



**Department of
Education**

Carmen Fariña, Chancellor

**WILLIAMSBURG COLLEGIATE CHARTER SCHOOL
RENEWAL REPORT**

**2014 – 2015 SCHOOL YEAR
MARCH 2015**

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Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Williamsburg Collegiate Charter School	
Board Chair(s)	Linton Mann III
School Leader(s)	J.T. Leaird (MS), Maya Roth Bisignano (HS), and Thomas O'Brien (HS)
Charter Management Organization (if applicable)	Uncommon Schools
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 14 (Grades 5-8) and 17 (Grades 9-12)
Physical Address(es)	157 Wilson Street, Brooklyn (Grades 5-8)
	1485 Pacific Street, Brooklyn (Grades 9-12)
Facility Owner(s)	DOE (the high school site is a Charter Partnership building)
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	4/14/2015
Current Authorized Grade Span	5-12
Current Authorized Enrollment	492
Proposed New Charter Term	0.5 years [April 15, 2015 – June 30, 2015] 5 years [July 1, 2015 – June 30, 2020]
Proposed Authorized Grade Span for New Charter Term	5-12
Proposed Authorized Enrollment for New Charter Term	492
Proposed Sections per Grade for New Charter Term	Grades 5-8: 3 sections per grade; Grades 9-12: N/A

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	6	6	6	6	6	30
# Met	4	5	2	3	3	17
# Partially Met	0	0	2	2	1	5
# Not Met	1	0	1	1	2	5
# Not Applicable *	1	1	1	0	0	3
% Met	67%	83%	33%	50%	50%	57%
% Partially Met	0%	0%	33%	33%	17%	17%
% Not Met	17%	0%	17%	17%	33%	17%
% Not Applicable *	17%	17%	17%	0%	0%	10%
% Met of All Applicable Goals	80%	100%	40%	50%	50%	63%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	59.8%	60.8%	61.1%	31.0%	32.6%
CSD 14	34.6%	35.7%	42.1%	20.8%	22.2%
Difference from CSD 14 *	25.2	25.1	19.0	10.2	10.4
NYC	40.5%	41.0%	45.0%	25.7%	27.4%
Difference from NYC *	19.3	19.8	16.1	5.3	5.2
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	6.6	8.0	6.0	-0.1	2.0

% Proficient in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	93.0%	94.5%	96.2%	66.1%	67.6%
CSD 14	47.5%	47.9%	54.8%	19.3%	21.7%
Difference from CSD 14 *	45.5	46.6	41.4	46.8	45.9
NYC	52.8%	56.7%	59.3%	27.3%	31.5%
Difference from NYC *	40.2	37.8	36.9	38.8	36.1
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	32.0	31.2	31.4	35.0	31.4

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School – All Students	73.0%	68.0%	68.0%	69.5%	66.0%
Peer Percent of Range - All Students	61.4%	45.5%	71.7%	77.7%	64.5%
City Percent of Range- All Students	65.8%	47.2%	69.6%	66.6%	59.3%
Williamsburg Collegiate Charter School – School's Lowest Third	78.0%	75.0%	77.0%	78.5%	76.5%
Peer Percent of Range - School's Lowest Third	58.3%	47.7%	80.0%	57.5%	58.8%
City Percent of Range - School's Lowest Third	53.7%	40.6%	66.2%	45.9%	49.3%

Median Adjusted Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School – All Students	77.0%	93.0%	85.5%	78.0%	70.0%
Peer Percent of Range - All Students	74.5%	100.0%	100.0%	100.0%	71.0%
City Percent of Range- All Students	78.8%	100.0%	100.0%	91.3%	72.2%
Williamsburg Collegiate Charter School – School's Lowest Third¹	90.5%	95.0%	90.5%	83.0%	81.0%
Peer Percent of Range - School's Lowest Third	100.0%	100.0%	100.0%	84.0%	75.8%
City Percent of Range - School's Lowest Third	100.0%	100.0%	100.0%	76.1%	74.2%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range

¹ In the 2009-2010 NYC DOE Progress Report for Williamsburg Collegiate Charter School, the Peer Percent of Range for the school's lowest third math median adjusted growth percentile was reported as 109.8%. This figure has been changed to 100.0% in this table for consistency, because the percent of range methodology was changed in 2010-2011 so that the highest possible percent of range for a school was 100.0%. Similarly, in the 2009-2010 NYC DOE Progress Report for Williamsburg Collegiate Charter School, the City Percent of Range for the school's lowest third math median adjusted growth percentile was reported as 105.4%. This figure has been changed to 100.0% in this table for consistency.

of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	70.4%	54.5%	60.0%	59.4%	40.7%
English Language Learner Students	-	45.5%	47.2%	45.0%	50.0%
Students in the Lowest Third Citywide	62.5%	44.2%	62.5%	66.7%	54.1%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	51.9%	84.8%	68.6%	68.8%	55.6%
English Language Learner Students	-	81.8%	80.6%	62.5%	56.7%
Students in the Lowest Third Citywide	87.5%	70.8%	73.7%	82.4%	73.0%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Williamsburg Collegiate Charter School is one of three charter schools run by the Uncommon Schools Charter Management Organization (CMO) that share high school space at 1485 Pacific Street in Brooklyn. The Uncommon Schools CMO refers to the three schools sharing space as Uncommon Charter High School. Uncommon Charter High School is a high school program created by the Uncommon Schools CMO to allow the high schools grades of three schools to share staff and resources. Uncommon Charter High School is not a legal entity or charter school, but rather the collection of the high school grades of three unique charter schools: Williamsburg Collegiate Charter School, Excellence Boys Charter School, and Kings Collegiate Charter School. Beginning in the 2011-2012 school year, the New York City Department of Education (NYC DOE) began grouping the high school grades of these three Uncommon Schools CMO schools together for accountability purposes, including the NYC School Survey, NYC DOE Progress Reports, and the 2013-2014 NYC School Quality Reports.²

The high school data presented below reflects high school students from Williamsburg Collegiate Charter School only.

For high school performance data reflecting all students at Uncommon Charter High School (i.e. high school students enrolled in Williamsburg Collegiate Charter School, Excellence Boys Charter School, and Kings Collegiate Charter School), including data on weighted Regents pass rates and credit accumulation, please see Appendix B.

² Williamsburg Collegiate Charter School began serving ninth grade students in the 2009-2010 school year. However, Kings Collegiate Charter School did not begin serving ninth grade students until 2011-2012, at which point the DOE began grouping those two schools together for accountability purposes. When Excellence Boys Charter School began serving ninth grade students in 2012-2013, this school was added to the Uncommon Charter High School such that the 2012-2013 NYC DOE Progress Report and the 2013-2014 NYC DOE School Quality Report produced for Uncommon Charter High School reflected all high school students enrolled in any of the three schools.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	-	-	-	90.3%	83.9%
NYC *	-	-	-	66.0%	68.4%
Difference from NYC	-	-	-	24.3	15.5
6-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	-	-	-	-	-
NYC *	-	-	-	-	-
Difference from NYC	-	-	-	-	-
College and Career Preparatory Course Index **					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	-	-	-	100.0%	83.9%
Peer Percent of Range	-	-	-	100.0%	76.0%
City Percent of Range	-	-	-	100.0%	100.0%

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

** The College and Career Preparatory Course Index score was not introduced until the 2010-2011 school year and peer and city percent of range scores were not available until the 2011-2012 school year. A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap³

4-year Weighted Diploma Rate*					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	-	-	-	-
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	-	-
College and Career Preparatory Course Index ***					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students in the Lowest Third Citywide	-	-	-	-	-

* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

** Defined as students with a placement in Self-Contained, ICT, or SETSS.

*** The College and Career Preparatory Course Index score for students in the lowest third was not introduced until 2011-2012.

³ In years when the school had a graduating class, a dash indicates that the school did not serve the minimum number of students in the relevant special population to receive data on the four-year weighted diploma rate and/or College and Career Preparatory Course Index for that special population. The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 5 year full term renewal.

To address the gap between April 15, 2015 and June 30, 2015 the DOE further recommends a short-term renewal to “right-size” the charter term for this school. This short-term renewal will be in effect from April 15, 2015 through June 30, 2015, at which point the 5 year full term renewal will go into effect with an expiration date of June 30, 2020.

A. Academic Performance

At the time of this school’s renewal, Williamsburg Collegiate Charter School has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for Williamsburg Collegiate Charter School indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

The mission of Williamsburg Collegiate Charter School (Williamsburg Collegiate) is to prepare each student for college. In order to achieve this mission, the Williamsburg Collegiate educational program is founded on three core tenets:

- Belief that creativity flourishes within structured academic environments.
 - Good work cannot occur unless there is a safe and orderly environment in and out of the classroom.
- Very high academic and behavioral expectations.
 - High expectations demand significant amounts of extra support before, during, and after school and on Saturdays.
- Without great teachers, nothing else matters.
 - Teachers must have the time and professional tools and resources to do their jobs effectively.

School Specific Academic Performance

The school entered its tenth year of operation with the 2014-2015 academic year. The NYC DOE has five years of New York State (NYS) assessment data and five years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Williamsburg Collegiate Charter School over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates on the NYS assessments for Williamsburg Collegiate Charter School have exceeded those of Community School District (CSD) 14 and New York City over every year of the retrospective charter term.

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to 2012-2013 are not directly comparable.

