



**Department of  
Education**

*Carmen Fariña, Chancellor*

Annual Comprehensive Review Report  
for New York French American Charter  
School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

## PART 1: SCHOOL OVERVIEW

### CHARTER SCHOOL BACKGROUND

New York French American Charter School (NYFACS) is an elementary school located in the Harlem neighborhood of Manhattan. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 3. The school not co-located with any other schools or programs.<sup>1</sup>

The school is in its second charter term. NYFACS currently operates under collective bargaining agreement with teachers, supervisors, and paraprofessionals' union as a result of a school vote.

The school leadership team is comprised of the following individuals: Principal Marc Maurice has been with the school 1 year.

### SCHOOL HIGHLIGHTS

NYFACS operates as a French immersion charter school. Students are fluent, verbally and through written expression, in French.

### CURRENT SCHOOL SNAPSHOT

<b>New York French American Charter School</b>	
DBN	84M483
School Leader(s)	Marc Maurice
Board Chair(s)	Richard Ortoli
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	3
Physical Address(es)	311 West 120th Street, Manhattan, NY 10027
Facility Owner(s)	Private
Enrollment <sup>2</sup>	252
Grades Served	K-5

<sup>1</sup> According to NYC DOE Location Code Generation and Management System.

<sup>2</sup> According to ATS data as of October 14, 2015.

## CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Richard Ortoli	Chair		4	7/7
2. Mason Mallory	Co-chair - Finance & Facilities	Finance, Governance, Development	3	7/7
3. Daniel Vos	Co-chair - Finance & Facilities	Finance, Governance, Development	2	5/7
4. Carine Pena	Chair - Governance	Governance	4	6/7
5. Etienne Paris		Finance	<1	2/2
6. Rebecca Engle	Chair - Development	Development	2	7/7
7. Dionne Beckford	Chair - Education Accountability	Education Accountability	2	7/7
8. Diane Rosen	Member		3	0/7
9. Thomas Bretz	Member	Finance, Governance, Education Accountability	1	3/7
10. Brandi Lilly McLean	Member		<1	1/3
11. Sylvia Finzi-DuBois	Member		1	0/3

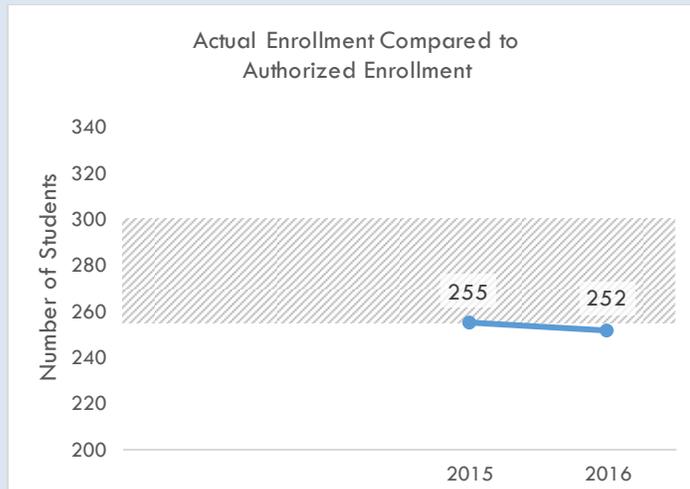
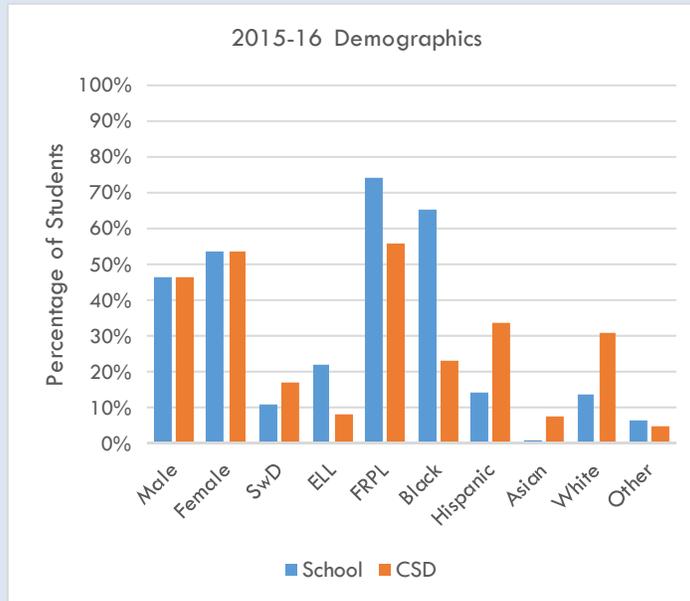
## CHARTER AUTHORIZATION PROFILE

New York French American Charter School	
School Opened For Instruction	2010-2011
Date of First Renewal	2013-2014
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2017
Current Authorized Grade Span	K-5

<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

NYFACS was renewed for a three-year short term in the 2013-14 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

## PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

### FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

### ESSENTIAL QUESTIONS AND STANDARDS

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#### ESSENTIAL QUESTION 1 - 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 results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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#### ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

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#### ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

