



**Department of  
Education**

*Carmen Fariña, Chancellor*

Annual Comprehensive Review Report  
for Teaching Firms of America-  
Professional Preparatory Charter School  
  
SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION  
Office of School Design and Charter Partnerships  
52 Chambers Street  
New York, NY 10007  
Tel: 212-374-5419  
[CharterSchools@schools.nyc.gov](mailto:CharterSchools@schools.nyc.gov)  
[schools.nyc.gov/charters](http://schools.nyc.gov/charters)

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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

Teaching Firms of America-Professional Preparatory Charter School (“TFOA”) is an elementary school located in the Bedford Stuyvesant neighborhood of Brooklyn. The school does not have a universal pre-kindergarten program. The school is located in a NYC DOE-operated building in Community School District 16. The school is co-located with P.S. 308 Clara Cardwell.<sup>1</sup>

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Managing Partner Rafiq Kalam Id-Din has been at the school for five years; Partner Damien Dunkley has been at the school for five years; Partner Ardnas Rashid has been at the school for five years; Partner Alexandria Lee has been at the school for one year; Dean of Students Alisa Nutakor has been at the school for five years; and Executive Officer Nilda Arias has been at the school for five years.

### SCHOOL HIGHLIGHTS

TFOA continues to remain focused on achieving success within their progressive model, eschewing the no-excuses, 'broken-windows', zero tolerance approach. The school’s proposed expansion was developed in direct response to demand from their families and communities, with a design process that included deep and ongoing discussions with our Board, parents and community partners about the effective expansion of our model. The school was approved to serve sixth grade in 2016-17.

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

## CURRENT SCHOOL SNAPSHOT

<b>Teaching Firms of America-Professional Preparatory Charter School</b>	
DBN	84K406
School Leader(s)	Rafiq R. Kalam Id-Din II, Esq., Damien Dunkley Arndas Rashid, Alexandria Lee
Board Chair(s)	Shahidah Kalam Id-Din
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	16
Physical Address(es)	616 Quincy Street, Brooklyn, NY 11221
Facility Owner(s)	DOE
Enrollment <sup>2</sup>	373
Grades Served	K-5

## CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Todd Dumas	Treasurer	N/A	7	0/0
2. Tamecca Tillard		N/A	6	0/0
3. Shahidah Kalam Id-Din		N/A	8	0/0
4. Harry Simmons III		N/A	3	0/0
5. Renee LaRouche-Morris		N/A	3	0/0
6. Daniel Reynolds	Secretary	N/A	3	0/0

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

<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.

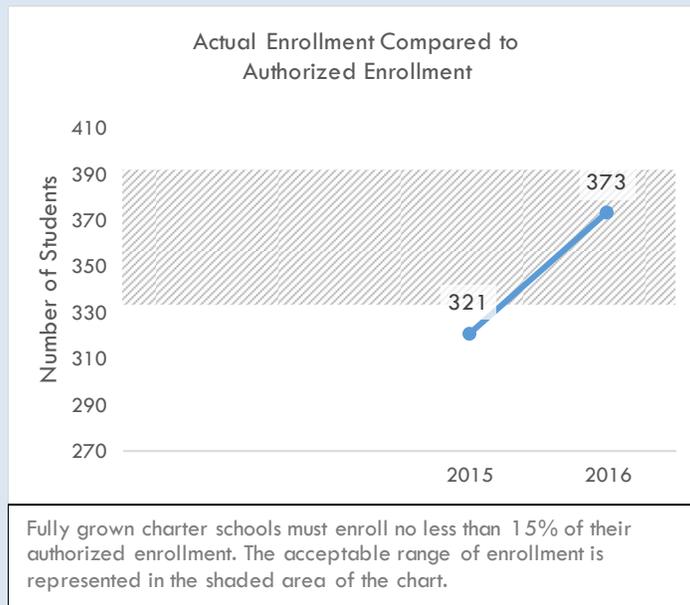
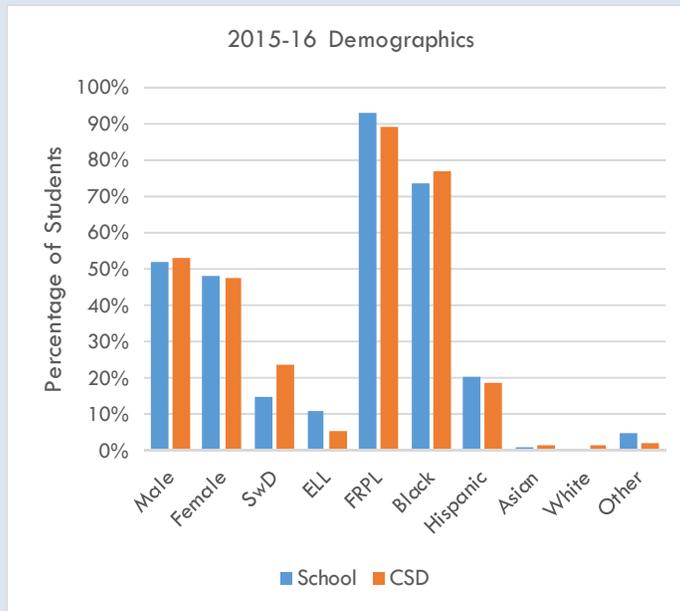
## CHARTER AUTHORIZATION PROFILE

<b>Teaching Firms of America-Professional Preparatory Charter School</b>	
School Opened For Instruction	2011-2012
Date of First Renewal	2014-2015
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
Current Authorized Enrollment	392

TFOA was renewed for a 2.5 year short term in the 2014-15 academic year with the following conditions:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. In each year of the charter term, the school must demonstrate its ability to close the achievement gap for students with disabilities: the school's percentage of Special Education students scoring at a Level 3 or above on the New York State ELA assessments must meet or exceed the NYC percent proficient for Special Education Students.	Not on Target	In 2014-15, the school's percentage of Special Education students scoring at a Level 3 or above on the NYS ELA assessment was 0%. This was below the NYC percent proficient for Special Education students of 9%.
2. In each year of the charter term, the school must demonstrate its ability to close the achievement gap for students with disabilities: the school's percentage of Special Education students scoring at a Level 3 or above on the New York State math assessment must meet or exceed the NYC percent proficient for Special Education students.	Not On Target	In 2014-15, the school's percentage of Special Education students scoring at a Level 3 or above on the NYS math assessment was 0%. This was below the NYC percent proficient for Special Education students of 16%.

