



## New York State Education Department

### ***2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework***

#### **Bridge Preparatory Charter School**

**Renewal Site Visit Date: November 16-17, 2023**  
**Date of Final Draft Site Visit Report: March 29, 2024**  
**Date of Final Site Visit Report: May 1, 2024**

[Charter School Office](#)  
89 Washington Avenue  
Albany, New York 12234  
[CharterSchools@nysed.gov](mailto:CharterSchools@nysed.gov)  
518-474-1762

# Table of Contents

<b>SCHOOL DESCRIPTION .....</b>	<b>3</b>
<b>METHODOLOGY .....</b>	<b>4</b>
<b>BENCHMARK ANALYSIS .....</b>	<b>6</b>
SUMMARY OF FINDINGS.....	8
BENCHMARK 1: STUDENT PERFORMANCE.....	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT .....	15
BENCHMARK 4: FINANCIAL CONDITION.....	18
BENCHMARK 5: FINANCIAL MANAGEMENT.....	19
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE .....	20
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	22
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	25
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION .....	26
BENCHMARK 10: LEGAL COMPLIANCE .....	28
 <b>ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD</b>	
 <b>ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD</b>	

## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Bridge Preparatory Charter School
<b>Board Chair</b>	Laurel Wedinger-Gyimesi
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 31
<b>Initial Commencement of Instruction</b>	Fall 2019
<b>Charter Term</b>	Initial Charter Term: August 29, 2019 - June 30, 2024
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades 1 - 5 / 242 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 5 / 272 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	715 Ocean Terrace, Staten Island, NY 10301- Public Space
<b>Mission Statement</b>	<i>The mission of Bridge Preparatory Charter School (BPCS) is to provide all students, especially those struggling with literacy acquisition, with an innovative, student-centered learning environment that challenges them with academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. Our goal is to graduate students who are confident and creative learners prepared for secondary school and beyond.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A multisensory, cross-curricular instructional design</li> <li>• Balanced approach to interdisciplinary literacy</li> <li>• Student-centered school structure</li> <li>• Supportive network for families</li> <li>• Extensive, supportive staff development</li> <li>• Connections to the larger community</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents.)	<ul style="list-style-type: none"> <li>• Increase its grade span to include kindergarten through Grade 5 from its current Grade 1 through Grade 5 configuration; and to make a corresponding increase to its authorized enrollment from 242 to 272 students by year one of the renewal charter term.</li> <li>• Add the following Key Design Element to its charter beginning in the 2024-2025 school year: Innovative Charter Program: BPCS operates an Innovative Charter Program to serve our differing learners with Special Educational Needs. Our program is designed to support students who have difficulty with reading, phonemic awareness, vocabulary, literacy, and/or writing. The program we provide includes full-time ICT, plus an additional 60 minutes of structured literacy instruction following the Orton-Gillingham model, every day. During this period of structured</li> </ul>

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

	literacy instruction, students are grouped based on their needs. <ul style="list-style-type: none"> <li>Amend the Key Design Elements to its charter beginning in the 2024-2025 school year. (<a href="#">*additional information is available here</a>)</li> </ul>
--	---

**Innovative and Noteworthy Programs:** Bridge Preparatory Charter School (BPCS) offers a highly structured and multisensory Orton-Gillingham (OG) approach to teach reading, writing, and spelling to all learners, including those with dyslexia and other language-based learning needs.

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

**SCHOOL CHARACTERISTICS**

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	Grade 1	Grades 1 - 3	Grades 1 - 4	Grades 1 - 5	Grades 1 - 5
<b>Total Approved Enrollment</b>	86	148	195	242	242

**Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>**

	<b>Year 1 2024-2025</b>	<b>Year 2 2025-2026</b>	<b>Year 3 2026-2027</b>	<b>Year 4 2027-2028</b>	<b>Year 5 2028-2029</b>
<b>Grade Configuration</b>	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
<b>Total Proposed Enrollment</b>	272	272	272	272	272

**METHODOLOGY**

**Purpose of the Renewal Report**

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the

---

<sup>2</sup> This proposed chart was submitted by Bridge Preparatory Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

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

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

A two-day renewal site visit was conducted at BPCS on November 16-17, 2023. The New York State Education Department's (NYSED) Charter School Office (CSO) team, accompanied by two members of the NYSED Special Education Quality Assurance (SEQA) Office, conducted interviews with the board of trustees, school leadership, teachers, and service providers.

The team conducted thirteen classroom observations in Grades 1 - 5 during the two-day visit. The observations were approximately 20 minutes in length and conducted jointly with members of the school leadership team composed by the dean of teaching and learning, dean of specialized instruction, and the executive director. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data, and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

## BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
<b>Exceeds</b>	The school meets the performance benchmark; potential exemplar in this area.
<b>Meets</b>	The school generally meets the performance benchmark; few concerns are noted.
<b>Approaches</b>	The school does not meet the performance benchmark; a number of concerns are noted.
<b>Falls Far Below</b>	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department  
2015 Charter School Performance Framework Rating<sup>3</sup>**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<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).	<b>Approaches</b>
	<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.	<b>Approaches</b>
	<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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Approaches</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Approaches</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

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

## *Summary of Findings*

- Bridge Preparatory Charter School (BPCS) is in year five of operation and serves students in Grades 1 through 5. During its current charter term, the school is rated in the following manner: meeting four benchmarks and approaching six. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** In its initial charter term, BPCS has created systems to support students' social and emotional health that have contributed to an observably safe and respectful learning environment. The facility is clean, bright, and conducive to a robust academic program. The school's population is primarily students with disabilities (SWD) and it has created an academic program that emphasizes literacy development, social-emotional learning, and a multisensory approach to learning.
- **Summary of Challenges:** BPCS has devoted significant time and resources into the Orton-Gillingham approach: training teachers, hosting an Orton-Gillingham coach, and programming daily OG and structured reading periods in addition to English Language Arts for two-and-a-half hours of daily literacy instruction. Teachers reported that Orton-Gillingham is the "heart" of everything they do. One challenge in the next charter term will be to link this approach with standards-aligned, rigorous instructional content consistently throughout the day.