In 2012-2013, 66.1% of Williamsburg Collegiate Charter School's students were proficient on NYS assessments in math. Williamsburg Collegiate Charter School's math proficiency was greater than that of 96% of middle schools citywide and 100% of middle schools in CSD 14. When compared to middle schools with student populations most like its own (i.e. peer schools) Williamsburg Collegiate Charter School outperformed 100% of similar schools. In 2012-2013, 31.0% of Williamsburg Collegiate Charter School's students demonstrated proficiency on state assessments in ELA. With this level of proficiency, Williamsburg Collegiate Charter School outperformed 81% of middle schools citywide and 100% of middle schools in CSD 14. Williamsburg Collegiate Charter School also outperformed 100% of its peer schools.

The following year, in 2013-2014, the percent of students at Williamsburg Collegiate Charter School who were proficient in math on NYS assessments rose to 67.6%. Williamsburg Collegiate Charter School's math proficiency was higher than 94% of middle schools citywide. When compared to peer schools, Williamsburg Collegiate Charter School outperformed 98% of similar schools and outperformed 100% of CSD 14 middle schools. In 2013-2014, the percent of students at Williamsburg Collegiate Charter School who demonstrated proficiency in ELA on state assessments also rose, to 32.6%. With this level of proficiency, Williamsburg Collegiate Charter School outperformed 80% of middle schools citywide, 95% of middle schools in its peer group, and 89% of middle schools in CSD 14.

In 2013-2014, Williamsburg Collegiate Charter School's ELA median adjusted growth percentile was 66.0% with a City Percent of Range of 59.3%, placing the school in the 63rd percentile of all middle schools citywide.⁴ The school's peer and CSD percentiles were 60% and 89%, respectively. This means that more than half of other middle schools in Williamsburg Collegiate Charter School's peer group and more than three-quarters of other middle schools in CSD 14 had an ELA median adjusted growth percentile lower than Williamsburg Collegiate Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Williamsburg Collegiate Charter School's math median adjusted growth percentile was 70.0% with a City Percent of Range of 72.2%, placing it in the 79th percentile of all middle schools citywide. The school's peer group and CSD percentiles were 78% and 89%, respectively. This means that more than three-quarters of other middle schools in Williamsburg Collegiate Charter School's peer group and almost all other middle schools in CSD 14 had math median adjusted growth percentiles lower than Williamsburg Collegiate Charter School's math median adjusted growth percentile in 2013-2014.

As noted above, Williamsburg Collegiate Charter School is one of three Uncommon Schools CMO charter schools that share high school resources and staff. The high school grades of these schools are collectively known as Uncommon Charter High School. For more information on the academic performance of Uncommon Charter High School in the aggregate, please see Appendix B. The high school graduation rate information presented below reflects high school students from only Williamsburg Collegiate Charter School.

⁴ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 59.3% indicates that the school's ELA median adjusted growth percentile was above the average but less than one standard deviation above the average (that 59.3% of the range around the average represented scores lower than that of Williamsburg Collegiate Charter School), while a citywide percentile of 63% indicates that Williamsburg Collegiate Charter School's ELA median adjusted growth percentile was higher than 63% of all middle schools citywide.

For the 2013-2014 school year, Williamsburg Collegiate Charter School's four-year graduation rate was 83.9%. This rate was higher than the citywide average by 15.5 percentage points. Williamsburg Collegiate Charter School's four-year graduation rate was in the 71st percentile of high schools citywide. However, when compared to high schools with student populations most like its own (i.e. peer schools) Williamsburg Collegiate Charter School outperformed only 5% of similar schools.

Over the five years that data is available for the retrospective charter term, Williamsburg Collegiate Charter School has met 63% of its applicable academic charter goals.^{5,6} Williamsburg Collegiate Charter School met three of six applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated an inconsistent trend of achievement of its stated charter goals over the five years of the charter term under review, with higher achievement rates early in the retrospective charter term.

The school has shown strong evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that the school had developed a strong school culture that supports student achievement and has a rigorous academic program that supports student success. In a visit to the school in May 2012, reviewers noted that the school's teachers reported that "school leadership is supportive and attentive to needs and that the school provides professional development for non-instructional staff and differentiated professional development opportunities in and out of the school."⁷

On its 2012-2013 NYC DOE Middle School Progress Report, Williamsburg Collegiate Charter School received an Overall Grade of A, as well as A grades for Student Progress, Student Performance, and School Environment. This ranked Williamsburg Collegiate Charter School in the 98th percentile of all middle schools citywide. On its 2011-2012 NYC DOE Middle School Progress Report, Williamsburg Collegiate Charter School also received an A grade in all categories, including as its Overall grade. This ranked Williamsburg Collegiate Charter School in the 99th percentile of all middle schools citywide. As its Overall Grade, the school also earned an A grade in both school years 2009-2010 and 2010-2011.

As previously noted, Williamsburg Collegiate Charter School is one of three Uncommon Schools CMO charter schools that feed into Uncommon Charter High School. Williamsburg Collegiate Charter School did not receive its own high school Progress Report for the 2012-2013 school year. However, a Progress Report was produced for Uncommon Charter High School based on the high school performance data of students enrolled at all three Uncommon Schools CMO

⁵ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

⁶ It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

⁷ Williamsburg Collegiate Charter School Annual Comprehensive Report May 2012

schools that collectively make up Uncommon Charter High School. For more information on the Progress Report for Uncommon Charter High School, please see Appendix B.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,⁸ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 73.0% of Williamsburg Collegiate Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Williamsburg Collegiate Charter School in the 96th percentile of middle schools citywide. In the same year, 54.1% of students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level places Williamsburg Collegiate Charter School in the 64th percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 55.6% of Williamsburg Collegiate Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Williamsburg Collegiate Charter School in the 80th percentile of middle schools citywide. In the same year, 40.7% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level places Williamsburg Collegiate Charter School in only the 10th percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 56.7% of Williamsburg Collegiate Charter School's English Language Learner (ELL) students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting math scores. This level places Williamsburg Collegiate Charter School in the 89th percentile of middle schools citywide. Similarly, 50.0% of Williamsburg Collegiate Charter School's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting ELA scores; this

⁸ A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

level places Williamsburg Collegiate Charter School in the 81st percentile of all middle schools citywide.

In 2013-2014, Williamsburg Collegiate Charter School did not serve any students in the lowest third citywide in its graduating class. As a result, no data exists with regards to the four-year weighted diploma rate or the College and Career Preparatory Course Index for students in the lowest third citywide.

In 2013-2014, Williamsburg Collegiate Charter School did not serve any students with disabilities in its graduating class. As a result, no data exists with regards to the four-year weighted diploma rate for students with disabilities.

In 2013-2014, Williamsburg Collegiate Charter School did not serve any English Language Learner students in its graduating class. As a result, no data exists with regards to the four-year weighted diploma rate for English Language Learner students.

B. Governance, Operations & Finances

Williamsburg Collegiate Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Williamsburg Collegiate Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Williamsburg Collegiate Charter School's FY15 budget and five-year projected budget;
- Uncommon School's 2014-2015 staff handbook;
- Williamsburg Collegiate Charter School and Uncommon Charter High School's 2014-2015 student/family handbooks;
- On-site review of Williamsburg Collegiate Charter School's financial and operational records;
- Williamsburg Collegiate Charter School's self-reported staffing data;
- Williamsburg Collegiate Charter School's bylaws; and
- Williamsburg Collegiate Charter School's Board of Trustees financial disclosure forms.

Over the course of the school's charter term, the Board of Trustees has maintained a partially developed governance structure and organizational design.

The Board currently has nine active members, which is consistent with the minimum of seven members and maximum of 13 members established in the Board's bylaws. The Board Chair, Secretary and Treasurer positions, which are specified positions in the bylaws, are currently filled; however, the Vice Chair position, which is also a specified position in the bylaws, is currently vacant. The founding Board Chair is no longer a member of the school's Board; however, the founding principal of Williamsburg Collegiate Charter School, Julie Kennedy, joined the Board in 2012 after resigning from her position as principal of Williamsburg Collegiate Charter School. Financial disclosure forms are not available for four current board members.

The school's bylaws indicate that the Board is to hold five meetings a year in addition to an annual meeting in June. In all years of the charter term the Board did hold the required number of meetings, as evidenced by school self-reported data. Required meetings are those which met quorum; the school's Board has consistently achieved quorum during the charter term. Board meeting minutes are not available on the school's website and were not submitted to the NYC DOE. The current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months, per year. The Board has not updated its bylaws to comply with this law.

The Board's bylaws reference the following standing committees: Executive Committee, Finance Committee, Accountability Committee, and High School Committee. It is unclear as to whether these committees are active without reviewing Board meeting minutes, which are not available on the school's website and were not submitted to either the NYC DOE or the New York State Education Department (NYSED).

Over the course of the school's charter term, the school has developed a stable school culture.

Based on NYC School Survey results, 100% of middle school teachers at Williamsburg Collegiate agree or strongly agree that order and discipline are maintained at the school, that the principal communicates a clear vision for the school, and that school leaders place a high priority on the quality of teaching. In addition, 100% of middle school teachers at Williamsburg Collegiate would recommend the school to parents. This level of agreement has remained at 100% in all years of the retrospective charter term during which these questions were asked, and these positive response rates have exceeded the citywide average on each of the four questions over each year of the retrospective charter term, suggesting that school culture is developed.

