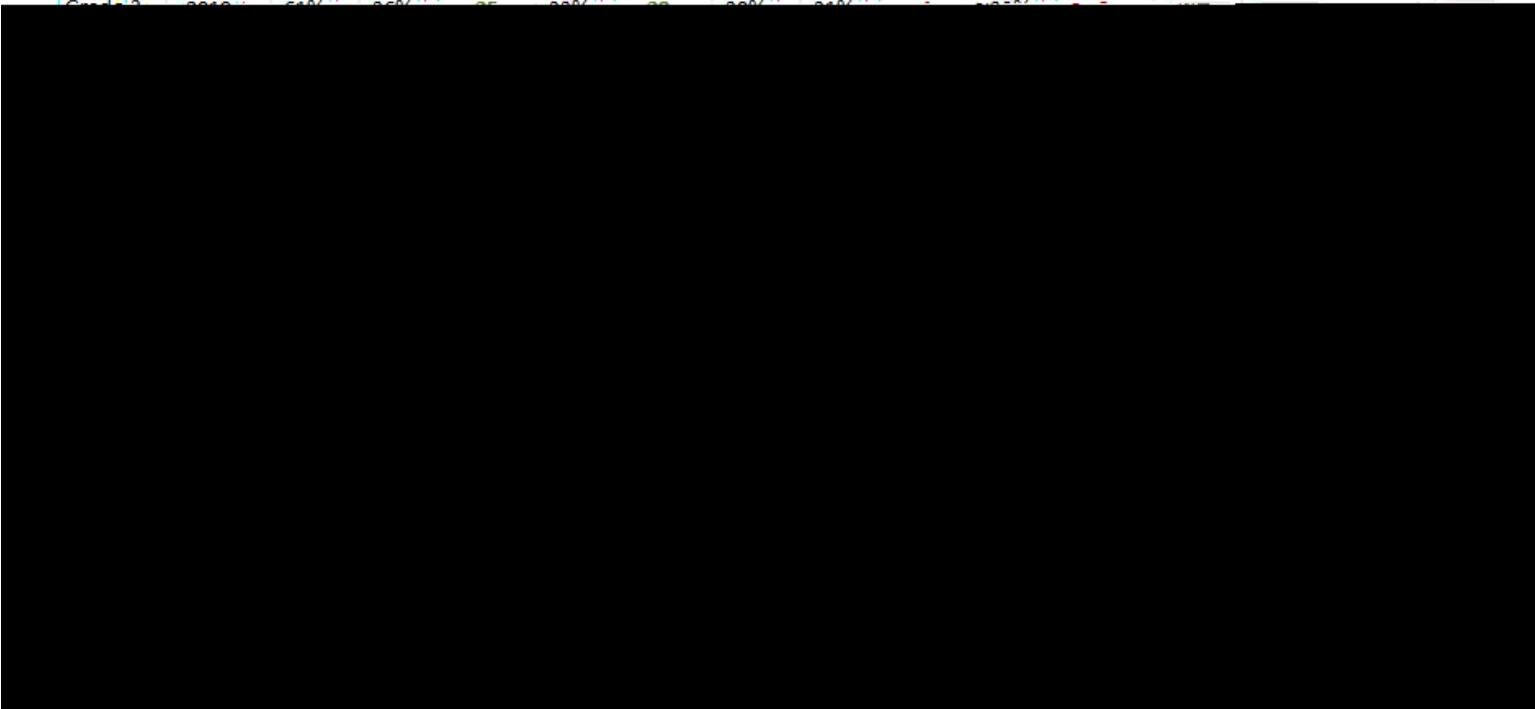
\*See NOTES (1), (2), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### English Language Learners Grade-Level Proficiency

English Language Learners	ELA					Mathematics					Science				
	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS	Bronx CS for Children	NYC CSD 7	Differential to District	NYS	Differential to NYS
2017	31%	21%	+10	19%	+12	46%	26%	+20	29%	+17	.	.	.	.	.
2018	63%	26%	+27	22%	+20	56%	25%	+21	40%	+16	.	.	.	.	.



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



# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2024 NYSED Charter School Information Dashboard

Regents Outcomes

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# 2024 NYSED Charter School Information Dashboard

## Notes

(1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED 1.6 (e)6.2 teentshe Ec6.5 (ude)6.5 (ntdr )0.5 (a(s)3.3 (a (ups8c)1.7 (e)up)6.4 (s)3.3 ( t)3 (m)5.3 (e)6.6.5 (r m)5.3 (e).3 ( hav)3.2 (e)6.6 ( be)6.6 (0.5