When looking at the whole student population, BPCS performed far below the district of location (DOL), NYC CSD 31 and the state for in both ELA and math. While the rate of proficiency in ELA for SWD matched the state in 2022-2023, BPCS remains seven percentage points below the district of location for this subgroup during this testing year.

There were observed concerns with IEP compliance, namely that the CSO team was unable to see the accommodations recommended in the IEPs in any of the classes. While we agreed that the basic lesson plans shared with us and a basic level of differentiation was observed in class, we could not verify any of the individualized modifications recommended in the IEPs for the students in the classroom. During the teacher's forum, to our question on modifications, we understand that all is driven by the Ortho-Gilligan levels. There were multiple instances of health paraprofessionals providing 1:1 instruction in observed classes and other instances of the IEP not being implemented with fidelity (e.g., no data collection for students with Behavior Intervention Plans, Assistive Technology not provided, etc.).

While BPCS enrolls a higher percentage of SWD than the DOL, the school's enrollment of English language learner(s) (ELL) is -14 percentage points below NYC CSD 31. The school leadership was not able to elaborate on a plan for increasing the enrollment of this subgroup at the school's-chartered size and grade range. However, the renewal application discusses different support systems to boost enrollment.



### **Benchmark 1: Student Performance**

*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).*

#### **Finding: Approaches**

##### **Summative Evidence for Benchmark 1:**

Benchmark 1 could not have been rated at the time of the 2022 Midterm Site Visit as the school was in its initial charter term and there were no NYSTP 3-8 Assessment results available for this school. The current finding for this Benchmark is Approaches due to poor proficiency rates in both ELA and math.

The school has two years of NYSTP 3-8 Assessment data during this initial charter term. When looking at the whole student population, BPCS performed below NYC CSD 31 and NYS for both years in both ELA and math. In ELA, when looking at the entire student population, BPCS fell below the DOL by -35 or more percentage points in both years. In math, the proficiency rate for all students was -40 percentage points below the district and -35 and -34 percentage points below NYS in both testing years, respectively (2021-2022 and 2022-2023).

One of the most unique elements of BPCS is that 67 percent of students enrolled are students with disabilities. When looking at this subgroup specifically, the differential gap of performance with the district and NYS is reduced and slight improvement can be ascertained between the testing years. For ELA, the rate of proficiency for SWD at BPCS increased from 14 to 19 percent, which lessened the differential with both the DOL and NYS. While the rate of proficiency in ELA for SWDs matched the state in 2022-2023 (at 19 percent), BPCS remains -7 percentage points below the district of location for this subgroup. For math, while the rate of proficiency of SWD at BPCS grew (8 percent proficiency in 2021-2022 to 16 percent in 2022-2023), the differential with the district remained at -18 percentage points in both testing years and was -13 and -10 percentage points below NYS for both years, respectively.

On September 25, 2023, and based on the 2021-2022 NYSTP 3-8 Assessment results for ELA and math, the school was asked to provide a corrective action plan to the state, which it did on October 13, 2023. The plan contained strategies to improve ELA proficiency, math proficiency, and additional strategies to serve the needs of at-risk students. The plan is presently in its implementation phase.

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

## Benchmark 2: Teaching and Learning

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

### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<ul style="list-style-type: none"><li>a. The school has a documented curriculum that is aligned to the NYSL.</li><li>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</li><li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li><li>e. The curriculum is systematically reviewed and revised.</li></ul>
2. <i>Instruction</i>	<ul style="list-style-type: none"><li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li></ul>
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"><li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li><li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li><li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</li></ul>
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"><li>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</li><li>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</li></ul>

## Academic Program for Elementary School:

All students at BPCS follow the same academic program, including special populations (SWD, ELL and ED students).

- ELA: BPCS reported using Houghton Mifflin-Harcourt's (HMH) *Into Reading* and *The Writing Revolution (TWR)* as their ELA curricula. Both are aligned to the Next Generation Learning Standards. In addition to daily ELA instruction, the school programs another 105 minutes daily using the Orton-Gillingham (OG) framework for one OG small group (60 minutes) and one structured reading (45 minutes) period.
- Math: BPCS reported using *enVision* and a program created in-house called *Math and Movement*. This is a change from the *Singapore Math* curriculum that was utilized earlier in the charter term.
- Science: HMH *Science Dimensions*
- Social Studies / Humanities: HMH *Into Social Studies*
- Social Emotional Learning: *The Leader in Me*

## **Summative Evidence for Benchmark 2:**

Over this charter term, the trajectory for this benchmark has declined from Meets to Approaches due to a weakening support of diverse learners that includes a lack of differentiation for ELL students; CSE concerns about the school's use of grade retention and monitoring of students with extended absences from school; and the use of exit tickets and individualized goals not observed in classrooms.