For the most recent period, instructional staff turnover was 16% of instructional staff not returning, either by choice or request, at the start of the 2014-2015 school year, which is the lowest instructional turnover rate since the school opened in 2005.⁹ During the retrospective charter term, instructional staff turnover ranged from a high of 23% to a low of 16%.

The leaders of the middle and high school grades at Williamsburg Collegiate Charter School were all founding members of their respective schools. Principal J.T Leaird has been at the middle school since its inception in 2005, becoming the middle school principal in 2010. The high school principal, Maya Roth-Bisgnano, has been at the high school since its inception in 2009 and was the founding high school principal. Thomas O'Brien, the high school co-principal, has been at the high school since 2014 after five years at Williamsburg Collegiate Charter School. Furthermore, the founding principal of Williamsburg Collegiate Charter School, Julie Kennedy, is a member of the Board and is still employed by Uncommon Schools CMO.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 96 days of unrestricted cash on hand to meet operating expense obligations totaling \$1,965,675.

Overall, the school is financially sustainable based on its current practices. There was no material weakness noted in the three most recent independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Williamsburg Collegiate Charter School has been compliant with most applicable laws and regulations.

All staff members have appropriate fingerprint clearance.

Williamsburg Collegiate Charter School is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. Of the school's 35 instructional staff members, 13 are not certified.

For the 2014-2015 school year, the school had an application deadline of April 4, 2014 and lottery date of April 9, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.

⁹ Self-reported information from school-submitted data collection form in December 2014

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be compliant with federal law.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

D. Plans for Next Charter Term

Uncommon Schools CMO is seeking to eventually merge its 11 charters, as permitted by the 2010 Education Law amendments, under one authorizer. Williamsburg Collegiate Charter School is currently authorized by the NYC DOE, though Uncommon Schools' other 10 charters are authorized by the State University of New York (SUNY). To effectuate the merger, it will be necessary for all charters planned for the merged entity to be under one authorizer - SUNY.

Part 2: School Overview and History

Williamsburg Collegiate Charter School is a middle/high school currently serving 522 students¹⁰ in grades five through twelve during the 2014-2015 school year. It opened in the 2005-2006 school-year with grade five and is under the terms of its second charter. The school's authorized full grade span is grades five through twelve, which it reached in 2012-2013. The school's current charter term expires on April 14, 2015.¹¹ The school does not currently offer a public universal Pre-Kindergarten program in New York City. The school is located in two NYC DOE owned buildings;¹² though as a Charter Partnership building, the school's high school site is operated by the charter entity. Williamsburg Collegiate Charter School serves its middle school grades in Community School District 14 in Brooklyn and its high school grades in Community School District 17 in Brooklyn. The school's middle school grades are co-located with P.S. 16 Leonard Dunkly.¹³ The school's high school grades are co-located with the high school grades of schools operated by multiple charter management organizations and include students from Excellence Boys Charter School, Kings Collegiate Charter School, Achievement First Endeavor Charter School, Achievement First Crown Heights Charter School, Achievement First East New York Charter School and Achievement First Bushwick Charter School;¹⁴ together the high school grades of Excellence Boys Charter School, Kings Collegiate Charter School and Williamsburg Collegiate Charter School form Uncommon Charter High School.¹⁵

Williamsburg Collegiate Charter School is a co-ed middle and high school founded by Julie Kennedy in 2005. The mission of Williamsburg Collegiate Charter School is to prepare every student for college and the school is committed to meeting the needs of and improving the educational outcomes for its students. Some of the core elements of the school's design include making more time for learning, family engagement, preparing high school students for college, providing individualized support for struggling students, and developing its own curriculum aligned to the New York State Common Core Learning Standards.

Williamsburg Collegiate Charter Schools is part of the Uncommon Schools network, a Charter Management Organization (CMO). The CMO provides an overarching Chief Executive Officer (CEO), Chief Financial Officer, Chief Operating Officer, General Counsel, and other support services such as data, technology, instructional support, human resources, recruitment, fundraising, marketing and general back office support. Williamsburg Collegiate Charter School, working with and through the network, manages student information via the NYC DOE's Automate the School (ATS) system, orders equipment and supplies, and compiles its own financial reports (in conjunction with Williamsburg Collegiate Charter School's Board of Trustees Finance Committee). The CMO fee structure is based on an initial 9% of public non-competitive revenues, which includes all per-pupil revenues of basic tuition, tuition supplements, and students with disabilities payments, as well as all other government entitlement funding. In the 2014-2015 school year, the management fee paid to the CMO was 9%.

Williamsburg Collegiate Charter School's Board of Trustees is led by Chair Linton Mann III, who has been with the Board since 2009. Williamsburg Collegiate Charter School has three principals, one principal for the middle school (grades 5-8) and two co-principals for the high school (grades 9-12). The middle school is led by Principal J.T. Leaird who has been at the middle school since its inception in 2005, and the high school is led by two principals, Maya Roth-Bisignano, who was the founding high school principal and Thomas O'Brien, who joined the high school in 2014 after five years at the middle school. Williamsburg Collegiate Charter School was founded by Julie Kennedy, who served as founding principal from 2005 through 2011 before becoming the Managing Director of Uncommon New York City Middle and High

¹⁰ ATS data as of October 31, 2014

¹¹ NYC DOE internal data

¹² NYC DOE internal data

¹³ NYC DOE Location Code Generation and Management System

¹⁴ Together the high school grades of Achievement First Bushwick Charter School and Achievement First East New York Charter School form Achievement First University Prep; together the high school grades of Achievement First Endeavor Charter School and Achievement First Crown Heights Charter School form Achievement First Brooklyn High School. Please note that neither Achievement First University Prep nor Achievement First Brooklyn High School is a legal charter school entity.

¹⁵ Please note that Uncommon Charter High School is not a legal charter school entity.

Schools. Julie Kennedy has served on the Board of Trustees for Williamsburg Collegiate since 2012. Uncommon Schools also has a CEO, Brett Peiser, who has been with the network since 2005 and was formerly the CMO's founding Managing Director of Uncommon Schools New York City. Uncommon Schools New York City has a Chief Operating Officer, Tara Marlovits, who has been with the network since 2006 and was formerly the Co-Director of Operations and Finance at another Uncommon School.

The school typically enrolls new students in grades five through eight (the school does not enroll new students in grades nine through twelve), though grade five is considered the primary entry grade. There were 3,935 students on the waitlist after the Spring 2014 lottery. The school reports backfilling students from the waitlist during the school year.¹⁶

Over the charter term, the school enrolled and served students as follows with average class size and section count noted for the most recently completed school year, 2013-2014.

Enrollment

Grade-Level Annual Enrollment *	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grade 5	80	85	84	83	81
Grade 6	68	75	82	84	81
Grade 7	60	69	73	84	77
Grade 8	55	57	65	69	79
Grade 9	39	38	52	51	57
Grade 10	-	33	32	42	46
Grade 11	-	-	29	31	34
Grade 12	-	-	-	28	30
Total Enrollment	302	357	417	472	485

* Enrollment figures reflect ATS data as of October 31 for each school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

Additional Enrollment Data

School Year 2013-2014 Information	Section Count	Average Class Size
Grade 5	3	27
Grade 6	3	27
Grade 7	3	26
Grade 8	3	26
Grade 9	**	**
Grade 10	**	**
Grade 11	**	**
Grade 12	**	**
Students Admitted Through The Lottery	81	

¹⁶ Self-reported information collected through the 2014-2015 DOE Annual Charter School Survey

* Lottery information is based on self-reported data from the 2013-2014 DOE Annual Charter School Survey. Section counts are based on self-reported information collected as part of the school's Renewal Application. Average Class Sizes were determined by dividing ATS enrollment as of October 31, 2013 by the appropriate grade-level section count.

** Grades nine through twelve are not reported in the table above because the section count and average class size data available includes all students enrolled at Uncommon Charter High School, not simply those students enrolled in Williamsburg Collegiate Charter School.

Please see additional demographic data in Section 4 of this report for information regarding the enrollment of special populations at Williamsburg Collegiate Charter School. This information includes enrollment data for the percentage of students eligible for Free or Reduced Price Lunch, English Language Learners and Students with Disabilities as compared to the CSD and citywide averages, as well as targets recently finalized by the NYSED.¹⁷

¹⁷ Beginning with the 2014-2015 school year, Board of Regents authorized charter schools, including those authorized by NYC DOE, will be held accountable to enrollment targets established by NYSED for students with disabilities, English Language Learner students, and students qualifying for Free or Reduced Price Lunch. Please note that the recently finalized targets are currently based on enrollment in the 2010-2011 school year and may be updated in the future.

Part 3: Renewal Report Overview

Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding a charter school's application for charter renewal. This report is based on a cumulative record of the school's progress during the current charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, a report on student achievement data and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE.

Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results;
- New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Academic success is rated as **Demonstrated**, **Partially Demonstrated**, or **Not Yet Demonstrated**.

Is the school a fiscally and operationally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizer's Core Performance Framework¹⁸.

The NYC DOE considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

A school's Governance Structure & Organizational Design and Climate & Community Engagement are rated as **Developed**, **Partially Developed**, or **Not Yet Developed**. A school's Financial Health is rated to indicate whether there are concerns about the near-term financial obligations and the financial sustainability of the school.

¹⁸ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

Staff Representatives

The following experts participated in the review of this school, including the renewal visit to the school on December 3 and December 4, 2014.