ENROLLMENT AND DEMOGRAPHICS



## 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:

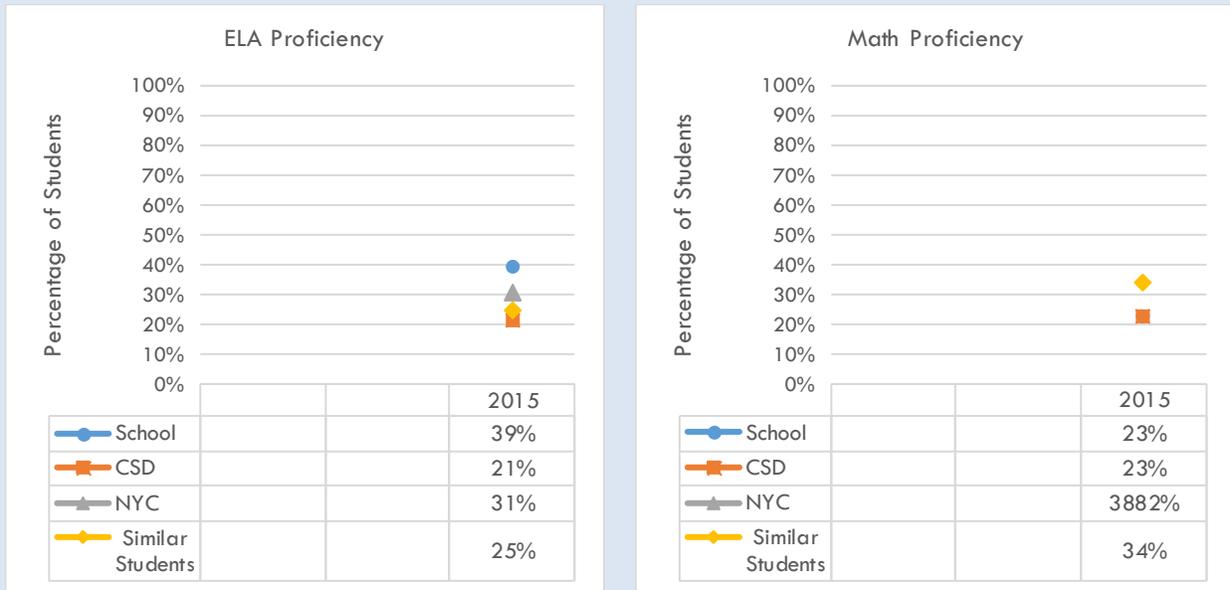
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

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>

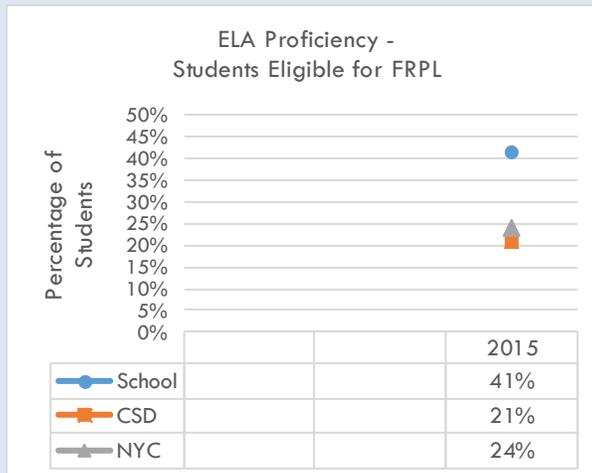
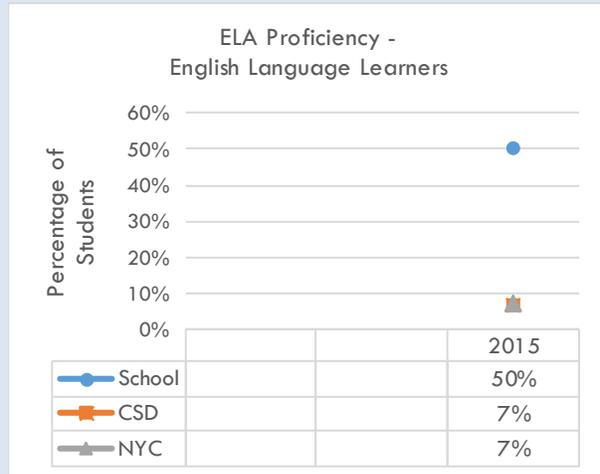
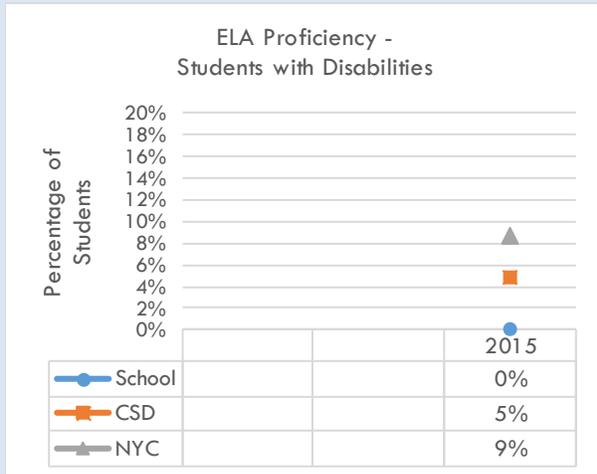