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

- **Indicator a:** In the renewal application, BPCS reports the use of the aforementioned curricula. The CSO on-site team was provided with lesson plans to accompany each of the thirteen classroom observations. While these lesson plans consistently described the materials used for each lesson, only one lesson plan for core subjects (ELA, math, Science and Social Studies) referenced the curricula detailed above. In the teacher focus group, teachers stated that they use the curriculum as a framework but modify all materials for their students.

The CSO site visit team did observe the Orton-Gillingham framework in practice throughout the day and across content areas. The school also contracts with an OG coach who is in residence at BPCS three days a week. This coach and the dean of specialized instruction are responsible for working with teachers to incorporate OG strategies into lessons.

- **Indicator b:** In the teacher focus group and renewal application, BPCS reported that teachers submit their lesson plans weekly onto a shared Google Drive. Teachers reported that they were given choice on the format of their lesson plans and were able to choose from 16 different templates.

The school leadership reported that curriculum maps are created and refined during summer professional learning.

Classroom observations in all grade levels consistently showed students practicing skills (i.e., decoding, multiplication facts, counting, etc.), but not engaged with complex higher order thinking.

- **Indicator c:** The school leadership team and teachers reported that curricular mapping happens each summer with the goal of creating curricular alignment. The school partners with *The Core Collaborative* to support this mapping process. As will be described later in the report, all teachers participate in a school-based committee of their choice, including one focused on curriculum. In the CSO focus group, teachers reported that curricular maps were helpful to their instructional planning.
- **Indicator d:** BPCS reported that all classrooms adhere to the Integrated Co-Teaching model with at least one certified special education teacher. BPCS has differentiated its schedule to include additional small group instruction beyond the daily, 40-minute periods for ELA and math. Students receive an additional 105 minutes of daily literacy instruction for OG and structured reading periods. The CSO team also observed a fifth grade *Math in Movement* class where students were practicing math facts in a physical education classroom.

BPCS uses small group instruction to provide differentiation throughout the day. In most classrooms, students were organized into color-coded, leveled groups. The school leadership reported that these groups are created from assessment data and students can move fluidly between groups with each assessment cycle. No particular differentiation was observed for ELL students in class. At this school, and as mentioned above, all students follow the same academic program.

- **Indicator e:** The school leadership, with the support of the board and input of the teachers, reviews the curriculum annually. This review process is led by the director of teaching and learning. For the first three years of the charter term, BPCS utilized the *Singapore Math* curriculum, but switched to *enVision* in 2022-2023. The school reported that this curriculum better aligns with BPCS' multisensory approach.

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

- **Indicator a:** Many of the school's key design elements were reflected consistently in the instructional practices observed; most notably being a multisensory cross-curricular instructional design grounded in BPCS' implementation of OG. Orton-Gillingham strategies were observed consistently in classrooms throughout the two-day visit.

In the renewal application and corroborated in the CSO focus group, the school leadership reported that BPCS follows the Gradual Release of Responsibility model, which "shifts the responsibility of learning from the teacher to the student over the course of a lesson." This was reflected in the lesson plans provided and aligns to the "student-centered school structure," which is another key design element and instructional practice of BPCS.

BPCS also prioritizes the use of small groups as an instructional practice. These groups were observed across grade levels and content areas.

- **Indicator b:** Multisensory instruction, one of BPCS' key design elements, is utilized to foster engagement with students. In nearly every classroom observation, the students were observed as "being learning ready" on the classroom observation worksheets.

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

- **Indicator a:** BPCS uses multiple assessments throughout the year. The *Reading Readiness Assessment* is given each trimester and the results are used to group students into OG classes and small groups throughout the day. The school leadership and teachers stressed during our focus groups that students move fluidly through the groups. The *NWEA MAP Growth Assessment* is given to all students at the beginning, middle and end of the year. The scores are reviewed by the school leadership, board, and classroom teachers. The school also reported using daily exit tickets, but this was not observed by the CSO team in classrooms and only included in math lesson plans rather than all subjects' plans.
- **Indicator b:** BPCS uses the *Reading Readiness Assessment* data to modify the students' schedule, provide for OG groups, and modify the curriculum. The school has a data team, led by the director of teaching and learning, who oversees the assessment cycle and data collection process. This team also includes the school's instructional math coach and a representative from every grade.

*NWEA Map* data is shared with teachers, parents, and the board three times a year. This data was included in the board meeting minutes from August 17, 2022, for example. The school leadership acknowledged that they are still working to identify the reasons for the gap between this internal assessment and the NYSTP 3-8 Assessments.

- **Indicator c:** The school leadership provided multiple examples of how data has evaluated the effectiveness of the BPCS academic program and prompted modifications. At the start of the charter term, *Singapore Math* was the chosen curriculum. After it was determined to not align with the school's multisensory approach and not yield the desired academic results, the math curriculum was changed to *enVision*. Another example is the addition of daily literacy instruction (i.e., OG and structured reading periods) to supplement the ELA instructional period.

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

- **Indicator a:** BPCS has been designed with the goal of serving students with dyslexia and other language-based learning differences. In the 2022-2023 school year, 67 percent of the student population were identified as SWDs. All classrooms are staffed by the Integrated Co-Teaching model.