- Sonya Hooks, Senior Director, NYC DOE Office of School Design and Charter Partnerships
- Meera Jain, Director of Evaluation and Policy, NYC DOE Office of School Design and Charter Partnerships
- Kim Wong, Director of Operations, NYC DOE Office of School Design and Charter Partnerships
- Caitlin Robisch, Director of Analytics, NYC DOE Office of School Design and Charter Partnerships
- Jennifer Peng, Director of New School Start-Up, NYC DOE Office of School Design and Charter Partnerships
- Paul Yen, Data Analyst, NYC DOE Office of School Design and Charter Partnerships

Part 4: Findings

Essential Question 1: Is the School an Academic Success?

At the time of this school's renewal Williamsburg Collegiate Charter School has demonstrated academic achievement and progress.

High Academic Attainment and Improvement

- The school has five years of academic performance data and five years of NYS assessment data at the time of this report. For detailed information on grade-level data on NYS assessments as well as other academic indicators, please see Appendices A and B.

NOTE: The 2012-2013 and 2013-2014 ELA and math proficiency percentages should not be compared directly with prior-year results. Unlike prior years, proficiency on the NYS assessments for ELA and math in 2012-2013 and 2013-2014 were based on the Common Core Learning Standards – a more demanding set of knowledge and skills necessary for 21st century college and career readiness.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	59.8%	60.8%	61.1%	31.0%	32.6%
CSD 14	34.6%	35.7%	42.1%	20.8%	22.2%
Difference from CSD 14 *	25.2	25.1	19.0	10.2	10.4
NYC	40.5%	41.0%	45.0%	25.7%	27.4%
Difference from NYC *	19.3	19.8	16.1	5.3	5.2
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	6.6	8.0	6.0	-0.1	2.0

% Proficient in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	93.0%	94.5%	96.2%	66.1%	67.6%
CSD 14	47.5%	47.9%	54.8%	19.3%	21.7%
Difference from CSD 14 *	45.5	46.6	41.4	46.8	45.9
NYC	52.8%	56.7%	59.3%	27.3%	31.5%
Difference from NYC *	40.2	37.8	36.9	38.8	36.1
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	32.0	31.2	31.4	35.0	31.4

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Performance on the NYC Progress Report

Middle School Progress Report Grades	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Overall Grade	A	A	A	A	Progress Reports were discontinued beginning with the 2013-2014 school year.
Student Progress	A	A	A	A	
Student Performance	A	A	A	A	
School Environment	A	A	A	A	

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	-	-	-	90.3%	83.9%
NYC *	-	-	-	66.0%	68.4%
Difference from NYC	-	-	-	24.3	15.5
6-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	-	-	-	-	-
NYC *	-	-	-	-	-
Difference from NYC	-	-	-	-	-
College and Career Preparatory Course Index **					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School	-	-	-	100.0%	83.9%
Peer Percent of Range	-	-	-	100.0%	76.0%
City Percent of Range	-	-	-	100.0%	100.0%

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

** The College and Career Preparatory Course Index score was not introduced until the 2010-2011 school year and peer and city percent of range scores were not available until the 2011-2012 school year. A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Mission and Academic Goals

According to the Renewal Application submitted to the NYC DOE by Williamsburg Collegiate Charter School, as well as annual reports submitted to the New York State Education Department, over each of the five years in the retrospective charter term, the school achieved/met academic goals as follows:

- 4 of 5 applicable charter goals in the first year of the charter,
- 5 of 5 in the second year,
- 2 of 5 in the third year,
- 3 of 6 in the fourth year,¹⁹ and
- 3 of 6 in the fifth year.

Progress Towards Academic Charter Goals *

Academic Goals	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1. Beginning with a baseline percentage for the same cohort of students, an increasing percentage of middle school students will make clear and continuous progress toward meeting or exceeding the New York State Standards in ELA, Mathematics, Science & Technology, and Social Studies.	Not Met	Met	Partially Met	Met	Partially Met
2. Students' academic performance in ELA, Math, Social Studies, and Science in grades seven and eight will exceed the performance of students in other public schools. For students who have been enrolled at the school for two years, the average cohort score of the school's students will be higher than the average scores of public schools in (a) its host district and (b) New York City on the New York State Assessments when offered, and when not offered another appropriate assessment tool for that grade and subject.	Met	Met	Met	Met	Met
3. Students' academic performance on the Regents exams in ELA, Math, Social Studies, and Science in grades nine through twelve will exceed the performance of students in other public schools.	Met	Met	Met	Partially Met	Met
4. Each year, the school will be among the top 5 charter schools in New York City in terms of the percentage of middle school students achieving Levels 3 and 4 on the New York State English Language Arts and Mathematics Tests.	Met	Met	Partially Met	Partially Met	Not Met
5. 100% of seniors at the school will be accepted into at least one four-year college.	N/A	N/A	N/A	Not Met	Not Met
6. The school will have an annual average student attendance rate of at least 95%.	Met	Met	Not Met	Met	Met

* Goals were self-reported by the school in the school's Renewal Application submitted to NYC DOE and 2013-2014 Annual Report documentation submitted to NYSED.

¹⁹ It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that refer to comparative academic performance of the school (e.g. to the Community School District) were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

Responsive Education Program

The school administers internally-developed interim assessments aligned with New York State Standards and Common Core Learning Standards. These interim assessments are administered quarterly in Reading, Writing, Math, Science and History in grades five through eight.

As part of the renewal review process, representatives for the NYC DOE visited the school on December 3 and 4, 2014. Based on discussion, document review, and observation, the following was noted:

- **Alignment with Common Core:**

- School leadership reported that the school utilizes teacher created curriculum based on the New York State Standards, the Common Core Learning Standards, and internal standards for each subject area and for each grade level that includes:
 - Scope and sequence for each subject in each grade;
 - Detailed unit plans for each course listing the skills and concepts to be mastered; and
 - A database of daily lesson plans and materials.
- The school's leadership team regularly reviews the effectiveness of the school's curriculum and makes necessary revisions to increase student achievement. This is done by:
 - Compiling the results of both state assessments and internally developed assessments to identify areas of strength and areas where there is room for growth;
 - School leaders work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and continuously monitor the effectiveness of those modifications; and
 - A representative from each grade team works in a math collaborative with representatives from other public schools in the area using the Investigations curriculum.
- Professional development offered to instructional staff at Williamsburg Collegiate includes:
 - Three weeks of training during the summer before the start of the school;
 - Weekly professional development and/or collaboration sessions which occur every Wednesday for two hours;
 - Dedicated professional development days throughout the school year; and
 - Visits to high performing charter and public schools, and content-specific conferences.
- During the next charter period, Williamsburg Collegiate will continue the following current professional development practices:
 - Teachers will establish two to three professional development goals;
 - The instructional leadership team will observe teachers and discuss progress toward meeting those goals in weekly feedback meetings; and
 - Teachers will continue to visit other schools to observe other teachers and attend professional development workshops to gather ideas for their own instruction and classroom.
 - Teachers will be given formal mid-year evaluations to determine the degree to which their professional development goals have been mastered, or if the goals need to be altered.

- **Addressing the Needs of All Learners:**

- The school provides educational supports for students from special populations including English Language Learners and students with disabilities. These supports include:
 - Phonics Boost and Blitz instruction for 30-60 minutes daily;

- General education math curriculum guided practice with supplemental instruction for 20-30 minutes daily;
 - Small group Guided Reading with a text at the students' instructional level for 30 minutes four times a week;
 - Corrective Math and Stern Math intervention for 20-30 minutes daily, and intensive small-group math pull-out for 60 minutes daily;
 - Additionally, the middle school provides tutoring, organization/study skill assistance, and homework help with special education teachers to support student progress with the general education curriculum.
- Williamsburg Collegiate also began offering an Integrated Co-Teaching (ICT) Program to at-risk students, which pairs a general education teacher and a special education teacher in math, reading and writing in fifth and sixth grades.
 - The teachers collaboratively plan, instruct and assess a cohort of students with more significant needs than can be served in the Special Education Teacher Support Services (SETSS) model.
 - The general education teacher's role is primarily as the content area expert, while the special education teacher focuses on differentiation; they work together to provide access to the rigorous Common Core Learning Standards curriculum while also meeting the goals outlined in students' Individualized Education Programs (IEPs).
 - Co-teachers use observations, student work, and data to drive decisions around the various co-teaching models to implement, including team teaching, alternate teaching, drift and observe, parallel teaching, and station teaching.
- The school provides additional educational supports for struggling students including retained students and students performing below grade level. These supports include:
 - After school tutoring, Saturday Academy, or a Summer School Academy to provide additional support to students at risk of academic failure.
 - Students will be selected for participation in these intervention programs based on their New York State assessment scores and their performance on Williamsburg Collegiate's incoming diagnostic exams and interim assessments.

- **Instructional Model and Classroom Instruction:**

- During the renewal visit, 24 classrooms across grades five through twelve were observed with the school's principals.
- Class-sizes observed ranged from 24 to 27 students in size, with one teacher in all classrooms except in the ICT classes in grades five and six, where there were two teachers.
- Forms of questioning identified during the classroom observations included some basic fact recall, but most forms of questioning challenged students to demonstrate understanding or to analyze and apply.
- In most classrooms, checks for understanding that were observed included questioning, polling, classwork, teacher observation, and frequent use of student turn and talk.
- In most observed classrooms, differentiation of materials, tasks, and products, through small group instruction or independent practice, was observed. These methods of differentiation were consistent with the school model.
- In all observed classes, students were responsive to teacher directions and instruction.
- In most observed classes, students were either fully on task or mostly on task. Off-task students were off task for a short duration.
- Based on debriefs with the school's leadership team members after classroom visits, most classrooms had instruction that aligned with the instructional model and current academic goals of the school.