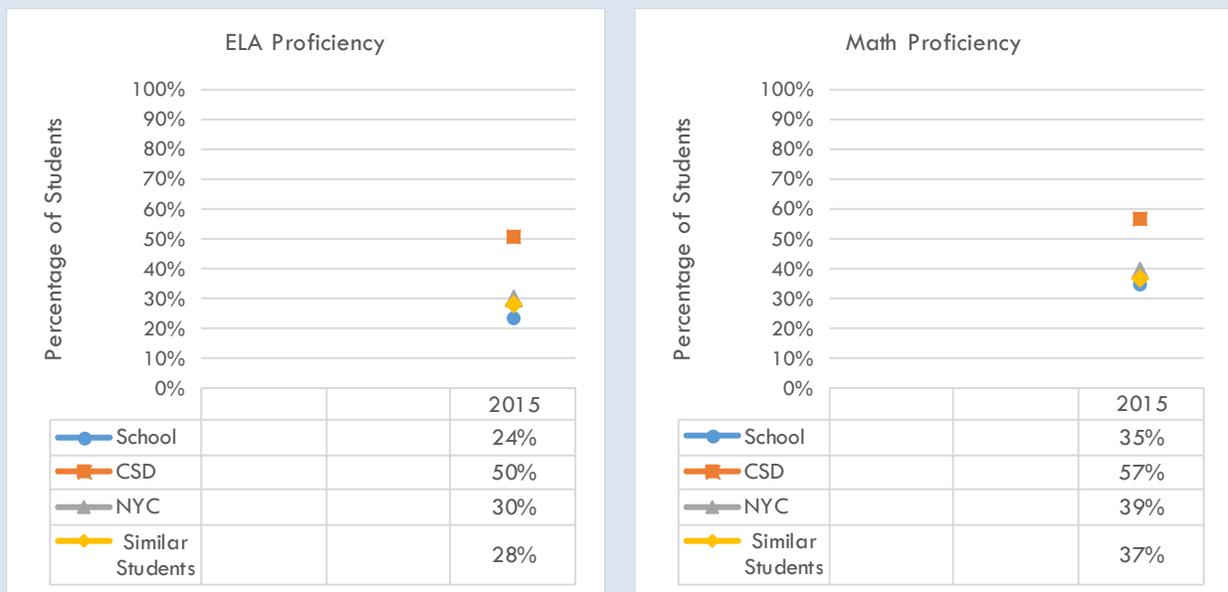
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

## PART 3: REVIEW

### ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?<sup>4</sup>

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.<sup>5</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

#### OVERALL PROFICIENCY<sup>6</sup>



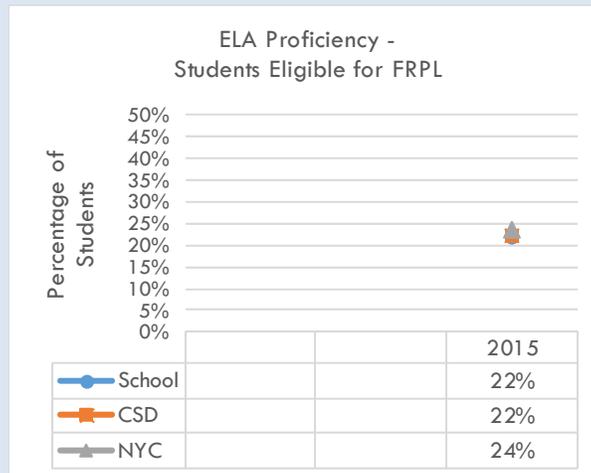
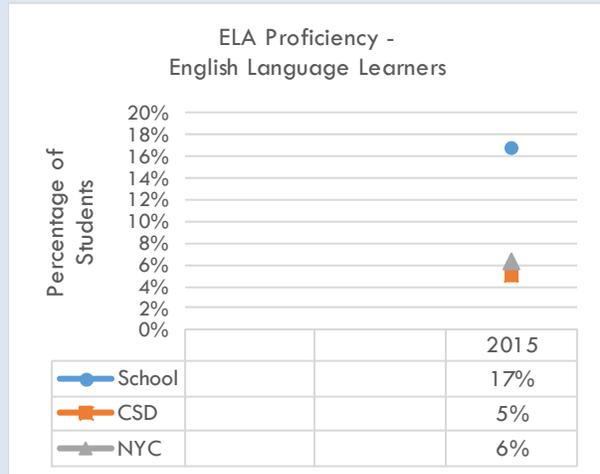
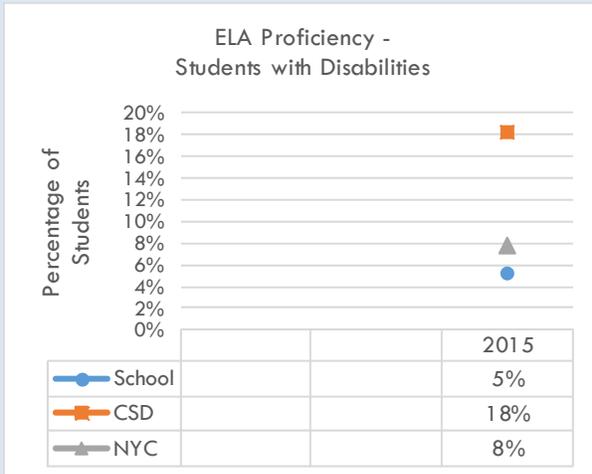
<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