The *Reading Readiness Assessment* (RRA) is administered three times a year and the results are used to group students homogeneously by OG level. These OG levels are assigned a color, which was observed in classrooms across content areas – OG block and math, for example. All staff members have been trained in OG and lead small groups so that the class size can be smaller during these instructional blocks.

The NYCDOE CSE states that Bridge Prep communicates often with families and with the CSE. However, the CSE has received concerns from parents that the school is unresponsive to their requests. The CSE has some difficulty in scheduling IEP meetings with the school, and there are many last-minute changes. An area of growth for the school is the provision of specially designed instruction and progress monitoring data. The CSE also has concerns about the school's use of grade retention and their monitoring of students who have extended absences from school.

There were observed concerns with IEP compliance, namely that the CSO team was unable to see the accommodations recommended in the IEPs in any of the classes. There were multiple

instances of health paras providing 1:1 instruction in observed classes during which time the teachers had no interaction with the 1:1 students. Other instances of the IEP not being implemented with fidelity included: no data collection for students with Behavior Intervention Plans, and Assistive Technology was not being provided even though required by students' IEPs.

The school's academic program is for all students, including ELL. Therefore, the school does not have an established ELL program, additional supports for these students were not observed in the classrooms, nor did the lesson plans show differentiation. The ELL students are evaluated in the same manner which other students are evaluated with a standard evaluation process for all students.

- **Indicator b:** During the on-site visit, the CSO team participated in a *supporting differing learners focus group* that had some of the school's leadership team (e.g., director of teaching and learning, dean of specialized instruction, and dean of student support) along with some of the school's in-house service providers. This group reported that a speech and language pathologist was hired this year to help monitor IEP goal setting and implementation. This role is intended to coordinate the services of the agency-provided service providers for speech, OT, PT, counseling, and other mandated services. The school reported that all SPED-related data is tracked on a shared drive and is monitored by the dean of specialized instruction. These individualized goals were not observed in the provided lesson plans.

The school staff also referred to the Pupil Progress Team, which meets biweekly and is led by the dean of specialized instruction. This group monitors the progress of students receiving interventions and is a space for teachers to share student concerns.

**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**

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Behavior Management and Safety</i></p>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy.                      b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.                      c. The school has systems in place to ensure that the environment is free from harassment and discrimination.                      d. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>2. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with and engages families with the school community.                      b. Teachers communicate with parents to discuss students’ strengths and needs.                      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.                      d. The school has a systematic process for responding to family or community concerns.                      e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</p>
<p>3. <i>Social-Emotional Supports</i></p>	<p>a. The school has systems or programs in place to support the social-emotional needs of students.                      b. School leaders collect and use data to track the socio-emotional needs of students.                      c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</p>

**Summative Evidence for Benchmark 3:**

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

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** BPCS provided a copy of their Discipline Policy and Code of Conduct. BPCS provides this document to parents and staff in their handbooks.
- **Indicator b:** All observed classrooms were orderly and free from disruption. Throughout the renewal application and across focus groups, the school staff emphasized the importance of creating a culture where the students feel safe to learn. These structures were observed during a morning meeting that focused on *The Leader in Me (TLIM)* framework.

The director of teaching and learning and the dean of student supports reported that they and their teams are responsible for ensuring a safe learning environment. The school also partners with an outside agency, *Step-by-Step*, to train teachers in behavioral management. The school's Pupil Progress Team meets biweekly to document concerns and identify supports for individual students.

- **Indicator c:** The renewal application indicates that the school adheres to the district-wide safety plan and their authorizer-approved discipline policy remain free from harassment and discrimination. This was confirmed by the teachers and the parents in their focus groups.
- **Indicator d:** Classroom environments were consistently observed as being generally free from disruption. The school leadership attributes this, at least in part, to BPCS' focus on small-group instruction and *The Leader in Me* framework.

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

- **Indicator a:** The school reports that it communicates with and engages families. The school employs a director of family and community development to support with family engagement. The school hosts a *Connect Saturday* session every trimester to bring the community together and facilitate parent learning sessions. The school leadership also reported the Family Association is very active and appoints a voting member to the Board of Trustees.
- **Indicator b:** The leadership at BPCS organizes conferences three times a year to coincide with each trimester's report card. The leadership at the school also distributes progress reports three times a year.
- **Indicator c:** In their renewal application, the school reported launching a 2022-2023 survey by trimester for families and students.

The leadership at the school reported student retention as another indicator to measure satisfaction with an average overall retention rate of 86 percent over the initial charter term.

- **Indicator d:** BPCS distributes annually the complaint policy as part of the Family Handbook, and it is listed on the school's website.
- **Indicator e:** In the renewal application, the school reported publishing an annual report on the school's website. These reports were not on the website at the time of the CSO visit. The school leadership reported that the MAP data is shared with families during conferences, three times a year, but this could not be verified.



3. Element: ***Social-Emotional Supports***:

- **Indicator a:** Each classroom has weekly SEL lessons, using curricular resources from *TLIM* and each teacher is trained yearly in the framework. For the current school year, BPCS partnered with the YMCA to provide an eight-week series of SEL programming. One of these SEL lessons facilitated by a YMCA staff member was observed during the CSO on-site visit.

As per the organizational chart presented in the renewal application, the school employs a dean of student support and four social workers to support SEL.