Learning Environment

NYC DOE representatives conducted one-on-one interviews with 11 teachers and two learning specialists. The following was noted:

- All interviewed teachers reported that they received school-based professional development both in the summer and weekly during the school year, with the administration providing resources.
- All of the interviewed teachers mentioned they were observed regularly by school leadership and received helpful pertinent feedback to improve their teaching practices.
- All interviewed teachers reported that they use data in the classrooms through both formal (i.e. internally created interim assessments) and informal assessments (i.e. observational notes, exit slip assessments) for groupings and lesson planning.

According to the 2013-2014 NYC School Survey, 98% of middle school parents agree or strongly agree “that the school has teachers who are interested and attentive when they discuss [their] child” and 99% of parents who responded to the survey agree or strongly agree “that the school has high expectations for [their] child.”²⁰

According to the 2013-2014 NYC School Survey 100% of middle school teachers agree that “order and discipline are maintained at the school” and 100% disagree with the statement that “at my school students are often harassed or bullied in school.”²¹

²⁰ According to the 2013-2014 NYC School Survey, 80% of middle school parent respondents strongly agree that Williamsburg Collegiate Charter School has teachers who are interested and attentive when they discuss their child; another 18% agree with the statement. Similarly, 82% of middle school parent respondents strongly agree that Williamsburg Collegiate Charter School has high expectations for their child; another 17% agree with the statement.

²¹ According to the 2013-2014 NYC School Survey, 96% of middle school teacher respondents strongly agree that order and discipline are maintained at Williamsburg Collegiate Charter School; another 4% agree with the statement. Of middle school teacher respondents, 72% strongly disagree that students are often harassed or bullied in the school; 28% of teacher respondents disagree with the statement; and 0% agree or strongly agree with the statement.

Essential Question 2: Is the School a Fiscally and Operationally Sound, Viable Organization?

Governance Structure & Organizational Design

Over the course of the school's charter term, the Board of Trustees has partially developed its governance structure and organizational design.

On December 5, 2014 as part of the renewal review process, representatives for the NYC DOE attended a meeting of the school's Board of Trustees. Based on document review, school self-reported information, and observation, the following was noted:

- The Board currently has nine active members. This level of membership is consistent within the minimum of seven and maximum of 13 members established in the Board's bylaws.
- The Board Chair, Secretary and Treasurer positions, which are specified positions in the bylaws, are currently filled; however, the Vice Chair position, which is also a specified position in the bylaws, is currently vacant.
- The Board has consistently achieved quorum, as evidenced by school reported data. According to school reported data, the Board has held the required number of meetings as per the Board's bylaws and achieved quorum at these meetings in every year of the charter term. The current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year. The Board has not updated its bylaws to comply with this law.
- It cannot be determined whether there are clear lines of accountability between the Board and school leadership, or who updates the Board on academic progress, operations, and financial standing at the school without reviewing Board meeting minutes, which the school has neither posted to its website nor provided to the NYC DOE for review.
- The Board's bylaws reference the following standing committees: Executive Committee, Finance Committee, Accountability Committee, and High School Committee. It is unclear as to whether these committees are active and functioning without reviewing Board meeting minutes, which are not available on the school's website and were not submitted to either the NYC DOE or the NYSED.
- The founding principal of Williamsburg Collegiate Charter School, Julie Kennedy, is a member of the school's Board.
- The leaders of the middle and high school grades at Williamsburg Collegiate Charter School were all founding members of either the middle or high school.
- Middle School Principal J.T Leaird has been at the school since its inception in 2005; she became the Principal of Williamsburg Collegiate's middle school grades in 2010.
- High School Co-Principal Maya Roth-Bisgnano has been at the school since its inception in 2009, and was the founding high school principal. High School Co-Principal Thomas O'Brien has been at the school since 2014 after five years at Williamsburg Collegiate Charter School.

School Climate & Community Engagement

Over the course of the school's charter term, the school has developed a stable school culture.

- The school has met its charter goal of having an annual average student attendance rate of at least 95% in four of the five years of the retrospective charter term. Average daily attendance for students over the course of the charter term is provided in the table below.²²

²² The table reflects average daily attendance data taken from the NYC DOE's Automate the Schools system for school years 2009-2010 through 2013-2014. The high school attendance information reflects attendance of all high school students at Uncommon Charter High School, not simply those enrolled at Williamsburg Collegiate Charter School, for the 2011-2012 through 2013-2014 school years. Please note that the school self-reported aggregate attendance rates in its Renewal Application which differ from the aggregate attendance recorded in ATS for all school years. The school self-reported attendance rates of 96.5%, 96.8%, 97.2%, 96.1% and 95.1% for school years 2009-2010, 2010-2011, 2011-2012, 2012-2013 and 2013-2014, respectively.

Average Attendance

Elementary and Middle School Attendance					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School*	96.3%	96.9%	85.0%	96.5%	96.2%
NYC**	93.4%	93.2%	93.9%	93.6%	93.2%
Difference from NYC	2.9	3.7	-8.9	2.9	3.0
High School Attendance					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Uncommon Charter High School*	96.3%	97.1%	94.8%	96.1%	94.9%
NYC**	85.8%	85.5%	86.2%	86.1%	86.5%
Difference from NYC	10.5	11.6	8.6	10.0	8.4

* Attendance was taken from ATS.

** NYC attendance figures reflect average attendance across all general education district schools as reflected in ATS.

- Staff turnover has been inconsistent over the charter term. For the most recent period, staff turnover was 16% of instructional staff not returning, by choice or request at the start of the 2014-2015 school year,²³ which was the lowest instructional staff turnover rate during the retrospective charter term. During the retrospective charter term, instructional staff turnover ranged from a high of 23% to a low of 16% in the most recent year.
- Student mobility is presented below for the charter term without comparison to other schools, the CSD, or NYC as final student retention goals were not yet finalized by the New York State Education Department for the retrospective charter term at the time of the writing of this report. Based on the NYC DOE's evaluation and not in comparison to any other school, the CSD, or NYC averages, the school has not had significant challenges with retaining students.
- In the 2013-2014 school year, the school had 20% in-school and 13% out-of-school suspensions. 93% (100% of out of school suspensions) are single occurrence suspensions per student. The rate of suspensions was lower in 2013-2014 and is consistent with the school's discipline model. The overall rate of suspensions in the 2013-2014 school year was lower than previous years and is consistent with the school's discipline model.²⁴

Mobility

Student Mobility out of Williamsburg Collegiate Charter School *					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School	37	33	41	46	27
Percent of Students who Left the School	12.3%	9.2%	9.8%	10.4%	6.3%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

- The NYC DOE has made changes to the NYC School Survey during the entirety of the retrospective charter term. Questions asked have been altered, added or deleted from year to year. Also, beginning with the 2013-2014 NYC School Survey, survey categories will not be measured in total points out of 10 possible points. To allow for consistency during the evaluated charter term, selected questions, consistent with the NYC DOE OSDCP Accountability

²³ Self-reported information from school-submitted data collection form in November 2014

²⁴ Self-reported information from school-submitted data collection form in November 2014

Framework were identified as relevant for charter schools. These are presented below for the middle school students, parents and teachers for the duration of the retrospective charter term. In the most recent year of survey results, 2013-2014, the percentage of teachers agreeing or strongly agreeing was above citywide averages for all of four selected questions. The percentage of parents agreeing or strongly agreeing was above citywide averages for all of the three selected questions. The percentage of students agreeing or strongly agreeing was above the citywide averages for two of the three selected questions.

- NYC School Survey Response Rates should be comparable over time, however, as the measurement of these has remained consistent. Response rates for parents, teachers and students (if participating) are presented below for each year of the charter term. The response rates for Williamsburg Collegiate Charter School middle school parents and teachers have been above NYC averages in each of the last five years. The response rates for middle school students at Williamsburg Collegiate Charter School were above NYC averages in four of the past five years, with the most recent year's survey response rate lower than the citywide student response rate.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree							
Survey Question		Williamsburg Collegiate Charter School ****					Citywide Average
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	79%	86%	89%	75%	57%	62%
	Most students at my school treat each other with respect.	51%	75%	83%	73%	64%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	89%	94%	95%	93%	92%	79%
Parents	I feel satisfied with the education my child has received this year.	99%	99%	98%	99%	100%	95%
	My child's school makes it easy for parents to attend meetings.	96%	98%	99%	96%	98%	94%
	I feel satisfied with the response I get when I contact my child's school.	96%	96%	95%	98%	99%	95%
Teachers	Order and discipline are maintained at my school.	100%	100%	100%	100%	100%	80%
	The principal at my school communicates a clear vision for our school.	100%	100%	100%	100%	100%	88%
	School leaders place a high priority on the quality of teaching.	100%	100%	100%	100%	100%	92%
	I would recommend my school to parents.***	-	-	100%	100%	100%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2009-2010 through 2012-2013 School Surveys.

*** This question was not introduced until the 2011-2012 School Survey.

**** Survey results are presented for middle school students, parents and teachers at Williamsburg Collegiate Charter School only. High school students enrolled at Williamsburg Collegiate Charter School, as well as parents of high school students enrolled at Williamsburg Collegiate Charter School and high school teachers, are not included in the above figures.