<sup>5</sup> Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

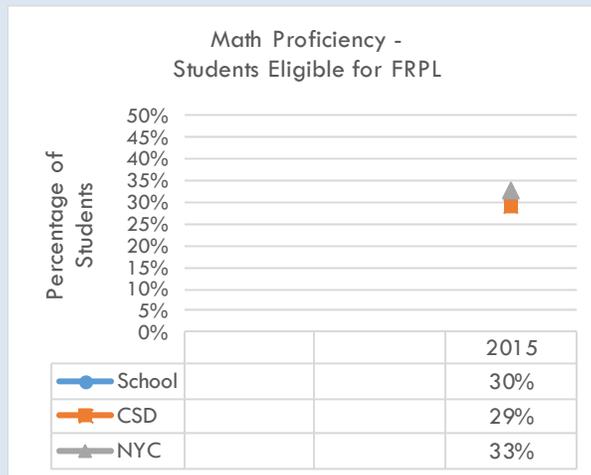
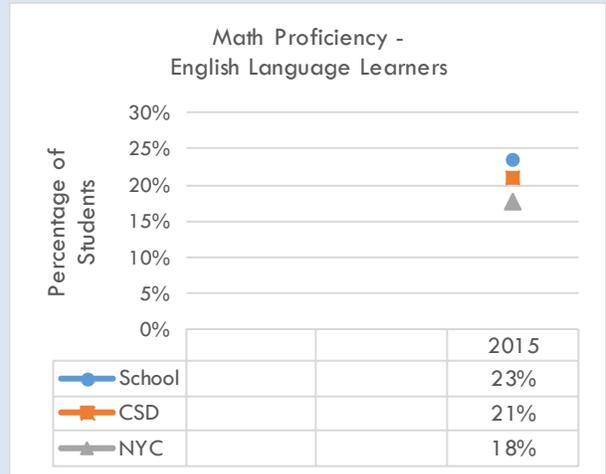
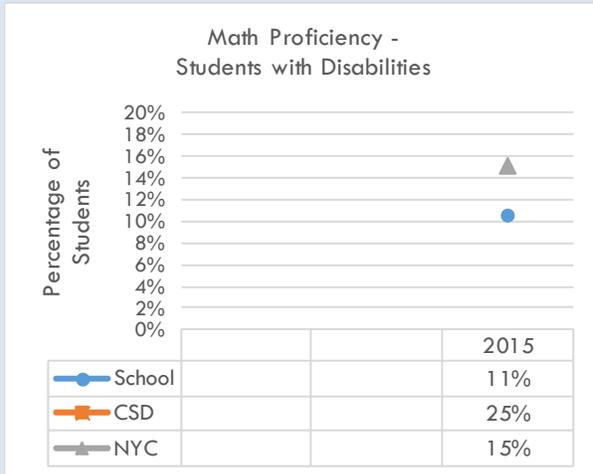
<sup>6</sup> For more on the NYC DOE's similar students comparisons, please see the information here:

[http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



## ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix G.

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### RIGOROUS STANDARDS-BASED CURRICULUM

NYFACS has adopted the Engage NY curricula and have reorganized the sequences of the French curriculum in order to systematically address all the needed skills at each grade level. Teachers are currently receiving training in lesson plan development, grading procedures, classroom protocols, and differentiation of instruction.

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### DELIVERY OF INSTRUCTION

Teachers begin by explaining the objective of the day, followed by a warm-up activity consisting of a review of the previous lesson. Teachers are encouraged to use pivoting questions in order to sustain the students interests. Other techniques are also used to sustain a highly level of student engagement. Teachers also use a variety of assessment techniques to assess level of understanding and knowledge acquisition.

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### PARENTS AS PARTNERS

Every successful school has a high level of parent involvement. To that end, NYFACS keeps the parents involved in their children's education by using "Real Time" database as information center. Parents can view grades, attendance, behavior reports, and some assignments. They also have access to IXL, a computer based program where students can practice specific academic skills.

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### COLLEGE FOCUS

NYFACS is preparing our students to become biliterate leaders in a global economy. The immersion model allow students to acquire the knowledge needed to meet the state standards and the ability to communicate well in French. Students are encouraged to maintain great work ethics, love for reading, mathematics, and the insatiable desire to become life-long learners.

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## SELF AWARENESS

Consistent with the Mission of the School, students are exposed to variety of cultures that are ultimately studied in order to develop tolerance and acceptance. Teachers often discuss rules of civility and how to become productive self-sufficient citizens.

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## MORE TIME ON TASK

NYFACS has implemented a new scheduling model, block scheduling. Research says, that by utilizing 88 to 90 minutes periods for Mathematics and English Language Arts students have consistently shown significant improvement in these disciplines. NYFACS also offers a two and half hour After School Program designed to offer homework assistance in French and English for approximately one hour. The balance of the time is used for recreation. We are now offering the following activities: Italian, Yoga, Tae kwon do, and instrumental music.

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## GOVERNANCE

NYFACS currently in compliance with their bylaws and have posted the dates for 12 board meetings from the 2015-16 school year. Currently, there are 10 board meeting minutes posted to the school's website.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

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## SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

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## OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	

School has a formal process for evaluating progress against charter school goals	Compliant
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant
Board meetings consistently meet quorum <sup>7</sup>	Compliant

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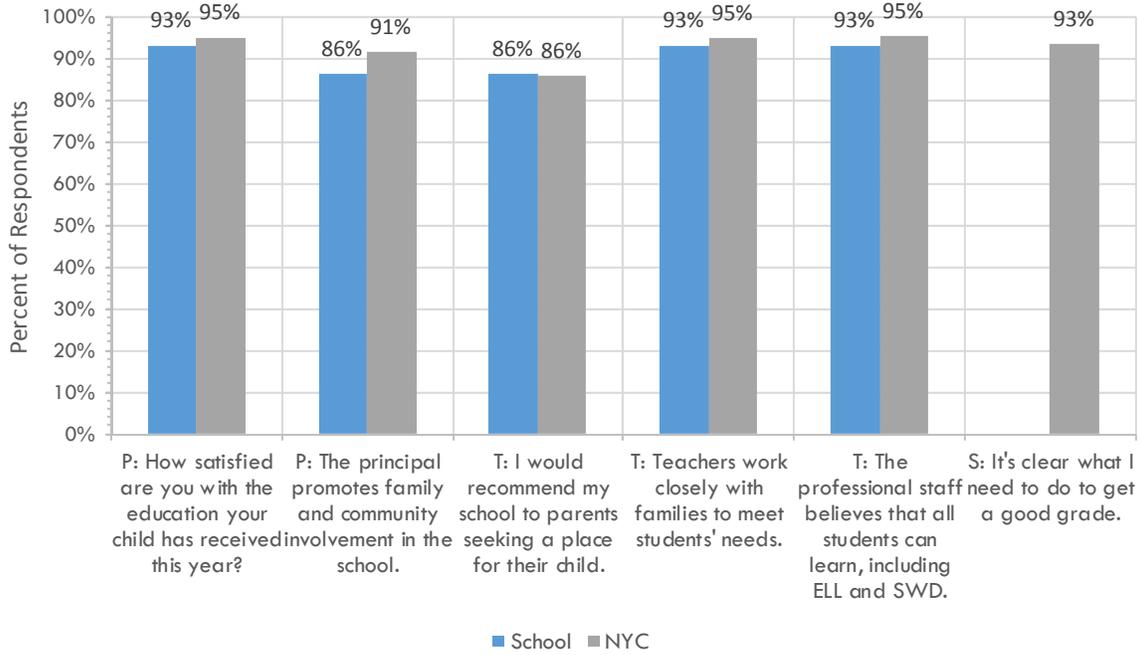
**COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)**