<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

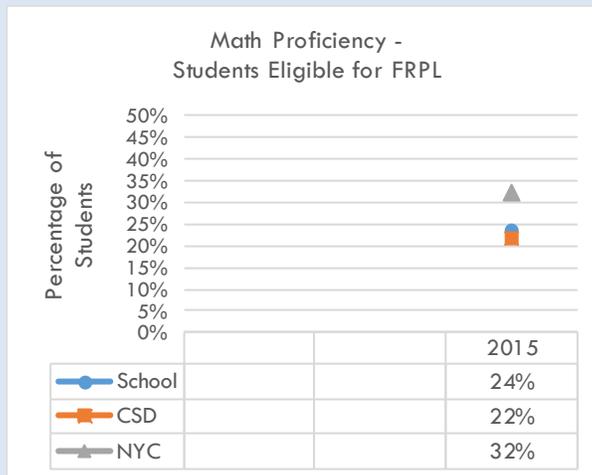
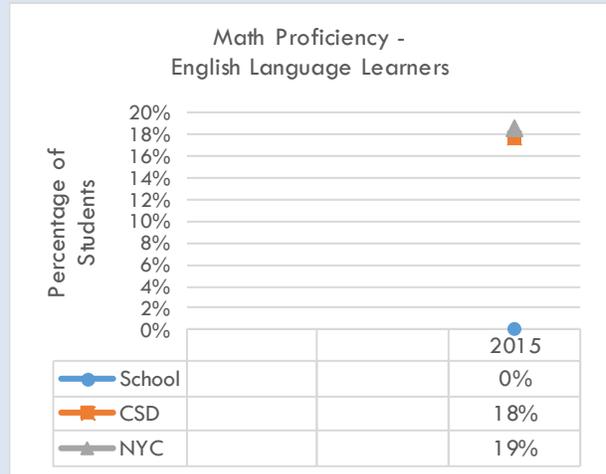
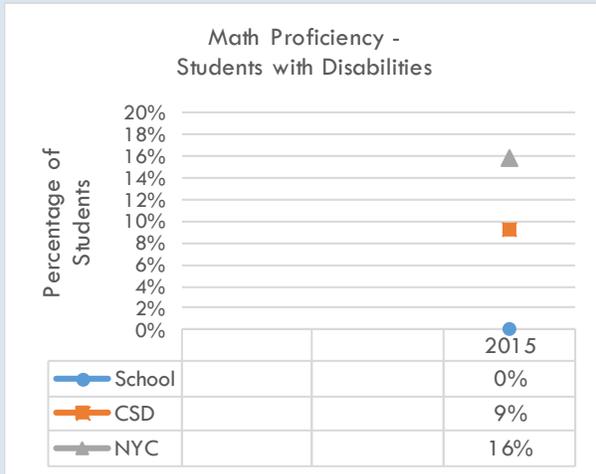
<sup>5</sup> Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to 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.

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### TEACHER-LED SCHOOL

Unique teacher-led school, inspired by the management design of law firms, where full time teachers lead the school.

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### SOCIAL EMOTIONAL CORE PROGRAM

Strong, central focus on developing student agency, self-efficacy, leadership and executive functioning skills.

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### CULTURALLY RESPONSIVE PEDAGOGY

Strong, central focus on ensuring instruction is connected and rooted in the cultural history, literature and values of the home and community cultures of our students.

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### INQUIRY-BASED INSTRUCTION

Instructional practice that is driven by Socratic questioning and a deep exploration and understanding of critical thinking and analysis.

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### FOCUS ON FUTURE PROFESSIONS AND ECONOMIC OPPORTUNITIES

Instruction that consistently aligns to real world application.

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### INNOVATIVE INTEGRATED CO-TEACHING CLASSROOMS

Fully inclusive classrooms, with individualized and differentiated instruction, led by two committed teachers who take responsibility for every child's learning.

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### GOVERNANCE

The Board of Trustees has partially developed its governance structure. While the current number of trustees (six) is more than the minimum required number of trustees (five), the Board has not submitted board

resignations to the DOE in a timely manner. The Board is scheduled to meet 10 times in the 2015-16 school year.

