

New York State Education Department

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# SCHOOL DESCRIPTION

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
  
- **Short-Term Renewal**A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
  - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, or
  
  - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
  
- **Non-Renewal:**A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	Year 1 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019	Year 5 2019 to 2020
Grade Configuration	K – Grade 1	K – Grade 2	K – Grade 3	K – Grade 4	K – Grade 5
Total Approved Enrollment	124	186	248	310	372

### Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	K – Grade 5	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8
Total Proposed Enrollment	365	406	443	476	476

## METHODOLOGY

A two-day renewal site visit was conducted at South Bronx Classical Charter School III on October 15, 2019 – October 16, 2019. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the principal and director of student support services. In cooperation with school leadership, the school administered an anonymous NYSED CSO online survey to teachers.

The team conducted 16 classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the instructional coaches.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- a. **Current organizational chart** showing all key staff positions, names of staff in those positions, and the school's reporting structure;
- b. **A master school schedule** showing each class, grade or course, and teacher(s). Note what days are A, B, C days and which classrooms include ELLs/MLLs and SWDs;
- c. **A map of the school** showing a basic floor plan, including classroom numbers, teacher names, and offices;
- d. **Board materials** strategic plan (if applicable), and a narrative describing the board's self-evaluation process;
- e. **Narrative describing the process** used to evaluate school leadership;
- f. **Narrative describing the process** school leadership uses to evaluate teachers;
- g. **School administered teacher, parent/student surveys**-52.663 0 9q, paree School.



New York State Education Department  
Charter School Performance Framework Rating

Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Exceeds
	<b>Benchmark 2: Teaching and Learning</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	<b>Benchmark 3: Culture, Climate, and Family Engagement</b> The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness		











- **Indicator a:**
  - SBCCS III utilizes formative, diagnostic, and summative assessments, as evidenced through the school's assessment calendar. The instructional leaders discussed the diagnostic assessments that they administer at the beginning of the school year to establish a baseline for each student. The school reports that they also administer school-wide summative assessments every six weeks. The school leadership team added that they have begun to conduct data analysis on a daily basis to be able to more immediately provide interventions.
- **Indicator b:**
  - SBCCS III has a data-driven process (82.02)(1)(c)-92(a)(8)(i). 22032021w1-22.242(a)(1)(b)4.

special education teachers are coached in strategies for working with ELLs/MLLs. During the instructional leadership focus group, the staff discussed the learning specialist's role within the grade-

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

*The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. 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**

<i>Element</i>	<i>Indicators</i>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> <li>a. The school communicates with and engages families with the school community.</li> <li>b. Teachers communicate with parents to discuss students' strengths and needs.</li> <li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>d. The school has a systematic process for responding to family or community concerns.</li> <li>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> <li>a. The school has systems or programs in place to support the social-emotional needs of students.</li> <li>b. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.</li> </ul>

Summative Evidence for Benchmark 3:





- Indicator d:
  - The school has a formal complaint process, as well as informal process for addressing family or community concerns. Members of the focus group with the network's operations team leader and a dean of students stated that parent complaints are directed to the deans and school director. The school's family handbook includes its formal complaint policy and process.
- Indicator e:
  - SBCCS III reports that the professional culture it has created includes a level of transparency and accountability. They report th.3 (c)-2 (e)-3 (59 ( T)-6.2 wrtp)-0.7 (l .03 Tw 98174 0 Td -0L1t-0L078Tj/TT1 2(sf( 157. (-0L1t)Tj/TT2 2(sf-m (-2.613. 006r7)) .172. (-0L6k3 (5.0 d. ei)2hi)8 ( c.10 a).





## Benchmark 6: Board Oversight and Governance

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing*

academic, operational, and fiscal goals. The board added a Public Affairs Committee to promote further engagement with the school's community and extend the school's connection with the educational community. For the 2019-2020 school year, the board focus group spoke about their oversight for the interim school leadership transition to ensure that there is no impact on student learning. During the board focus group, the

## Benchmark 7: Organizational Capacity

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

Finding: Meets

Element

Indicators

1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet the needs of all students.</p>

progress towards goals at monthly board meetings. On the 2018-2019 NYSED CSO Teacher Survey, 96% of teachers who responded agreed or strongly agreed that the school's mission is clear and is shared by all stakeholders.

- **Indicator b:**
  - Focus group interviews and document review confirm that the school has a defined leadership team with clear roles and responsibilities. As illustrated in its organizational chart, the school's reporting structure follows an executive director model, with the executive director reporting to the board and overseeing all of the CCS, and the school director reporting to the executive director. The school director oversees the school, evaluating both instructional coaches and grade team leaders, and teachers report to the grade team leaders. The network also utilizes a matrix structure to ensure school-level support by network-level staff. All interviewed staff clearly articulated their responsibilities.
- **Indicator c:**
  - The school reports that it has an established system of meetings to communicate across staff. The school director meets weekly with each grade team lead, dean, instructional coach, and school operations manager. Grade teams begin each day with a 20-minute "stand up" meeting to review the days lessons and materials and meets weekly to dive deeper into a specific topic. On the 2018-2019 NYSED CSO Teacher Survey, 100% of respondents said that meetings are well-organized, 91% of respondents said that meetings are well-attended and focused on relevant content. The school leadership team focus group reported that the school, along with the network, has been creating manuals to codify systems that have been put in place over the last couple of years to ensure effective communication across the school.
- **Indicator d:**
  - The school reports that it utilizes student assessment data through all personnel decisions, including recruitment, hiring, promotion, and termination. The school reported in its :







Benchmark 9: Enrollment, Recruitment and Retention

school uses its internal assessment data and students' proficiency on state tests to evaluate its program services.

*See Attachment 1 for data tables and additional information.*

### Benchmark 10: Legal Compliance

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws 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; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

1. Element: *Legal Compliance*:

- Indicator a:
  - South Bronx Classical Charter School III generally complies with applicable laws and regulations. However, several policy documents are inconsistent with the law and/or NYSED guidance and require significant revisions. The school is working with the CSO to address these issues.
- Indicator b:

Attachment 1: 2019-2020 Renewal Site Visit  
South Bronx Classical Charter School III

Benchmark 1

Indicator 1: All Schools

1.a.i. Accountability ESEA Accountability Designation

This school is designated as a school of Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison Comparative Proficiency

South Bronx Classical Charter School III students tend to outperform students in schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Tow

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

\*See NOTES (1), (2), (3), ~~(4)~~ below.

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2.b.iii. Aggregate Grade Level Proficiency See Table Below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		South Bronx Classical CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	South Bronx Classical CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2017-2018	95%	35%	+60	51%	+44	98%	37%	+61	54%	+44
	2018-2019	98%	39%	+59	52%	+46	100%	36%	+64	55%	+45
Grade 4	2018-2019	100%	35%	+65	48%	+52	100%	32%	+68	50%	+50

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

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

## Benchmark 9

Table 4: Student Demographics

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

Table 5: Retention—Aggregate and Subgroups

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

### \*NOTES:

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on NYSED LA and/or math assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <584Ta56Tw 1.893 0 Td [(E4-10.- sl96e)3. 4

- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original cohort who persisted within the same school to a 4-year graduation (includes August graduates).





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