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	The school leader has not yet had fingerprints clearance
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 94.1% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Not Compliant	The school has not submitted their applicable lottery and enrollment regulations

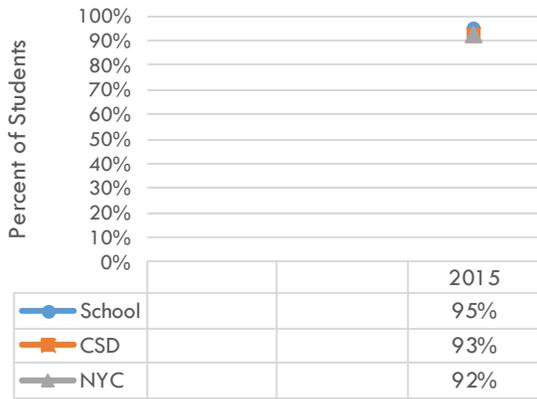
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<sup>7</sup> Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

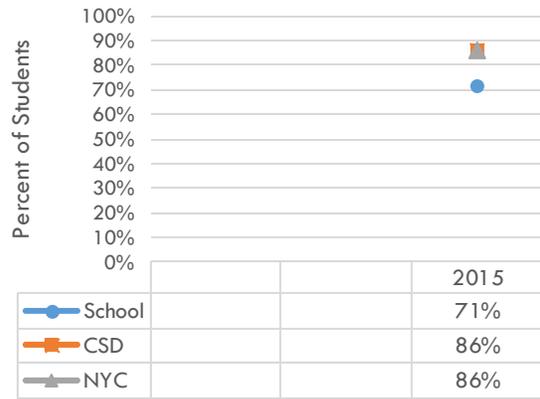
### Percent Satisfaction on the NYC School Survey



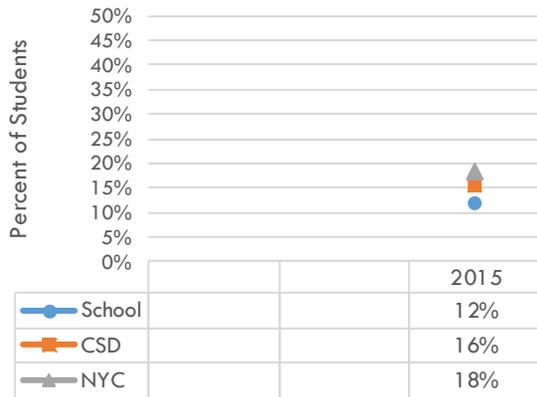
### Attendance Rates



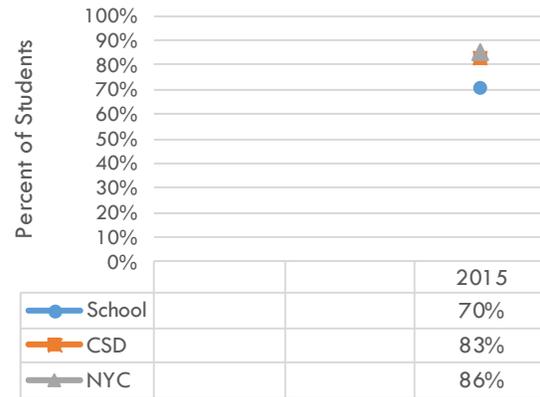
### Retention Rates



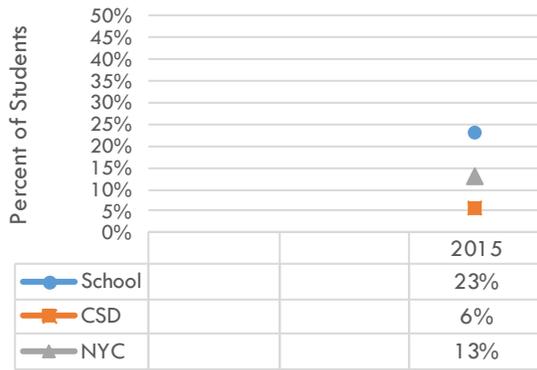
Enrollment Rates - Students with Disabilities



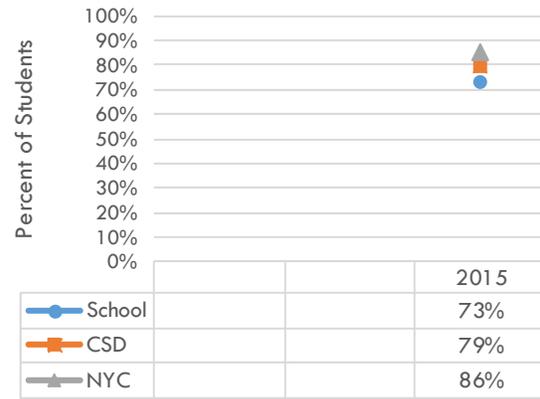
Retention Rates - Students with Disabilities