NYC School Survey Results

		Response Rates				
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students*	Williamsburg Collegiate Charter School **	93%	93%	98%	97%	79%
	NYC	82%	83%	82%	83%	83%
Parents	Williamsburg Collegiate Charter School	54%	70%	73%	82%	79%
	NYC	49%	52%	53%	54%	53%
Teachers	Williamsburg Collegiate Charter School	92%	100%	96%	97%	93%
	NYC	76%	82%	81%	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** Survey results are presented for middle school students, parents and teachers at Williamsburg Collegiate Charter School only. High school students enrolled at Williamsburg Collegiate Charter School, as well as parents of high school students enrolled at Williamsburg Collegiate Charter School and high school teachers, are not included in the above figures.

As part of the renewal process, representatives for the NYC DOE have collected evidence relevant to the school's climate and community engagement over the school's charter term. Based on discussion, document collection and review, and observation, the following was noted:

- The NYC DOE conducted a public renewal hearing on December 3, 2014 at Williamsburg Collegiate Charter School located at 157 Wilson Street, Brooklyn, NY 11211 in an effort to elicit public comments. Approximately two participants attended the hearing with none speaking in support or opposition of the school's renewal.
- The NYC DOE made randomized phone calls to parents/guardians from a roster provided by the school for students of all grades. Calls to school parents/guardians were made during January 2015 until 20 phone calls were completed. Of these calls, 95% provided positive feedback regarding the school.

Financial Health

Overall, the school is in a strong position to meet near-term financial obligations.

- Based on the FY14 financial audit, the school's current ratio of 7.81 indicated a strong ability to meet its current liabilities.
- Based on the FY14 financial audit, the school had sufficient cash to cover its operating expenses, with 96 days of unrestricted cash on hand allowing for at least two months of operations without an infusion of cash. At the conclusion of FY14, the school had \$1,965,675 unrestricted cash on hand.
- A comparison of the enrollment projections for the 2014-2015 budget to the actual enrollment as of September 30, 2014 revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY14 financial audit, the school had no debt obligations.

Financial Sustainability

Overall, the school is financially sustainable based on its current practices.

- Based on the financial audits from FY11 to FY14, the school generated an aggregate surplus over these audited fiscal years, and in FY14 the school operated at a surplus.
- Based on the FY14 financial audit, the school's debt-to-asset ratio of 0.11 indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY14, the school generated overall positive cash flow and the school had positive cash flow in FY11 and FY13. The school had negative cash flow in FY12 and FY14.
- There was no material weakness noted in the four independent financial audits.

Essential Question 3: Is the School Compliant with its Charter and All Applicable Law and Regulations?

As of the review in January 2015, the Board of Trustees for Williamsburg Collegiate Charter School is in compliance with:

- **Membership size.** Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of seven and maximum of 13 members.
- **Notification of Board Member Resignations/Submission of New Board Members for Approval.** The board has consistently submitted board resignation notices or new board member credentials within the required five days of change to OSDCP for review and, if necessary, approval.
- **Timely submission of documents.** The Board did consistently submit the Annual Report to the New York State Education Department by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.
- **Required number of monthly meetings.** The school's bylaws indicate that the Board is to hold five meetings a year and an Annual Meeting in June. In all years of the charter term, the Board did hold the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and school reported data. Required meetings are those which met quorum. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year, which Williamsburg Collegiate Charter School will be required to comply with in the next charter term.
- **Submission of all required documents.** All current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted do not demonstrate conflicts of interest.²⁵

As of the review in January 2015, the Board of Trustees for Williamsburg Collegiate Charter School is out of compliance with:

- **Posting of minutes and agendas.** The Board has not consistently made all board minutes and agendas available upon request to the public prior to or at Board meetings by posting on the school's website, nor has the Board submitted meeting minutes to either the NYC DOE or to NYSED.
- **Timely submission of documents.** The school has not posted to its website its annual audit for each year of the charter term, as required by NYS charter law.

As of the review in January 2015, the charter school is in compliance with:

- **Immunization.** The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- **Insurance.** The school has submitted appropriate insurance documents to the NYC DOE.
- **Application and Lottery.** For the 2014-2015 school year, the school had an application deadline of April 4, 2014 and lottery date of April 9, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.
- **Student Discipline Plan.** The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be compliant with federal law.
- **Timely Submission of Invoicing and Reconciliation Documents.** Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.
- **Fingerprint clearance.** All staff members have appropriate fingerprint clearance.
- **Safety Documents.** The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.

²⁵ Source: New York State Education Department Annual Report

- **Fire Emergency.** One or more of the school leaders was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

As of the review in January 2015, the school is out of compliance with:

- **Teacher certification.** The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. Of Williamsburg Collegiate Charter School's 35 instructional staff members, 13 are not certified.

Enrollment and Retention Targets

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English Language Learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
 - As of the writing of this report, charter school enrollment and retention targets as required by the NYS Charter Schools Act were still in a proposed status; these targets have since been finalized. The information presented below for enrollment is compared to NYC CSD and NYC averages, as well as the recently finalized current enrollment targets developed by NYSED. It should be noted that these targets were developed using a different methodology than that used to develop the school-specific enrollment rates for each special population as presented below.²⁶
- In all years of operation, including the most recently completed school year 2013-2014, Williamsburg Collegiate Charter School:
 - served a higher percentage of students qualifying for Free or Reduced Price Lunch compared to the citywide rate, but in the most recent school years, the school served a lower percentage of students qualifying for free or reduced price lunch compared to the CSD 14 middle school rate and the CSD 17 high school rate;²⁷
 - served a lower percentage of students with disabilities compared to the CSD 14, CSD 17, and citywide percentages; and
 - served a lower percentage of English Language Learner students compared to the CSD 14, CSD 17, and citywide percentages.
- The school's enrollment and retention plan submitted as part of its renewal application contains evidence deemed sufficient by the NYC DOE to represent good faith efforts to attract and retain students eligible for Free or Reduced Price Lunch and English Language Learner students.

²⁶ Please see the following website for more information: <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

²⁷ In school years 2009-2010 through 2011-2012 the school served a higher percentage of students qualifying for Free or Reduced Price Lunch compared to the CSD 14 rate. In addition, in 2013-2014 the school's percentage of students qualifying for Free or Reduced Price Lunch was greater than the CSD 17 high school rate by 0.6 percentage points.

Enrollment of Special Populations²⁸

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current) ²⁹
Free and Reduced Price Lunch (FRPL)	Williamsburg Collegiate Charter School	100.0%	100.0%	100.0%	80.5%	82.9%	88.8%
	CSD 14	94.2%	91.7%	90.4%	97.4%	97.5%	
	CSD 17	-	-	-	82.4%	82.3%	
	NYC	84.1%	78.4%	80.1%	79.3%	79.0%	
Students with Disabilities (SWD)	Williamsburg Collegiate Charter School	14.6%	12.3%	11.3%	11.2%	10.9%	15.4%
	CSD 14	18.2%	19.2%	19.0%	21.7%	23.6%	
	CSD 17	-	-	-	12.7%	13.3%	
	NYC	19.0%	18.4%	18.1%	18.4%	19.1%	
English Language Learners (ELL)	Williamsburg Collegiate Charter School	4.6%	4.5%	2.4%	3.4%	3.9%	12.3%
	CSD 14	12.0%	11.8%	10.9%	11.2%	10.5%	
	CSD 17	-	-	-	10.4%	10.4%	
	NYC	12.8%	13.6%	13.0%	12.6%	12.2%	

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	5-9	5-10	5-11	5-12	5-12
CSD(s)	14	14	14	14 (Grades 5-8) and 17 (Grades 9-12)	14 (Grades 5-8) and 17 (Grades 9-12)

²⁸ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

²⁹ Targets were identified for Williamsburg Collegiate Charter School by using CSD 14 as the primary CSD and a grade range of grades five through twelve.

Essential Question 4: What are the School's Plans for the Next Charter Term?

As reported by school leadership and the school's Board, the following was noted:

- Uncommon Schools CMO is seeking to eventually merge its 11 charters, as permitted by the 2010 Education Law amendments, under one authorizer. Williamsburg Collegiate Charter School is currently authorized by the NYC DOE, though Uncommon Schools' other 10 charters are authorized by the State University of New York (SUNY). To effectuate the merger, it will be necessary for all charters planned for the merged entity to be under one authorizer - SUNY.

Part 5: Background on the Charter Renewal Process

Renewal Process

In the final year of its charter, a NYC DOE Chancellor-authorized charter school seeking renewal must demonstrate its success during the current charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its prior term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to carry out an ambitious plan for the future.

The NYC DOE does not automatically grant charter renewal, and no charter operator is entitled to renewal. Rather, a school must prove that it has earned renewal and is worthy of continuing the privilege of educating New York City public school students. To make such determinations, the NYC DOE Office of School Design and Charter Partnerships (OSDCP) renewal team performs a comprehensive review of the school's academic, operational and fiscal performance over the course of the charter which includes an analysis of the school's renewal application. This application is built around the four essential questions of the NYC DOE OSDCP Accountability Framework and includes a retrospective analysis of the school's prior track record as well as a prospective plan for the school. In reviewing this information, a school must be able to demonstrate that it can satisfy the four essential questions of the NYC DOE OSDCP Accountability Framework:

1. Is the school an academic success?
2. Is the school a fiscally and operationally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school's plans for its next charter term?