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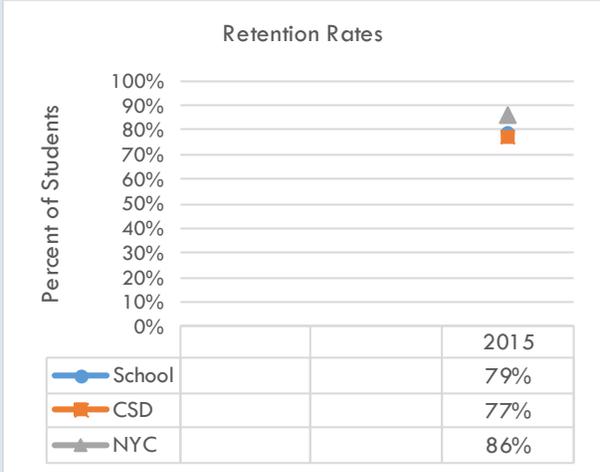
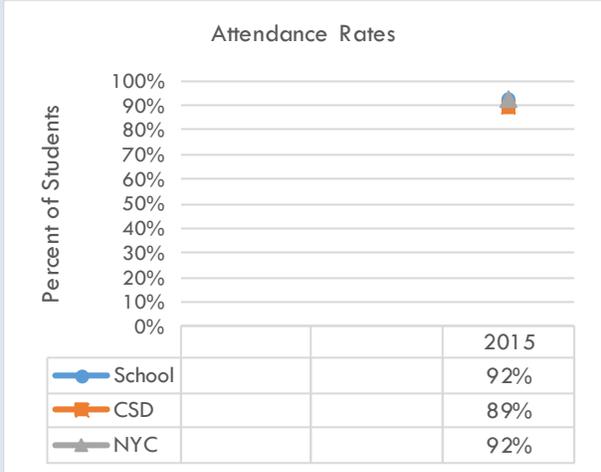
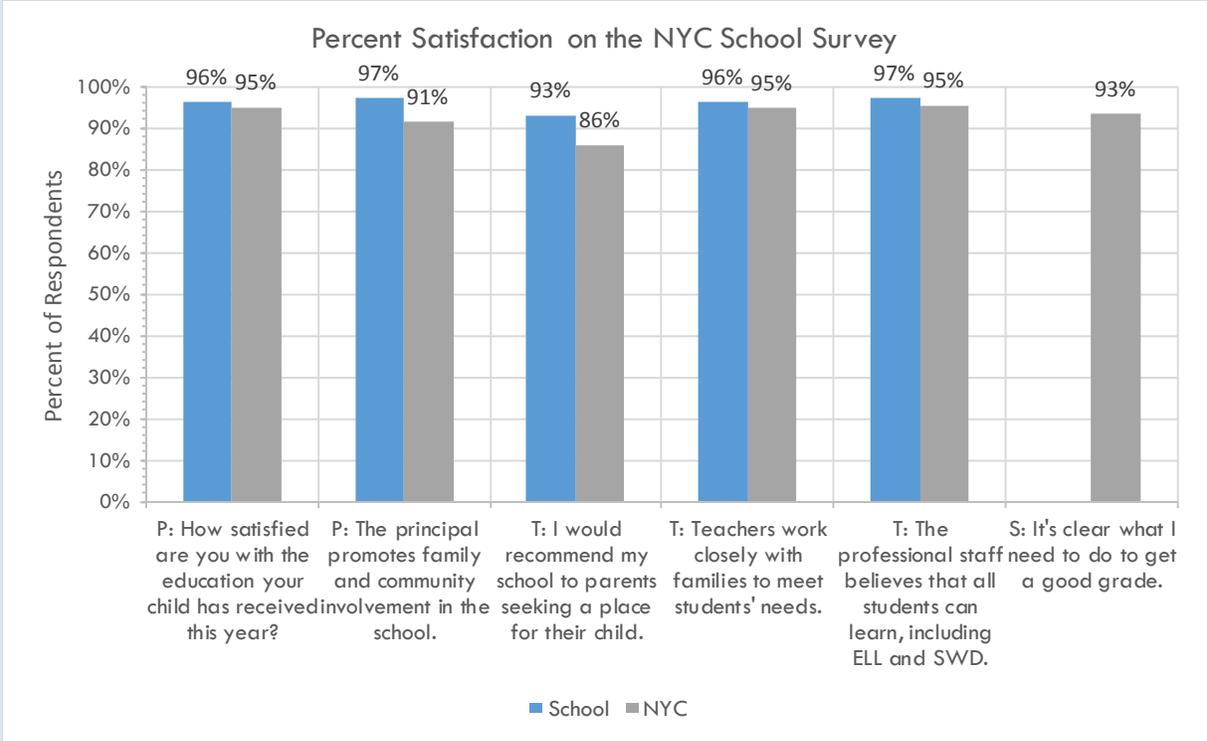
#### COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

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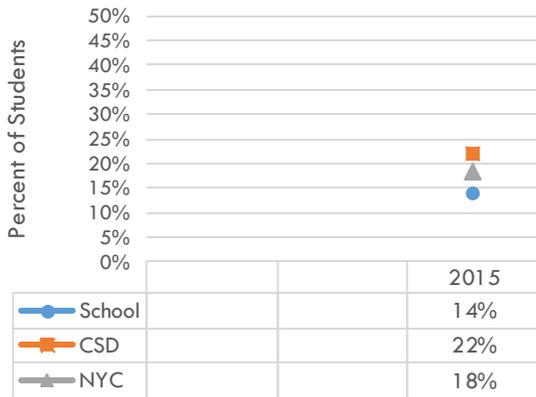
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<sup>7</sup> Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

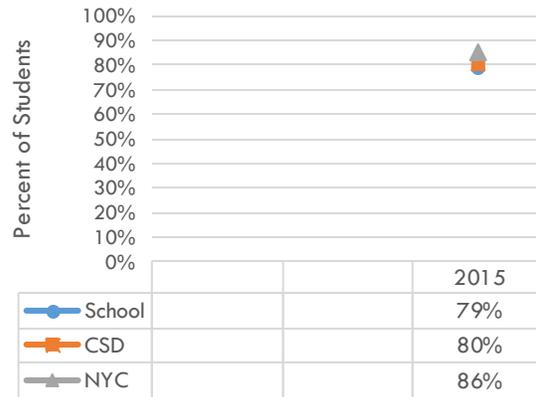
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	The school has more than the allowed number of uncertified teachers on staff
School is in compliance with employee fingerprinting requirements	Compliant	
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 97.6% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Not Compliant	The school has not posted its Annual Report on its website
School has followed all applicable lottery and enrollment regulations	Compliant	



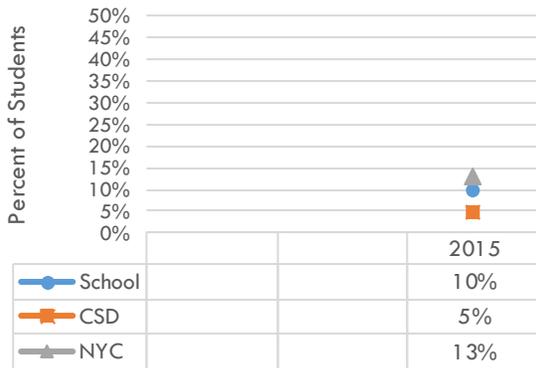
Enrollment Rates - Students with Disabilities



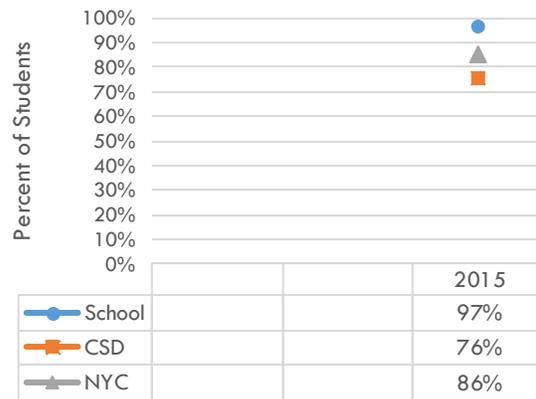
Retention Rates - Students with Disabilities