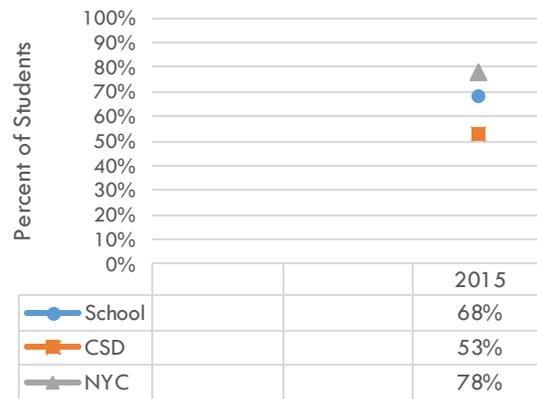
Enrollment Rates - English Language Learners



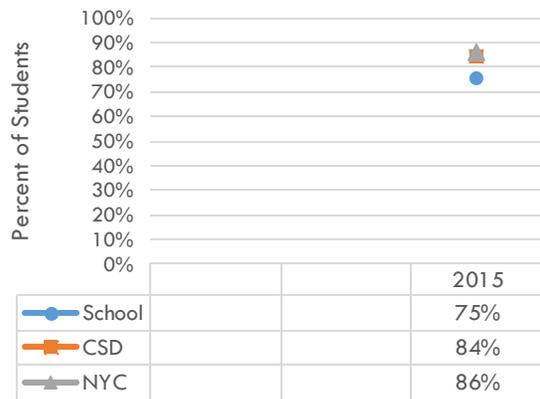
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for New York French American Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

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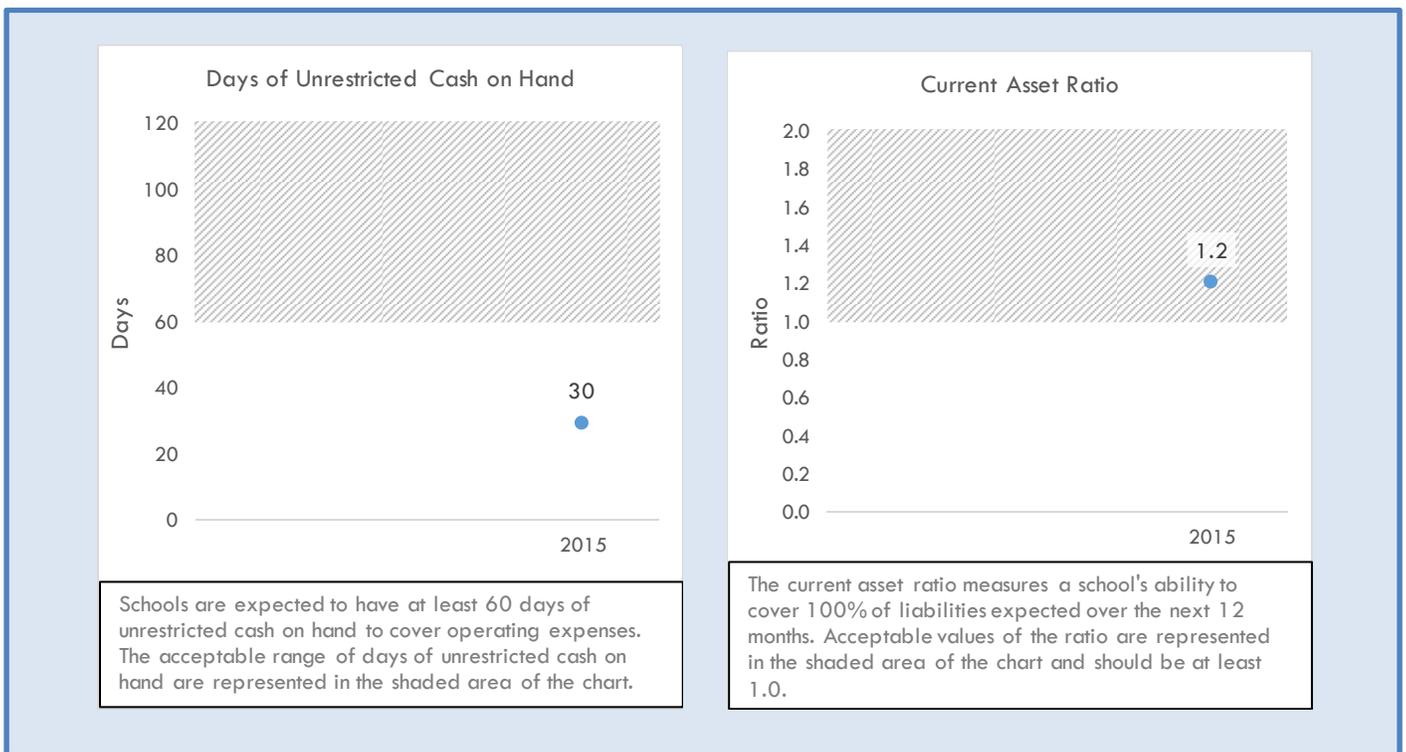
#### SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings

The school has \$70,001.96 in escrow, meeting the \$70,000 requirement.