- **Indicator b:** In the renewal report, the school reported that social workers and teachers identify trends in SEL needs through frequent observations. Teachers may also refer students to the PPT. A formalized process of tracking this data was not shared with the CSO team.
- **Indicator c:** During the focus group, the school leadership reported that SEL data is used to create weekly SEL lessons. The observed SEL lesson was focused on being thankful for Thanksgiving rather than a grade- and/or classroom-level trend. When asked about SEL priorities, the school leadership consistently reiterated the importance of students feeling safe at school, but presented no specific evidence on how this is implemented in classroom.

#### **Benchmark 4: Financial Condition**

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

#### **Finding: Meets**

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

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

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

#### **Financial Condition**

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

#### **Overall Financial Outlook**

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

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

<i>Year</i>	<i>Composite Score</i>
2018-2019	-
2019-2020	2.88
2020-2021	3.00
2021-2022	3.00
2022-2023	3.00

### **Benchmark 5: Financial Management**

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

#### **Finding: Meets**

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

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

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

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

**Benchmark 6: Board Oversight and Governance**

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

**Finding: Meets**

Element

Indicators

1. *Board Oversight and Governance*

- a. The board recruits and selects board members with skills and expertise that meet the needs of the school.
- b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.
- c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.
- d. The board regularly updates school policies.
- e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.
- f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

**Summative Evidence for Benchmark 6:**

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

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

- **Indicator a:** The school leader and board chair report an active board. During the CSO visit, ten trustees were present on-site for the focus group. The by-laws state that no trustee may serve more than two consecutive, three-year terms. The board is actively recruiting to backfill and develop the succession plan for four founding trustees.

The board of trustees is comprised of a diverse group of business, educators, parents, and other professionals to meet the needs of the school and provide necessary oversight. Trustees shared a strong passion and deep understanding of the school’s performance during the CSO focus group.

- **Indicator b:** The board receives student data three times a year to coincide with the assessment cycle. One board-supported initiative was the creation of the *Structured Literacy Practicum Center*, which supports teachers with certification pathways in structured literacy. The board considers this initiative to retain teachers.
- **Indicator c:** The board contains four committees (i.e., governance, academic, finance, and executive) to maintain active oversight. The trustees reported that each committee meets monthly and reports to the full board at their monthly meeting. Board members reported

observing classroom instruction and participating in an observation collaboration with the school leaders. The board chair reported that they attend one leadership team meeting a month to observe and identify needs for the board to address.

- **Indicator d:** The renewal application states that the board conducts an annual review of policies and revised the code of conduct, discipline code, complaint policy, and family leave provision of the employee handbook over this charter term.
- **Indicator e:** The board reported a formal, annual self-evaluation for the past three years. One reported change resulting from this process was increasing the board members' involvement in the school's finances. The board reported that the evaluation committee evaluates the executive director annually using the *BoardOnTrack* platform.
- **Indicator f:** The board's by-laws reflect its awareness of its legal obligations to the school and stakeholders. The school's board meeting dates and meeting minutes are published on the school's website.

**Benchmark 7: Organizational Capacity**

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

**Finding: Approaches**

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<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>
<p>2. <i>Professional Climate</i></p>	<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 students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
<p>3. <i>Contractual Relationships</i>  <input type="checkbox"/> N/A</p>	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

## Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has declined from a Meets to Approaches due to decreased effectiveness of the organizational capacity, including a continuing decline in student learning, and a lack of clearly defined processes and roles of the adults in the classroom.

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

- **Indicator a:** The executive director reports to the board of trustees. The school's leadership team is comprised of the executive director, director of teaching and learning, director of operations, dean of student support, dean of specialized instruction, and the director of family and community development. The school leadership and board report that the school leadership team is effective.

There was no survey data for the CSO team to corroborate that the staff is committed to a clearly defined mission and set of goals.

- **Indicator b:** According to the organizational chart and school leadership focus group, each role is clearly defined; however, there were several structures that were not solidified into a formal process (i.e., frequency of meetings, classroom observations, etc.). When asked about meeting cadence, for example, different answers were provided in different focus groups. The school leadership reported meeting weekly 1:1 with teachers and teachers reported that they have the option of meeting with school leaders during their common planning time. School leaders reported doing daily classroom observations, but when asked the role of the adults in the room for the Classroom Observation Worksheet, the leaders were unable to identify the role of many adults present in many classrooms.
- **Indicator c:** The school leadership team reported meeting weekly with their teams. The renewal application shared that the school messaging app facilitates communication with families. The school also creates a monthly newsletter for families and another for staff. All teachers sit on a school-wide committee (i.e., *The Leader in Me*, safety, academics, school events, and curriculum) to promote collaboration and staff retention.
- **Indicator d:** Based on the school's faculty/staff rosters submitted with their 2021-2022 and 2022-2023 Annual Reports, 71 percent of their overall staff were retained from year to year which is an improvement over the previous year's retention rate of 64 percent. The *Structured Literacy Practicum Center* is one initiative by the school leadership to retain and support teachers by providing a pathway to an additional credential. The school reports that its evaluation model provides a clear structure to remove ineffective staff members when necessary.

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

- **Indicator a:** The school leadership reports that it is fully staffed with high-quality personnel to meet the academic and operational needs of the school. All observed classrooms had a minimum of two teachers, and most had multiple paraprofessionals and service providers present in the classroom at the time of the observation. The school was able to provide updated certifications for all teachers at the school.