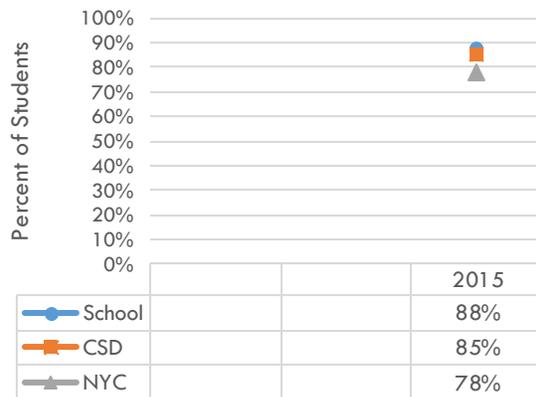
Enrollment Rates - English Language Learners



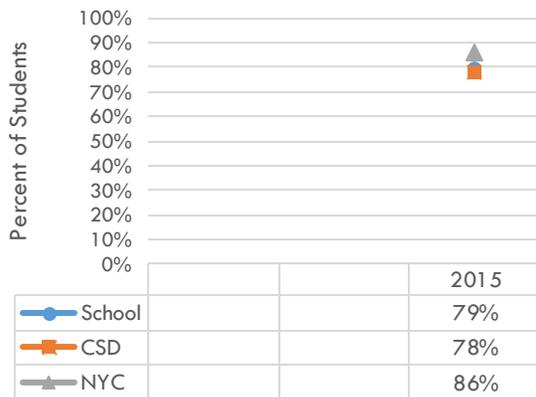
Retention Rates - English Language Learners



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 Teaching Firms of America-Professional Preparatory 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

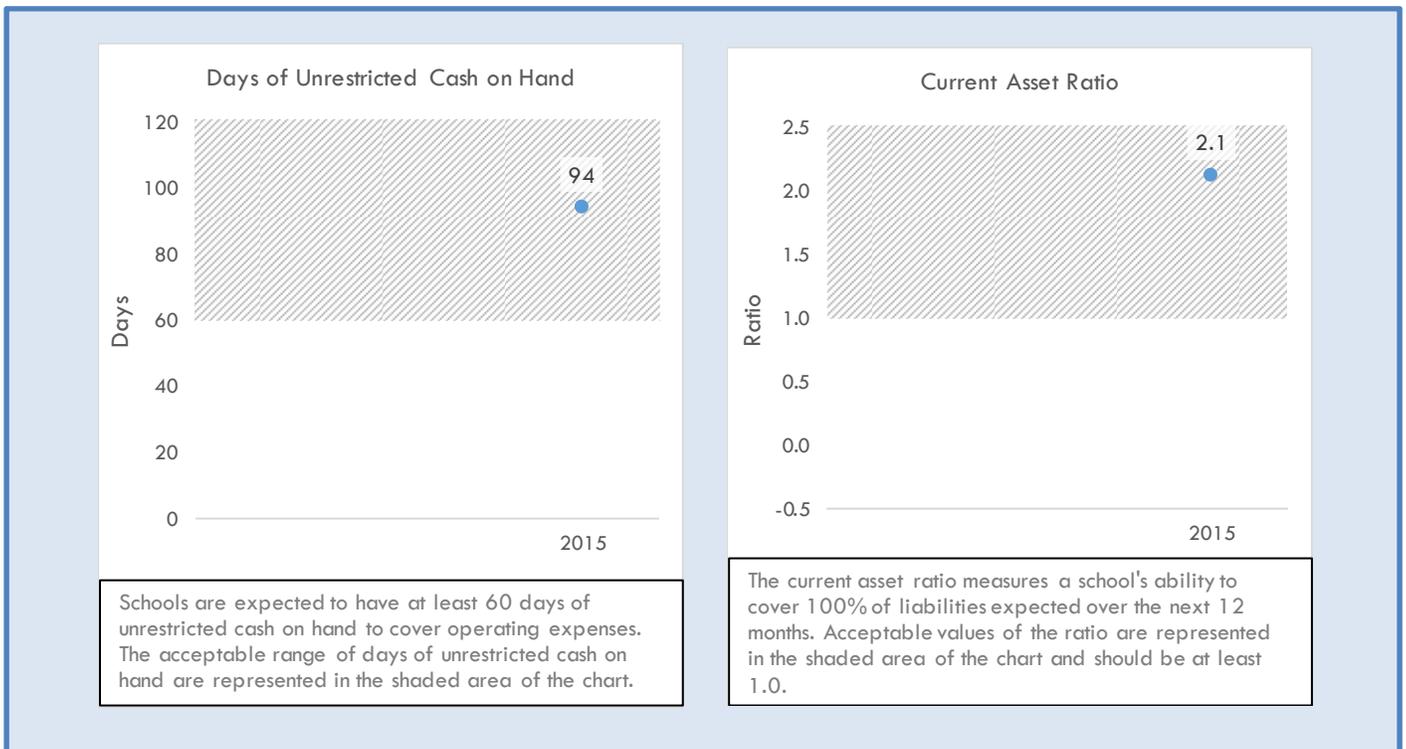
For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

#### SCHOOL FINANCES

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

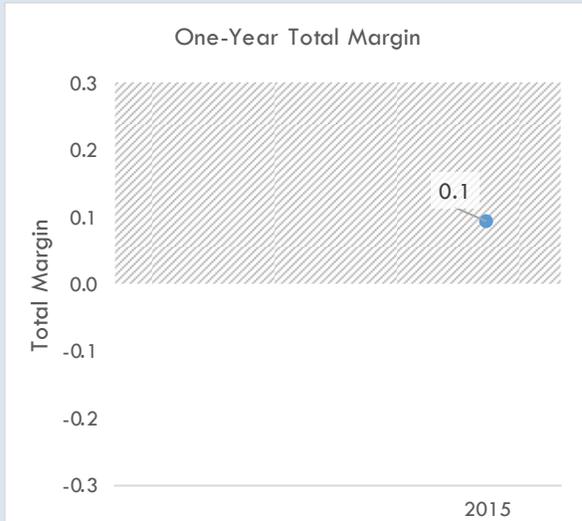
The 2015 audit indicated that the school has \$75,064 in escrow, meeting the \$70,000 requirement.