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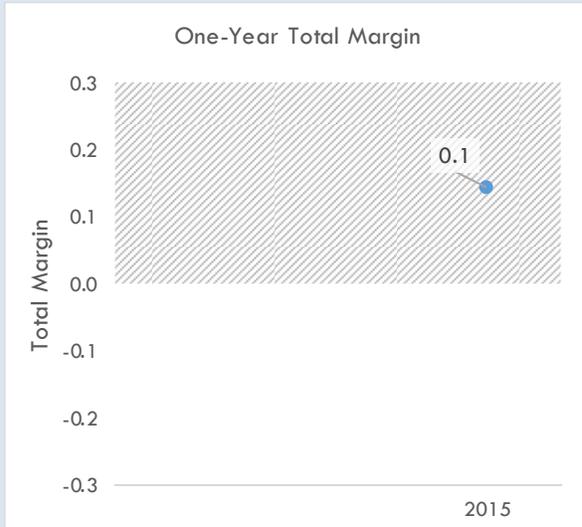
#### SHORT-TERM FINANCIAL VIABILITY<sup>8</sup>



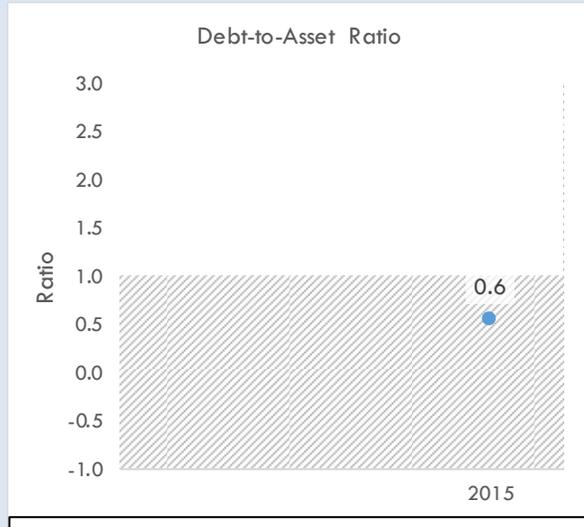
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<sup>8</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

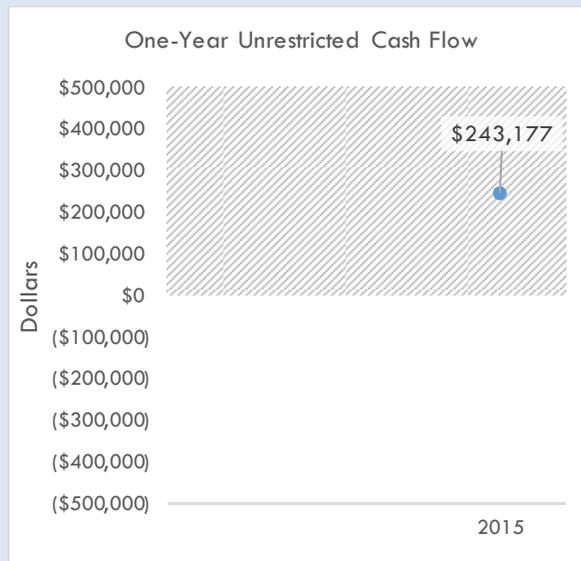
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

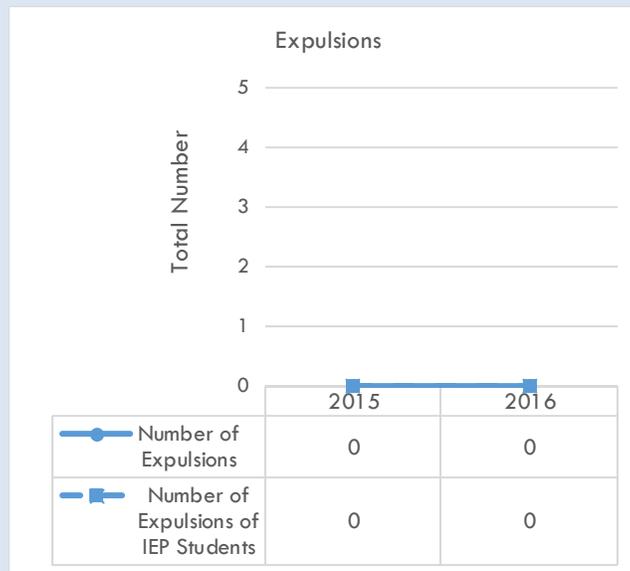
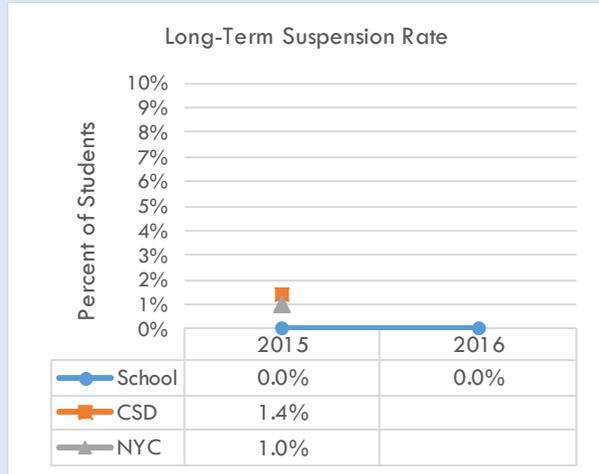
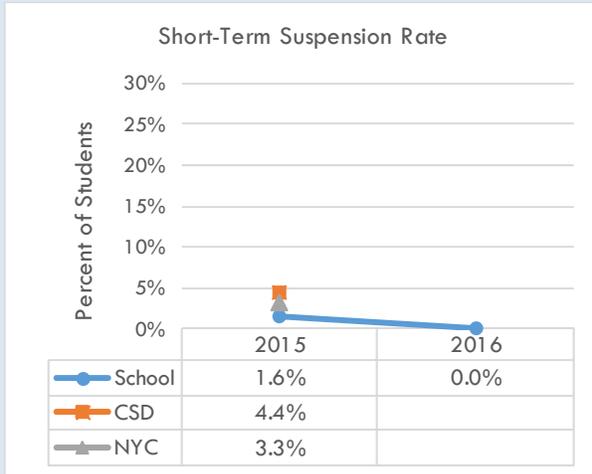
## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	178
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grade K – Grade 5: 2 sections per grade
Primary Entry Grade(s)	K-5
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	540
Number of Students Accepted via the Lottery (School Year 2015-16)	53 (Grade K), 21 (Grade 1), 21 (Grade 2), 13 (Grade 3), 15 (Grade 4), 4 (Grade 5)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES<sup>9</sup>