- **Indicator b:** Another way BPCS fosters staff collaboration is by placing every teacher on a school-wide team. In the CSO focus group, the executive director reported that this re-invests teachers as they can self-select which team they are on. The teachers talked about the benefits of these committees during the CSO staff focus group.

In the CSO focus group, teachers reported that they have daily prep periods and approximately three hours after school each week for collaborative planning where they can reach out to the school's leadership during this time.

- **Indicator c:** BPCS organizes annual pre-service each summer with the goal of building the staff's skills and expertise. The in-house OG coach also provides weekly professional learning opportunities for teachers. This coach was observed modeling instruction during one of the OG periods. The school leadership reports that the professional learning schedule is determined by trends in student data, instructional quality, and other needs.
- **Indicator d:** Each teacher receives weekly, personalized coaching and professional learning, according to the school leadership. BPCS partners with *Edwards Orton-Gillingham Inc.* to have a coach in-residence at the school three days a week. This coach was observed coaching teachers during an OG block during the CSO visit.

The school utilizes the software *Bullseye* to record informal observation feedback and document next steps. The school utilizes the Danielson Framework for an annual, formal teacher observation and reported teachers are observed, informally, daily. During the CSO site visit, when the team asked the school leaders to identify the roles of the adults in the classroom, these roles were not known to the school leaders on multiple occasions.

- **Indicator e:** As mentioned previously, the 2022-2023 NYSED CSO and NYC School Surveys were well below the thresholds for statistical significance. The school reported that teachers receive a survey after all professional development sessions from the academic team. This data was not reviewed by the CSO team. The executive director also reported organizing focus groups to receive feedback.

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

- **Indicator a:** BPCS does not contract with a comprehensive service provider, charter management organization, or other entity that provides comprehensive management services.
- **Indicator b:** BPCS does not contract with a comprehensive service provider, charter management organization, or other entity that provides comprehensive management services.
- **Indicator c:** n/a



## Benchmark 8: Mission and Key Design Elements

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

### Finding: Approaches

#### Indicators

<u>Element</u>	
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none"><li>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</li><li>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</li></ul>

### Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches as all key design elements are not fully implemented.

#### 1. Element: **Missions and Key Design Elements:**

- **Indicator a:** The mission of BPCS is grounded in building students’ literacy acquisition. This was observed consistently in the school’s emphasis on Orton-Gillingham. As detailed in Benchmark 2, while students were observed practicing skills during classroom observations, the CSO team did not observe academic rigor.

**Indicator b:** The school has six key design elements and there was evidence of the implementation of each key design element:

- A multisensory, cross-curricular instructional design: The school cites Orton-Gillingham (OG) as a multisensory approach to teaching literacy and it was observed in classroom.
- A balanced approach to interdisciplinary literacy: All teachers trained are in OG and *The Writing Revolution (TWR)*.
- A student-centered school structure: The school leadership cites its use of small group instruction and ICT model as a student-centered school structure. This too was observed in the classrooms.
- A supportive network for families: The school has a director of family and community development on its leadership team. A member of the Family Association is a voting member of the board. This was corroborated by parents during the parent focus group.
- Extensive, supportive staff development: In the renewal application, the school states that there is daily professional learning. Modeling was observed by the OG coach, but not observed in other instructional blocks.
- Connections to the larger community: BPCS lists a wide array of community organizations that the school partners with (i.e., Staten Island Chamber of Commerce, YMCA, etc.). The YMCA staff facilitating an SEL lesson was observed.

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

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

**Finding: Approaches**

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

**Summative Evidence for Benchmark 9:**

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

1. Element: **Targets are met:**

- **Indicator a:** BPCS’s overall enrollment is sufficient to satisfy their contractual obligation and they are currently, 2022-2023, at 100% of their contracted enrollment. The school exceeds the DOL in SWD and ED student enrollment, +38 and +3 percentage points, respectively. The ELL students that they have enrolled are retained at 100 percent.

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

- **Indicator a:** The school has been consistently below the DOL for the percentage of enrolled ELL students. This differential has remained consistent, -13 or -14 percentage points throughout the current term, rather than showing improvement over time. For the 2022-2023 school year, overall, SWD, and ED retention was also below the DOL: -8, -8, and -9 percentage points, respectively.

- **Indicator b:** BPCS has several admission preferences (e.g., siblings; resides in NYC CSD 31 with current IEP that indicates the student has dyslexia, an impairment in reading or difficulties with/an impairment in phonological awareness skills and development; resides in NYC CSD 31; children of full-time employees; and students residing outside of NYC CSD 31) targeted to attract SWD. There are not extensive recruitment strategies or program services to attract and retain ELL and/or ED students. While BPCS enrolls a higher percentage of SWD than the DOL, the school’s enrollment of ELL is -14 percentage points below NYC CSD 31. The school leadership was not able to elaborate on a plan for increasing the enrollment of subgroups at the school’s-chartered size and grade range, however, the renewal application discusses the following support systems to help enroll and retain students with disabilities:
  - Neurodiverse, Integrated Co-Taught Classrooms which provide at least two teachers in each classroom, one of whom is certified in SPED.
  - Daily small-group instruction periods when students participate in small-group instruction in every class each day.
  - Executive Functioning, when the school day, specifically at the beginning and end of the day, all students are provided time to work on Executive Functioning skills with teachers, which is critical for all students, especially our SWD.
  - Response to Intervention, where BPCS follows a Response to Intervention (RTI) model that provides students with tiered interventions and serves as an identification and pre-evaluation process for SWD.
  