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

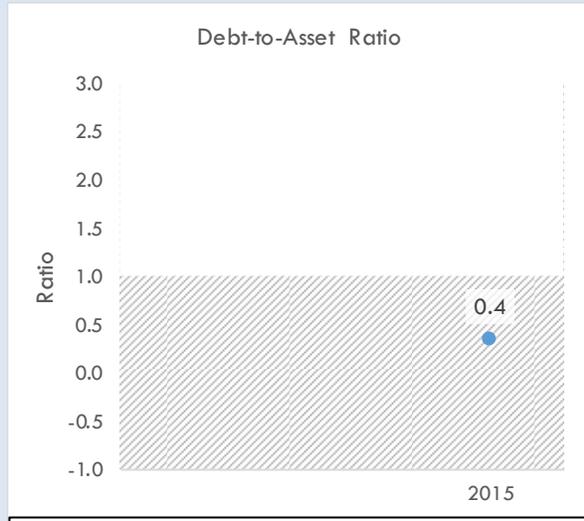


<sup>8</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

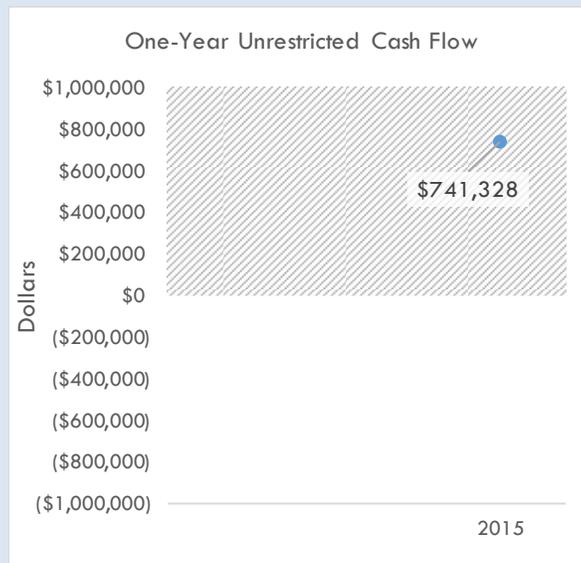
LONG-TERM FINANCIAL SUSTAINABILITY



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.

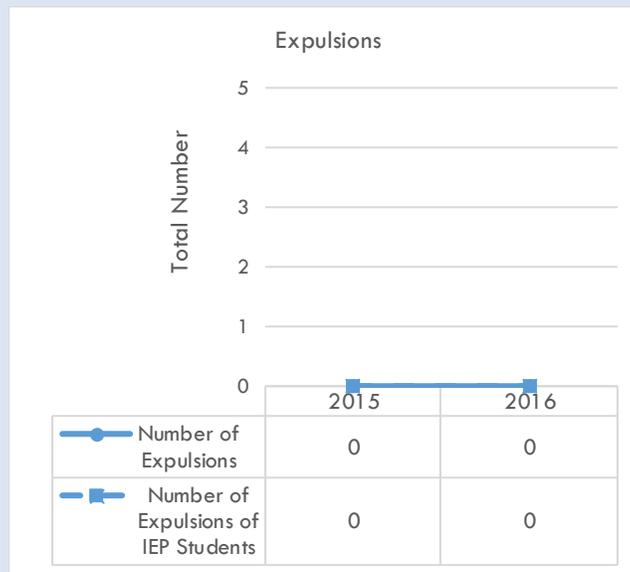
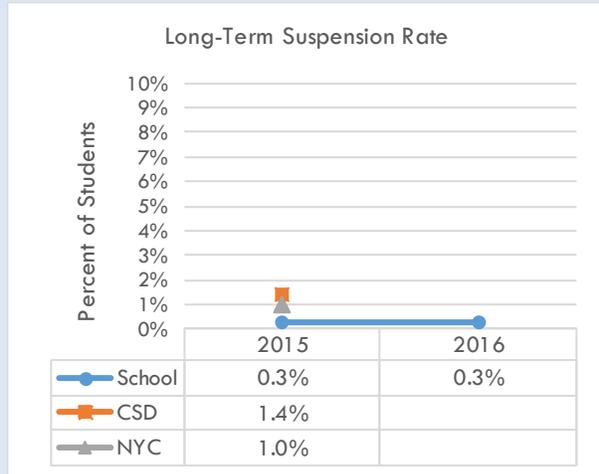
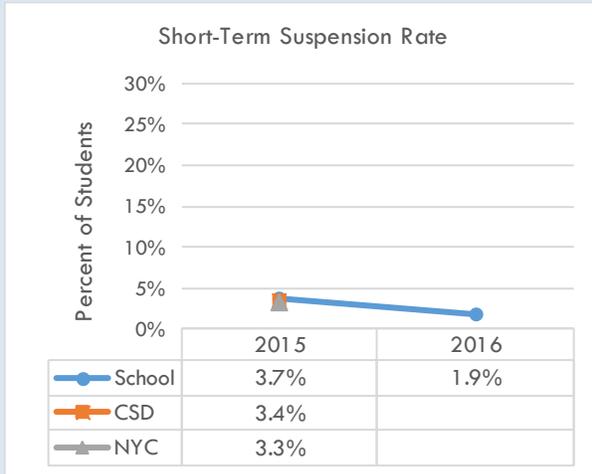
## APPENDIX A: SCHOOL OVERVIEW

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

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>Teaching Firms of America-Professional Preparatory Charter School</b>			
Grade 3		19%	34%
Grade 4			47%
Grade 5			
<b>DIFFERENCE FROM CSD</b>			
Grade 3		-3%	16%
Grade 4			22%
Grade 5			