<sup>9</sup> City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

## APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

### GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
<b>New York French American Charter School</b>			
Grade 3	18%	33%	26%
Grade 4	33%	10%	25%
Grade 5		26%	16%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	-30%	-12%	-21%
Grade 4	-11%	-44%	-28%
Grade 5		-22%	-36%

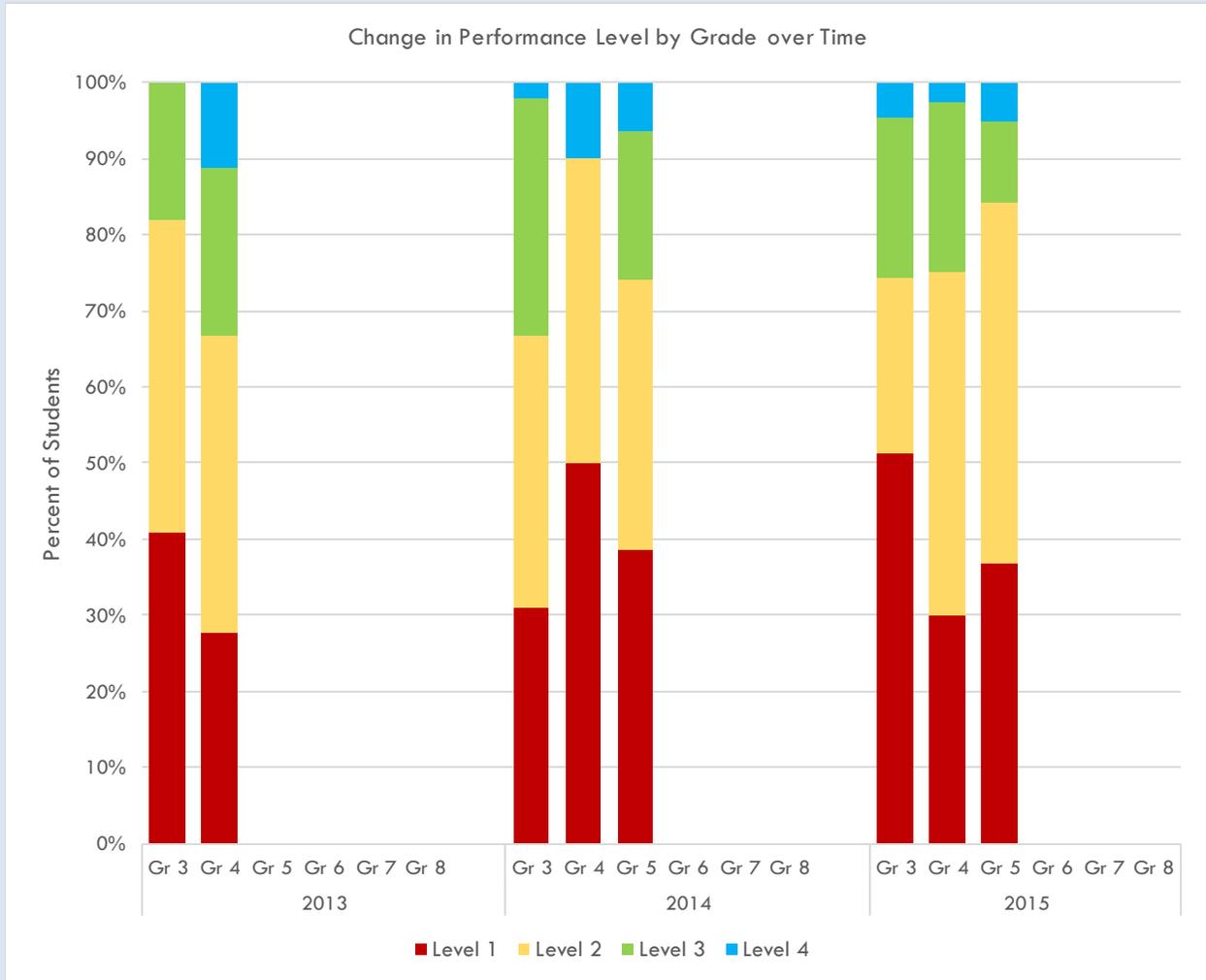
### GRADE-LEVEL PROFICIENCY IN MATH

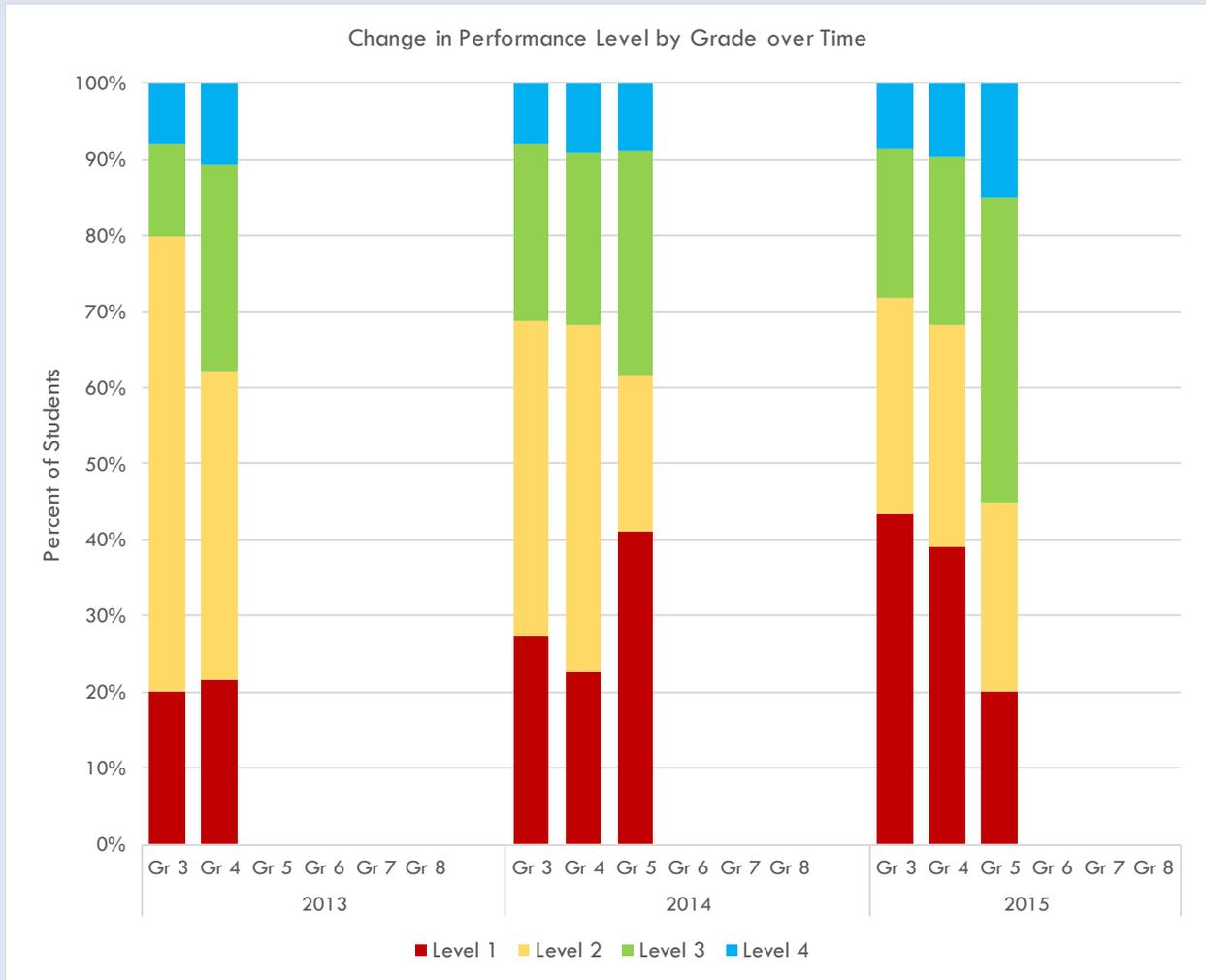
	2012-2013	2013-2014	2014-2015
<b>New York French American Charter School</b>			
Grade 3	20%	31%	28%
Grade 4	38%	32%	32%
Grade 5		38%	55%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	-32%	-22%	-24%
Grade 4	-14%	-29%	-27%
Grade 5		-16%	-4%

**APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME**

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

**ENGLISH/LANGUAGE ARTS**





## APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year<sup>10</sup>, the school achieved/met its goals as follows:

- Academic Goals: <sup>11</sup>
  - 0 of 1 applicable academic charter goals in its most recent year
- Operational Goals:
  - 0 of 0 applicable operational charter goals in its most recent year
- Financial Goals:
  - 0 of 0 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	<p>The Academic Student Performance Goals are reset for the 2015 – 2016 academic year. Our current testing grades are third, fourth and fifth. Our goal is to improve the Test Scores by fifteen percent at each grade level. To that end, we have purchased new materials and web-based programs, IXL and Study Island, that are aligned to the Common Core Standards. We also hired Certified Teachers and adopted Engage New York as a roadmap to instruction. As per our Charter, we are to provide instruction in French and English. We have organized instruction so students receive a double period of Math and ELA. We introduced Grade Level Meetings so teachers of the same grade level can examine students' progress in order to differentiate instruction.</p> <p>We have targeted a group of partially proficient students that will be encouraged to attend our Test Preparation program that will be held on Saturdays for a duration of nineteen weeks. Instruction is being closely monitored by reviewing Lesson Plans and frequent walkthroughs by the Principal. Each student has a portfolio that is used to review students' activities and assessments. We restructured our After School Program to make everyone participating accountable for students' success.</p>	Not met