The school presents evidence to support its application for renewal by providing a compelling response to these overarching questions that demonstrates its students have made significant academic progress, is serving students equitably, has sustainable operations to be successful in the next charter term, and that the school has met the goals and objectives pledged in its current charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges and the lessons learned.

While the academic performance of students is the foremost determining factor of a school's success, a school's ability to demonstrate an effective educational program, a financially and operationally viable organization, and a strong learning community with support from stakeholders are also important factors that inform a renewal decision. For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Framework overview in Part 6 of this report.

Statutory Basis for Renewal

The New York State Charter Schools Act ("the Act") authorizes the creation of a system of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

§2850:

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and

- (f) Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.³⁰

The Act states the following regarding the renewal of a school's charter:

§2851.4:

Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty-two of this article; provided, however, that a renewal application shall [also] include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer.

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.³¹ As one such charter entity, the New York City Department of Education ("NYC DOE") institutes a renewal application process that adheres to the Act's renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;

³⁰ See §§ 2851(4) and 2852 of the Act.

³¹ See generally §§ 2851(3) and 2851(4).

- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction; and
- The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents of students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal.³²

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.³³

³² § 2851(4)(e) added with the 2010 amendments to the Act.

³³ See § 2852(5).

Part 6: NYC DOE OSDCP Accountability Framework

The Office of School Design and Charter Partnerships (OSDCP) team may recommend to the Chancellor three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal.

After the OSDCP renewal site visit, the OSDCP team incorporates its findings from the visit into this renewal report. The evidence and findings align to the four essential questions of the NYC DOE accountability framework and may include classroom observations, leadership interviews, assessment results, School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in this report. If the OSDCP renewal team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal. If OSDCP approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, OSDCP will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval.

Full-Term Renewal, With or Without Conditions

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has clearly and consistently demonstrated high academic attainment and/or consistent and significant student academic progress, has met the majority of its charter goals, has demonstrated financial stability, has demonstrated operational viability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

Short Term Renewal, With or Without Conditions

In cases where a school is up for renewal of its initial charter and has two years or fewer of state-assessment results, or where any school has demonstrated mixed academic results or has uncertain organizational or financial viability, a short-term renewal with conditions may be considered.

Non-Renewal

Renewal is not automatic. Schools that have not demonstrated significant progress or high levels of student achievement and/or are in violation of their charter will not be renewed.

Grade Expansions or Enrollment Changes

A school may seek material charter revisions as part of the renewal process. In the case of a grade expansion or change in authorized enrollment, these material charter revisions are considered separately from the charter renewal. Charter renewal, with or without conditions, is not a guarantee of approval for a proposed material charter revision.

The NYC DOE OSDCP Accountability Framework

To help Chancellor-authorized charter schools better understand what we mean by success for charter schools, the OSDCP team has developed an Accountability Framework built around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally and operationally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school's plans for its next charter term?

Although academic performance is primary, the NYC DOE takes into account a wide variety of factors (as indicated by the framework strands and available evidence detail) when evaluating a school. These factors include academic, fiscal, operational and environmental indicators of a charter school's performance. Additionally, some of the indicators we evaluate relate to expected performance as defined in the New York State Charter Schools Act including evidence of improved student learning and achievement, special emphasis on expanded learning experiences for students who are at-risk of academic failure, use of different and innovative teaching methods, parent and student satisfaction, and enrollment and retention of special student populations. Further detail about the application of the framework to school reflection and evaluation is provided beginning on page 17 of the NYC DOE Chancellor-Authorized Schools Accountability Handbook for 2014-2015.

What follows is a framework that outlines strands, indicators, and potential evidence for each of the four essential questions. The framework identifies what OSDCP looks at in determining whether a school is successful enough to earn a new charter term, with or without conditions, and the duration of the charter term recommended by NYC DOE. As schools use the NYC DOE OSDCP Accountability Framework, they should remember that charter schools exist to deliver improved student achievement for the students they serve, particularly at-risk students, so the schools are high-quality choices for families. This reminder should help a school apply this framework to its own performance analysis, underscoring the state and city's commitment to superior academic performance as the most important factor in a school's performance, while also recognizing the importance of closing the achievement gap and offering high-quality learning opportunities for all students.

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Meet other rigorous academic goals as stated on school charter
- Demonstrate increasing student achievement/growth
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing academic performance measures of DOE identified peer-schools
- Are surpassing academic performance measures compared with district/city proficiency averages

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 3-8 NYS Math Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 4 and 8 NYS Science Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- HS 4- and 6-Year Graduation Rates
- Grades 8-12 NYS Regent Exam Results
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- When applicable, NYSAA or other approved alternate assessments results
- Results on state accountability measures
- Charter School Academic Goals
- School-reported internal assessments
- NYC DOE Progress Reports or School Quality Reports³⁴

1b. Instructionally Sound and Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state and Common Core Learning Standards
- Use instructional models and resources that are consistent with school mission and flexible in addressing the needs of all learners
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Offer defined opportunities for remediation and acceleration
- Utilizes a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Use a defined process for evaluating and supporting curricular tasks, programs and resources for effectiveness and fit with school mission and goals

³⁴ Beginning with the 2013-2014 school year, the NYC DOE replaced the DOE Progress Report with the DOE School Quality Report. The 2012-2013 school year is the last year NYC public schools will have a Progress Report score. The Progress Report and School Quality Report contain similar indicators of performance.

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Classroom observations
- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc.)
- Instructional leader and staff interviews
- Special Education/ELL progress monitoring documentation
- Professional development plans and resources
- Student/teacher schedules
- Student Intervention / Response to Intervention program description and resources
- Interim assessment results
- Data findings; adjusted lesson plans
- Self-assessment documentation

1c. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Provide a safe, respectful, and stable academic environment conducive to student learning (one with efficient transitions and safe hallways, cafeteria, yard, etc.)
- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best effort academically and to actively engage in their own learning and the life of the school
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Have formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- Classroom observations
- NYC DOE School Survey results (students, parents and teachers)
- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- Parent complaint/concern information
- Self-administered satisfaction survey results
- Interviews with school leadership, staff, and, if appropriate, students
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)
- School calendar and class schedules

2. Is the School a Fiscally and Operationally Sound, Viable Organization?

2a. Mission and Goals

Schools with a successful mission and goals have many of the characteristics below:

- Have an animated mission statement and clearly articulated goals (both academic and non-academic) that staff, students and community embrace
- Demonstrate an active self-evaluation process that involves regular monitoring, an examination of practices based on outcomes against goals, and reporting on progress towards school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for a successful mission and goals might include, but not be limited to, the following:

- Mission Statement
- School charter and external documents (student/family handbooks, school website, etc.)
- Annual Reports, school improvement plans, leadership/Board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder interviews (board, parents, staff, students, etc.)

2b. Leadership and Governance Structure

Schools with successful leadership and governance structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly, but not limited to, Open-Meeting Law and conflict of interest laws, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- Have timely and appropriate access to legal counsel
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provides regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook and core operational policies
- School calendar
- Professional development plans
- Stakeholder interviews (board, school leadership and staff)

2c. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- A healthy professional school climate that is collaborative, student-centered, and open to parents and community support
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the NYC DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships that support and advocate for the school
- Engage families actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer
- Share instructional and operational practices with the larger NYC school community and actively seek opportunities for partnering and collaboration
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives

Evidence for school climate and community engagement may include, but not be limited to, the following:

- NYC DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Participation in NYC DOE initiatives and efforts to collaborate/partner with other NYC schools
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Student/Family and Staff Handbooks

2d. Operational Health

Schools that are effective, sustainable organizations have many of the characteristics below:

- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Demonstrate efficient and orderly daily operations
- Have appropriate insurance coverage and insurance and facility documents
- An effective process for recruiting, hiring, compensating, monitoring, supporting, and evaluating school leadership and staff
- A flexible, data-driven approach to professional development for all staff
- Consistently meet student enrollment and retention targets as established by SED (applicable to schools renewed after 2010)
- Communications with NYC DOE are timely, comprehensive, and appropriate
- If applicable, school relationship with a charter management organization identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees

Evidence of an operationally viable organization may include, but not be limited to, the following:

- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Appropriate insurance documents
- Operational policies and procedures
- Operational organizational chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan
- Immunization completion rate information
- Appropriate AED/CPR certifications

2e. Financial Sustainability

Schools that are responsible stewards of public funds and are effective, sustainable organizations have many of the characteristics below:

- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, at school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Consistently clean financial audits and compliant escrow accounts
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school's design and academic program
- School leadership and Board maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- School leadership and Board oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Demonstrate financial planning for future school years, including per-pupil and space-related cost projections

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial audits, escrow accounts and other fiscal reporting documents
- Financial leader(s) resume and accountability documents
- Financial and operational organizational chart
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships

3. Is the School in Compliance with its Charter and All Applicable Laws and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with the school's charter and charter agreement have the characteristics below:

- Implement the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implement comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Comprehensive Review reports
- Board meetings, agendas and minutes
- Leadership/Board and staff interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have the characteristics below:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for Free and Reduced Price Lunch, ELL and Special Education students to those of their community school district of location³⁵ or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage enrollment process and annual waiting lists with integrity
- Employ instructional staff with appropriate security clearances and meet all certification requirements

³⁵ School-specific targets for enrollment and retention were developed by the NY State Education Department. This requirement of the New York State Charter Schools Act applies to schools renewed after 2010.