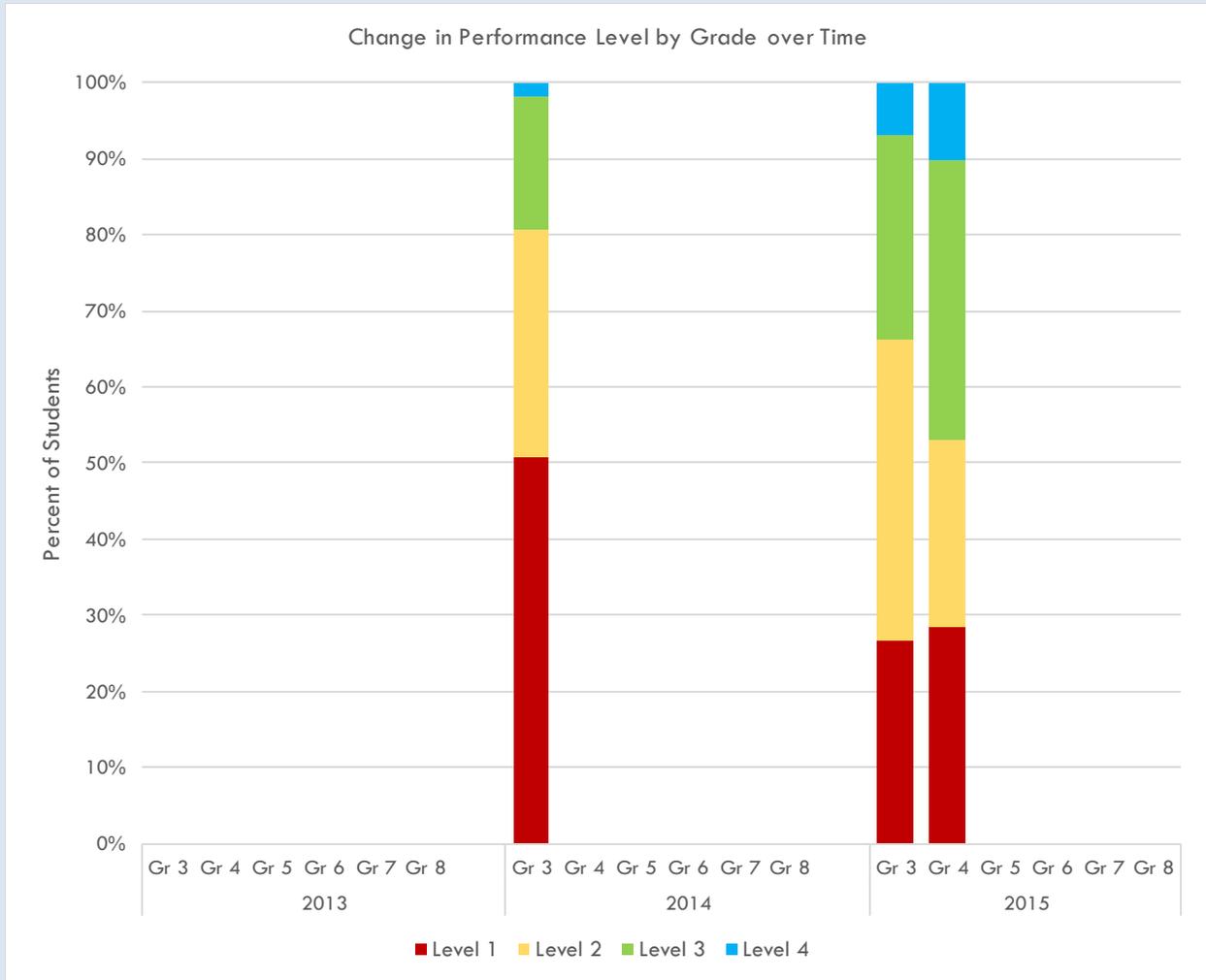
### GRADE-LEVEL PROFICIENCY IN MATH

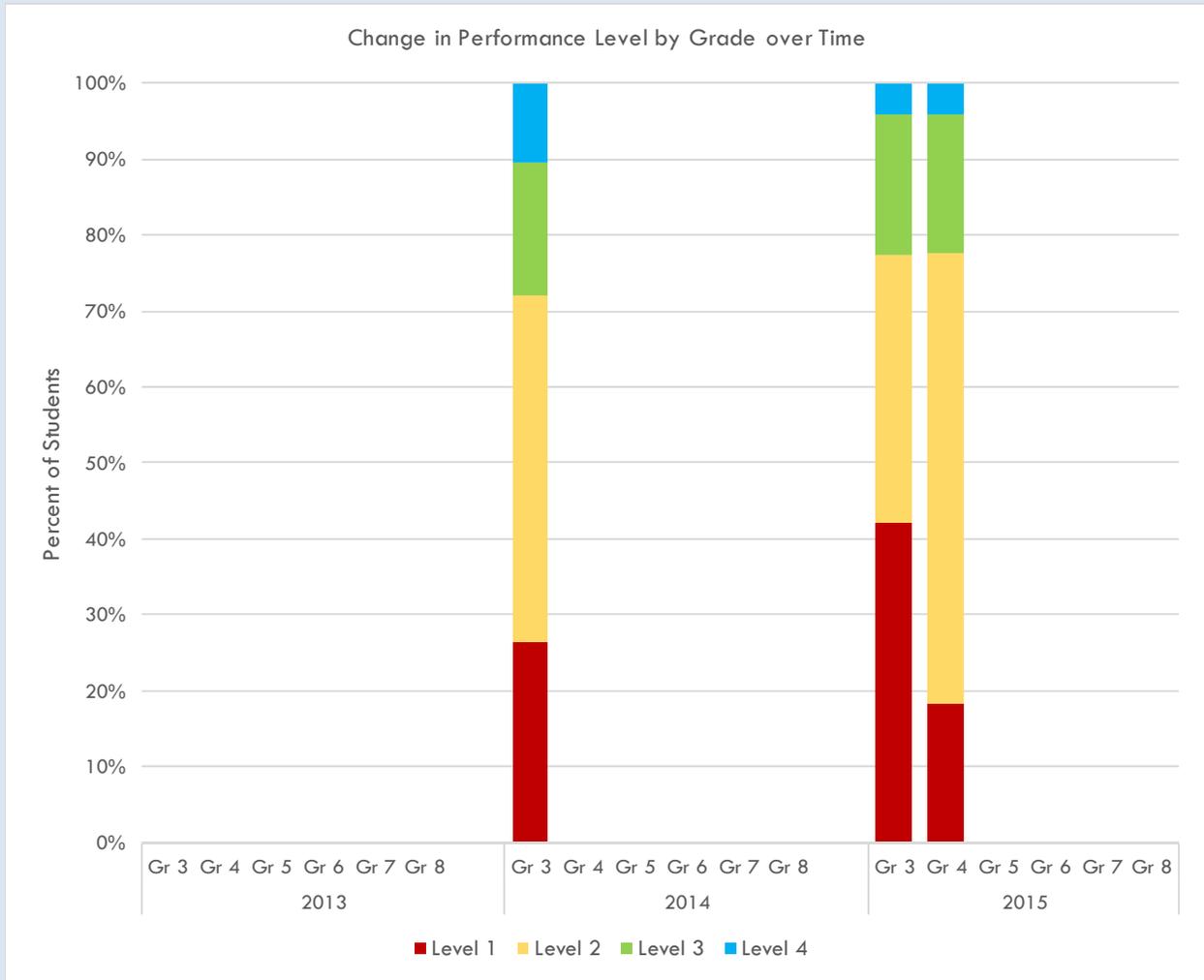
	2012-2013	2013-2014	2014-2015
<b>Teaching Firms of America-Professional Preparatory Charter School</b>			
Grade 3		28%	23%
Grade 4			22%
Grade 5			
<b>DIFFERENCE FROM CSD</b>			
Grade 3		8%	-1%
Grade 4			0%
Grade 5			