- **Indicator c:** In the renewal application, the school states that they evaluate and compare the annual enrollment data with the district to adjust recruitment strategies for ELL, SWD, and ED students, and they continue to expand the recruitment efforts for ELL including the possible addition of a lottery weight for ELL. However, the school has not provided evidence of a systematic process for evaluating recruitment and outreach strategies to attract ELL students.

***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: Approaches**

<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:**

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to continuing issues with fingerprinting and certification issues, and academic deficiencies identified in the school’s Notice of Deficiency.

1. Element: ***Legal Compliance:***

- **Indicator a:** During the current term, BPCS has been partially in compliance with applicable state and federal laws and the provisions of its charter. The school has struggled since the beginning with hiring practices: specifically, the obtaining of fingerprint clearances prior to having a new employee start work. The 2022-2023 school year shows improvement with only two new faculty/staff reported in the roster with the Annual Report having begun working prior to receiving fingerprint clearance. The executive director is working with the school’s liaison to come into compliance. The school is also working with the CSO and its counsel to make changes to its discipline policy. BPCS’s hiring policy for teachers and adherence to said policy has resulted in the school being within statutory limits for uncertified teachers.
- **Indicator b:** The CSO issued a Notice of Deficiency to the school in October of 2023, for academic deficiencies based on the proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments in both ELA and math. BPCS’s overall performance was -37 percentage points below that of NYC CSD 31, the district of location, and -28 percentage points below NYS in ELA and for math, BPCS’s overall performance was -40 percentage points below that of NYC CSD 31, the district of location, and -35 percentage points below NYS. The school presented a corrective action plan to the CSO office on October 13, 2023, which was subsequently approved on October 24, 2023, and is currently under implementation.

- **Indicator c:** BPCS submitted and received approval for two non-material enrollment increases for the 2020-2021 and 2021-2022 school years. The school is submitting material revision requests as part of this renewal, aiming to expanding to kindergarten with an enrollment increase and to change the language in some of the key design elements.

# 2024 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

BRIDGE PREPARATORY CHARTER SCHOOL

### BEDS Code

353100861144

### 2022-2023 Enrollment

242

### ESEA Accountability Designation (2023-2024):

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

### Charter School Information

School District of Location:	NYC CSD 31
Total Public School Enrollment of Resident Students attending Charter Schools:	5%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	1-5
Address:	715 OCEAN TERRACE-BLDG E, STATEN ISLAND, NY, 10301
Website:	www.bridgeprepcharter.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - STATEN ISLAND
Regent:	Christine D. Cea
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MR. TIMOTHY CASTANZA
CEO Phone:	646-331-4561
CEO Email:	tim@bridgeprepcharter.org
BOT President:	MS. LAUREL WEDINGER-GYIMESI
BOT President Phone:	917-838-6048
BOT President Email:	lwedinger@bridgeprepcharter.org
Institution ID:	800000090253

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

### BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

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

### CSO Survey Results

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

BRIDGE PREPARATORY CHARTER SCHOOL

*Not applicable to this charter school*

# 2024 NYSED Charter School Information Dashboard

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

Charter School

BRIDGE PREPARATORY CHARTER SCHOOL

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

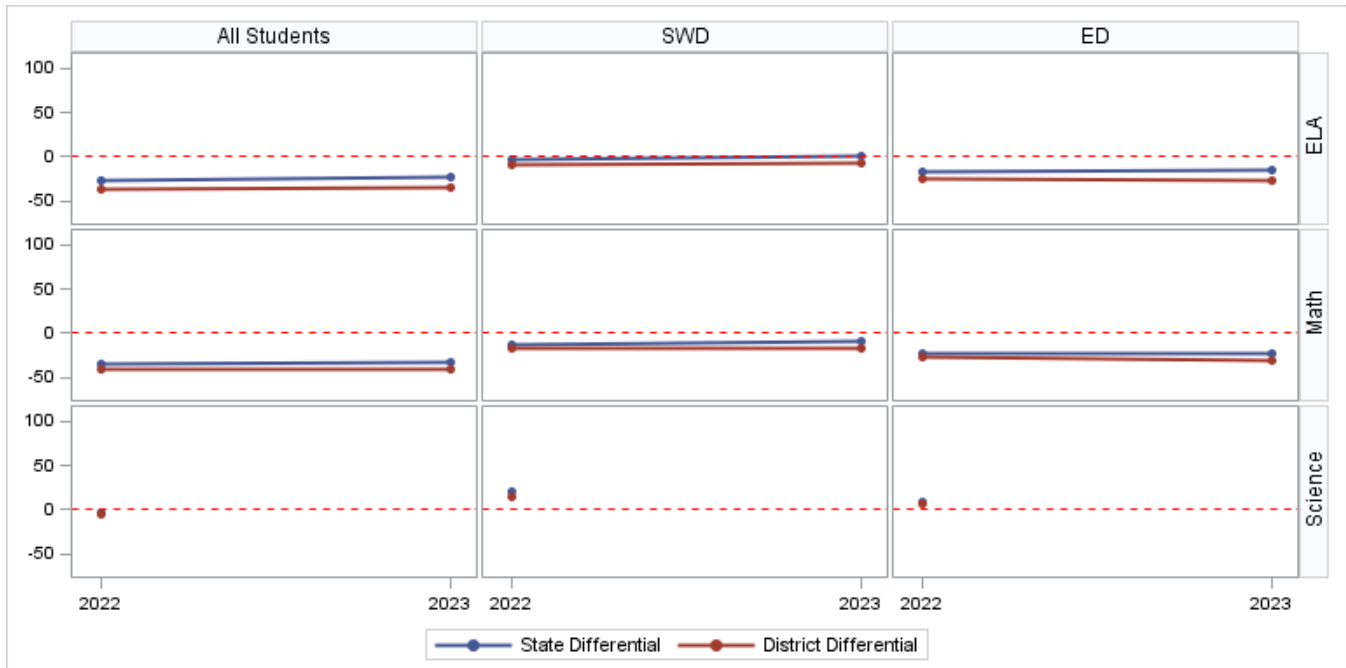
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Bridge Preparatory CS	ELA			Math		
	All Students	SWD	ED	All Students	SWD	ED
2022-2023	31%	34%	29%	34%	34%	35%