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's NYSED Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student/Family Handbook
- Student discipline policy and records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have the characteristics below:

- Safe and secure facilities with no significant compliance concerns
- Consistently clean annual audits, up-to-date escrow accounts, and complete all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as comply with NYC DOE OSDCP's requirements for reporting changes in board membership and securing approval for new board members
- Inform NYC DOE OSDCP, and where required, receive OSDCP approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests
- Revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Stakeholder interviews

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term, a school may consider various growth options: replication, expansion to new grades or increased enrollment, or alteration of its model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to determine community needs and to communicate regarding the school's proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter revision or merger applications
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (for example, human resource policies for growing your own talent, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)
- School develops contingency plans especially for facilities or financial scenarios

Evidence for organizational sustainability may include, but not be limited to, the following:

- Charter renewal application
- Board roster and resumes
- Board committees and minutes
- School organizational chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even without major changes through expansion or replication, are careful to adjust elements to ensure continued and improved success
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter including mission, program description, governance, organization, budget, etc. for new term
- Leadership and Board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

Appendix A: School Performance Data

Students scoring at or above Level 3

Grade-Level Proficiency in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School					
Grade 5	49.4%	44.3%	47.5%	21.0%	21.3%
Grade 6	53.7%	66.2%	64.6%	26.3%	24.7%
Grade 7	71.9%	66.2%	62.3%	39.5%	37.7%
Grade 8	69.8%	70.9%	72.6%	38.2%	47.4%
DIFFERENCE FROM CSD 14 *					
Grade 5	5.8	-4.8	-6.0	-3.1	-5.2
Grade 6	20.0	28.9	21.9	6.2	7.3
Grade 7	41.0	35.3	24.5	20.3	16.3
Grade 8	38.9	44.2	37.5	18.1	24.0
DIFFERENCE FROM NYC					
Grade 5	3.2	-4.7	-4.7	-7.7	-7.1
Grade 6	13.6	22.6	19.3	2.9	-0.6
Grade 7	33.7	29.7	19.0	14.0	10.9
Grade 8	32.3	35.9	33.6	12.8	18.5

Grade-Level Proficiency in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Williamsburg Collegiate Charter School					
Grade 5	86.1%	83.5%	86.3%	48.1%	46.3%
Grade 6	94.0%	97.2%	100.0%	67.5%	72.5%
Grade 7	98.2%	100.0%	100.0%	69.1%	66.2%
Grade 8	96.2%	100.0%	100.0%	82.4%	85.9%
DIFFERENCE FROM CSD 14 *					
Grade 5	27.1	22.8	20.1	25.1	10.7
Grade 6	50.1	56.0	52.0	52.9	54.0
Grade 7	52.0	51.2	47.5	50.8	44.4
Grade 8	54.3	58.5	46.8	61.2	76.6
DIFFERENCE FROM NYC					
Grade 5	26.4	20.6	21.1	18.6	7.5
Grade 6	41.0	41.2	40.7	38.7	38.7
Grade 7	45.6	44.5	42.7	44.1	36.6
Grade 8	49.9	47.5	44.8	56.6	63.1

* CSD comparisons are particular to the CSD in which the school was sited each year.

Regents Pass Rates

Williamsburg Collegiate Charter School			
	2011-2012	2012-2013	2013-2014
Integrated Algebra	98%	96%	98.8%
Algebra 2 / Trigonometry	50%	36%	11.3%
Comprehensive English	98%	86%	80.0%
U.S. History	100%	100%	100.0%
Chemistry	67%	31%	17.4%
Physics	-	-	-
Living Environment	96%	96%	99.1%
Language Other Than English	-	-	-

Appendix B: High School Performance Data

The high school performance data presented below reflects high school students from only Williamsburg Collegiate Charter School for school years 2009-2010 and 2010-2011; for school years 2011-2012 through 2013-2014 the data represents high school students from all three Uncommon Schools CMO schools that collectively make up “Uncommon Charter High School”.³⁶ The percentage of students that attended Uncommon Charter High School that were Williamsburg Collegiate students is as follows:

- In 2009-2010, the NYC DOE had not yet began grouping the Uncommon Schools CMO charter schools together under Uncommon Charter High School. As a result, all data presented for the 2009-2010 school year reflects students enrolled in Williamsburg Collegiate Charter School only.
- In 2010-2011, the NYC DOE had not yet began grouping the Uncommon Schools CMO charter schools together under Uncommon Charter High School. As a result, all data presented for the 2010-2011 school year reflects students enrolled in Williamsburg Collegiate Charter School only.
- In 2011-2012, 77% of Uncommon Charter High School students were registered to Williamsburg Collegiate Charter School.
- In 2012-2013, 62% of Uncommon Charter High School students were registered to Williamsburg Collegiate Charter School.
- In 2013-2014, 54% of Uncommon Charter High School students were registered to Williamsburg Collegiate Charter School.

Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
Uncommon Charter High School	-	1.24	0.99	1.09	1.75
Peer Percent of Range	-	35.3%	35.0%	60.9%	100.0%
City Percent of Range	-	68.5%	43.7%	77.5%	100.0%
2013					
	English	Math	Science	Global History	U.S History
Uncommon Charter High School	0.96	1.21	0.81	1.05	1.67
Peer Percent of Range	22.2%	39.7%	1.5%	57.1%	100.0%
City Percent of Range	52.5%	68.1%	32.4%	73.0%	100.0%
2012					
	English	Math	Science	Global History	U.S History
Uncommon Charter High School	1.18	1.41	1.01	1.22	2.86
Peer Percent of Range	35.1%	47.1%	7.4%	33.0%	100.0%
City Percent of Range	44.6%	57.4%	27.9%	44.3%	100.0%

³⁶ The three Uncommon Schools CMO schools whose high school grades together make up Uncommon Charter High School are Williamsburg Collegiate Charter School, Excellence Boys Charter School, and Kings Collegiate Charter School. Kings Collegiate Charter School did not begin serving high school students (i.e. students in grade nine) until the 2011-2012 school year; Excellence Boys Charter School did not begin serving high school students until the 2012-2013 school year.

Weighted Regents Pass Rates

2011					
	English	Math	Science	Global History	U.S History
Williamsburg Collegiate Charter School	1.05	1.38	1.11	1.47	-
Peer Percent of Range	15.4%	47.1%	18.1%	80.0%	-
City Percent of Range	40.6%	54.9%	38.1%	61.6%	-
2010					
	English	Math	Science	Global History	U.S History
Williamsburg Collegiate Charter School	-	1.09	-	-	-
Peer Percent of Range	-	20.6%	-	-	-
City Percent of Range	-	47.9%	-	-	-

The Weighted Regents Pass Rate measures students' progress since the corresponding eighth grade test, with more weight given to students with lower proficiency based on eighth grade test results.

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits ³⁷					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Uncommon Charter High School	94.7%	78.4%	89.3%	83.8%	92.2%
Peer Percent of Range	41.8%	0.0%	27.2%	14.3%	56.2%
City Percent of Range	90.7%	60.4%	78.6%	64.2%	82.5%
% 2nd-Year Students Earning 10+ Credits					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Uncommon Charter High School	-	88.2%	100.0%	85.7%	92.0%
Peer Percent of Range	-	32.6%	100.0%	35.6%	63.6%
City Percent of Range	-	79.9%	100.0%	72.5%	85.0%
% 3rd-Year Students Earning 10+ Credits					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Uncommon Charter High School	-	-	100.0%	96.9%	97.1%
Peer Percent of Range	-	-	100.0%	87.7%	90.2%
City Percent of Range	-	-	100.0%	94.8%	94.9%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

³⁷ The data on first year students earning 10+ credits reflects high school students from all Uncommon Schools CMO schools that served high school students for school years 2011-2012, 2012-2013 and 2013-2014. The 2009-2010 and 2010-2011 data reflects only those high school students enrolled in Williamsburg Collegiate Charter School. Similarly, the data on second year students earning 10+ credits reflects high school students from all Uncommon Schools CMO schools for school years 2012-2013 and 2013-2014; the 2010-2011 and 2011-2012 data reflects only those students enrolled in Williamsburg Collegiate.

Performance on the NYC Progress Report – Uncommon Charter High School

High School Progress Report Grades	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Overall Grade	-	-	-	B	Progress Reports were discontinued beginning with the 2013-2014 school year.
Student Progress	-	-	-	B	
Student Performance	-	-	-	C	
School Environment	-	-	-	A	
College and Career Readiness *	-	-	-	A	

* The College and Career Readiness grade was not introduced until the 2011-2012 school year.

Regents Pass Rates

Uncommon Charter High School			
	2011-2012	2012-2013	2013-2014
Integrated Algebra	-	-	75.0%
Algebra 2 / Trigonometry	50.0%	42.9%	14.9%
Comprehensive English	97.5%	91.0%	85.7%
U.S. History	100.0%	100.0%	100.0%
Chemistry	66.7%	36.5%	21.1%
Physics	-	-	-
Living Environment	100.0%	100.0%	98.4%
Language Other Than English	-	-	-

Appendix C: Additional Accountability Data

NYC DOE Accountability Reports

[Annual Site Visit Report 2011-2012](#)

[Annual Comprehensive Review Report 2012-2013](#)

[Annual Comprehensive Review Report 2013-2014](#)