**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>
  - 2 of 7 applicable academic charter goals in its most recent year
- Operational Goals:
  - 9 of 9 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	60% of students who have been enrolled for two or more years will perform at or above Level 3 on the New York State ELA and Math examinations.	Met? No. Grade 3: ELA: 33.8%; Math: 22.5%. Grade 4: ELA: 46.9%; Math: 22.5%
	Students performance for those who have been enrolled for two or more years, on New York State ELA and Math examinations will meet or exceed proficiency rates of the community school district.	Met? Yes. Grade 3: ELA: 33.8%; Math: 22.5%. Grade 4: ELA: 46.9%; Math: 22.5%. CSD 16: ELA: 17%; Math: 16.5%
	SWD performance for those who have been enrolled for two or more years, on New York State ELA and Math examinations will meet or exceed proficiency rates of SWD for New York City.	Met? No. ELA: 0%; Math: 0%. NYC: ELA 6.9%; Math: 11.3%
	ELL performance for those who have been enrolled for two or more years, on New York State ELA and Math examinations will meet or exceed proficiency rates of ELL for New York City.	Met? Partially Met. ELA: 50%; Math: 0%. NYC: ELA 4.4%; Math: 14.6%
	Each year, the percent of students performing at or above Level 3 on the State ELA and Math exams in each tested grade will	Met? Partially Met. ELA performance is in the top quartile.

<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.

	place the school in the top quartile of all similar schools.	
	Grade-level cohorts of the same students (i.e. students who are in the school for two years in a row), will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA and Math exams and 75 percent at or above Level 3 on the current year's State ELA exam.	Met? Partially Met. Grade 4 students ELA proficiency rates grew 240% over SY2013-14 proficiency rates. Math proficiency rates fell from 28.2% to 22.5%.
	Each year, TFOA will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the citywide Progress Report.	Met? Yes.
Operational Goals	Each year, the school will have a daily student attendance rate of at least 90%.	Met? Yes. Daily attendance rate: 92.3%
	Each year, student enrollment will be within 15% of full enrollment.	Met? Yes.
	Each year, at least 90 percent of all students enrolled during the course of the year will return the following September	Met? Yes.
	TFOA's leadership will be formally reviewed on an annual basis by the Board.	Met? Yes.
	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Met? Yes.
	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Met? Yes.
	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.	Met? Yes. 73% participation rate with a 96% satisfaction rating.
	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive an average score of	Met? Yes. 91% participation rate with a 92% satisfaction rating.

	7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.	
	DOE Survey we will receive an average score of 7.5 or higher in each of the four survey domains.	Met? Yes. Average of 92% satisfaction rating.
Financial Goals	<i>The school did not provide performance against their financial goals.</i>	

## 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.

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### LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- TFOA ensures that its outreach teams were bilingual, with a particular emphasis on Spanish-speakers as they represent the largest ESL population in the district. In all of the outreach, the unique school model and approach to serving all students, particularly the elements of the model that would be attractive to families with English Language Learners and children with disabilities (e.g. looping, two-highly qualified teachers in every classroom, ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, integrated instruction, leadership development, inclusion, differentiation and technology infused-instruction), the same tools that is employed to retain students with disabilities is touted.

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### STUDENTS WITH DISABILITIES (SWD)

- TFOA engaged in extensive outreach across the district, with particular emphasis on targeting early childcare centers, shelters and CBOs that cater to students with disabilities.
- The unique school model and approach is designed to produce high retention rates with all students, especially students with disabilities. As mentioned above, TFOA takes a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused-instruction. TFOA makes every effort to ensure that students are receiving the services outlined in any IEPs, and where there is not a match between what we provide and what their IEP recommends, the school works with all stakeholders (CSE, families, teachers, students, etc.), to tailor the components of our unique model in such a way as to figure out how to serve the student within the context of our model. The school also employs a modified Response to Intervention (RTI) process, that positions us to differentiate to students' needs and proactively anticipate learning and behavioral needs for students and develop action plans to help support and enable them to excel.
- In addition to the efforts of classroom teachers, the Learning Specialist and Dean of Students provide and ensure that students receive the additional services they need and are entitled to, including Speech and Language support, Occupational Therapy, Physical Therapy, and Counseling services. The learning specialist team is also tasked with consulting directly with classroom teachers on their

instructional practices, and provides targeted feedback and direct service to individual students who require additional help and support.

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#### STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- TFOA circulated over 25,000 application-and-info sheets via direct mail, tabling and drop-offs across five zip codes most connected to CSD 16. The school also conducted direct outreach to over 50 early childcare centers, shelters and CBOs, with a special focus on engaging any staff or coordinators most directly responsible for services to students with disabilities.

## 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).