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

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of  
Bridge Preparatory Charter School and New York City CSD 31



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



# 2024 NYSED Charter School Information Dashboard

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

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

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

		ELA					Math					Science				
		Bridge Preparatory CS	NYC CSD 31	District Differential	NYS	NYS Differential	Bridge Preparatory CS	NYC CSD 31	District Differential	NYS	NYS Differential	Bridge Preparatory CS	NYC CSD 31	District Differential	NYS	NYS Differential
All Students	2021-2022	16%	53%	-37	44%	-28	10%	50%	-40	45%	-35	76%	82%	-6	80%	-4
	2022-2023	22%	57%	-35	46%	-24	19%	59%	-40	53%	-34	.	.	.	.	.
SWD	2021-2022	14%	24%	-10	17%	-3	8%	26%	-18	21%	-13	80%	66%	+14	60%	+20
	2022-2023	19%	26%	-7	19%	0	16%	34%	-18	26%	-10	.	.	.	.	.
ED	2021-2022	16%	41%	-25	33%	-17	10%	38%	-28	33%	-23	81%	75%	+6	72%	+9
	2022-2023	20%	47%	-27	36%	-16	17%	49%	-32	41%	-24	.	.	.	.	.

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

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

#### All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2022	26%	57%	-31	46%	-20	5%	53%	-48	48%	-43	.	.	.	.	.
	2023	24%	56%	-32	45%	-21	21%	61%	-40	54%	-33	.	.	.	.	.
Grade 4	2022	8%	49%	-41	42%	-34	14%	46%	-32	43%	-29	76%	82%	-6	80%	-4
	2023	26%	58%	-32	49%	-23	24%	57%	-33	54%	-30	.	.	.	.	.
Grade 5	2023	16%	56%	-40	45%	-29	13%	58%	-45	50%	-37	.	.	.	.	.

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

# 2024 NYSED Charter School Information Dashboard

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

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

#### Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2022	21%	29%	-8	20%	+1	4%	29%	-25	24%	-20	.	.	.	.	.
	2023	17%	26%	-9	19%	-2	14%	36%	-22	29%	-15	.	.	.	.	.
Grade 4	2022	8%	19%	-11	14%	-6	11%	23%	-12	18%	-7	80%	66%	+14	60%	+20
	2023	24%	28%	-4	21%	+3	23%	32%	-9	27%	-4	.	.	.	.	.
Grade 5	2023	18%	24%	-6	17%	+1	11%	32%	-21	22%	-11	.	.	.	.	.

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

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

#### Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2022	28%	45%	-17	35%	-7	3%	40%	-37	36%	-33	.	.	.	.	.
	2023	21%	46%	-25	34%	-13	17%	51%	-34	42%	-25	.	.	.	.	.
Grade 4	2022	3%	37%	-34	30%	-27	17%	35%	-18	31%	-14	81%	75%	+6	72%	+9
	2023	25%	48%	-23	38%	-13	25%	47%	-22	42%	-17	.	.	.	.	.
Grade 5	2023	10%	46%	-36	36%	-26	5%	49%	-44	38%	-33	.	.	.	.	.

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

BRIDGE PREPARATORY CHARTER SCHOOL

#### 1.a.i. Aggregate Enrollment:

#### Aggregate Enrollment: Reported vs Contracted - Target = 100%

Bridge Preparatory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	86	87	101%
2020-2021	148	156	105%
2021-2022	195	203	104%
2022-2023	242	242	100%

#### 1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District
2019-2020	66%	29%	+37	.	14%	-14	67%	59%	+8
2020-2021	64%	28%	+36	1%	14%	-13	66%	59%	+7
2021-2022	67%	28%	+39	2%	16%	-14	71%	61%	+10
2022-2023	67%	29%	+38	2%	16%	-14	65%	62%	+3

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District
2020-2021	87%	93%	-6	84%	93%	-9	.	.	.	88%	94%	-6
2021-2022	88%	87%	+1	92%	82%	+10	100%	94%	+6	85%	90%	-5
2022-2023	84%	92%	-8	84%	92%	-8	100%	93%	+7	83%	92%	-9

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

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

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

*Not applicable to this charter school*

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

# 2024 NYSED Charter School Information Dashboard

## Notes

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