<sup>10</sup> This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

<sup>11</sup> Because of the move to Common Core standards in 2012-13, 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 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate 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.

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Operational Goals     *The school did not submit progress against any operational goals.*

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Financial Goals        *The school did not submit progress against any financial goals.*

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## APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

NYFACS uses an Automated Lottery System that does a random selection of parents that have interest in enrolling their children in the school. During the initial enrollment meeting for prospective families, the school discusses with parents that the school is open to all students regardless of their disability. NYFACS emphasizes their teaching model of differentiation of instruction, which mirrors the special education model.

23% of NYFACS students are ELL (English Language Learners) students. Most of these students speak French, Creole, Spanish, Russian, and various African Languages at home. NYFACS translates all correspondence in French to accommodate our diverse population.

NYFACS provides lottery preferences for families of ELL and Special needs Students that are eligible for free or reduced priced lunch. Currently, 72% of NYFACS students are receiving free or reduced priced meals.

## APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516\\_V1\\_August2015.pdf](http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).

## APPENDIX G: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on June 7, 2016, met with the leadership team, and observed sixteen classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of Daily routines and rituals: daily objectives and teaching to the objectives
- Little evidence of differentiation
- Mixed evidence of a lesson wrap up
- Evidence of posting student work with comments and the standards
- Little evidence of ELA and Math in every class