



**Department of
Education**

Carmen Fariña, Chancellor

**ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL
RENEWAL REPORT**

**2014 – 2015 SCHOOL YEAR
FEBRUARY 2015**

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Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Achievement First East New York Charter School	
Board Chair(s)	Jon Atkeson
School Leader(s)	Injy Carpenter (ES), Fatimah Barker (MS), Claire Shin (HS)
Charter Management Organization (if applicable)	Achievement First, Inc.
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 19 (Grades K-8) and 17 (Grades 9-10)
Physical Address(es)	557 Pennsylvania Avenue, Brooklyn (Grades K-4)
	158 Richmond Street, Brooklyn (Grades 5-8)
	1485 Pacific Street, Brooklyn (Grades 9-10)
Facility Owner(s)	DOE (the high school site is a Charter Partnership building)
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	3/14/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	851
Proposed New Charter Term	4.5 years [March 15, 2015 – June 30, 2019]
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	1,064
Proposed Sections per Grade for New Charter Term	Grades K-1 and Grades 4-8: 3 sections per grade; Grades 2-3: 4 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	12	12	12	12	12	60
# Met	3	6	4	4	5	22
# Partially Met	0	0	1	0	1	2
# Not Met	5	2	3	0	3	13
# Not Applicable *	4	4	4	8	3	23
% Met	25%	50%	33%	33%	42%	37%
% Partially Met	0%	0%	8%	0%	8%	3%
% Not Met	42%	17%	25%	0%	25%	22%
% Not Applicable *	33%	33%	33%	67%	25%	38%
% Met of All Applicable Goals	38%	75%	50%	100%	56%	59%

* 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
Achievement First East New York Charter School	46.0%	54.4%	56.2%	27.8%	33.7%
CSD 19	35.1%	36.4%	34.8%	14.0%	15.2%
Difference from CSD 19 *	10.9	18.0	21.4	13.8	18.5
NYC	46.1%	48.0%	48.4%	26.4%	28.4%
Difference from NYC *	-0.1	6.4	7.8	1.4	5.3
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-7.2	1.6	1.1	-3.3	3.1

% Proficient in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First East New York Charter School	74.2%	80.3%	81.6%	47.9%	57.2%
CSD 19	45.6%	45.4%	45.5%	15.8%	17.5%
Difference from CSD 19 *	28.6	34.9	36.1	32.1	39.7
NYC	57.4%	59.0%	60.9%	29.6%	34.2%
Difference from NYC *	16.8	21.3	20.7	18.3	23.0
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	13.2	17.0	16.8	16.8	21.0

* 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
Achievement First East New York Charter School - All Students	53.0%	67.0%	59.0%	63.0%	69.0%
Peer Percent of Range - All Students	12.3%	51.2%	54.7%	70.1%	87.1%
City Percent of Range- All Students	2.8%	44.8%	37.7%	46.2%	69.9%
Achievement First East New York Charter School - School's Lowest Third	57.5%	75.5%	60.5%	68.0%	79.0%
Peer Percent of Range - School's Lowest Third	8.8%	58.9%	37.9%	48.4%	87.4%
City Percent of Range - School's Lowest Third	4.3%	54.6%	18.8%	22.7%	63.6%

Median Adjusted Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First East New York Charter School - All Students	58.0%	71.0%	52.0%	68.0%	62.0%
Peer Percent of Range - All Students	32.2%	60.3%	35.7%	72.5%	56.9%
City Percent of Range- All Students	30.2%	58.4%	30.3%	64.8%	49.1%
Achievement First East New York Charter School - School's Lowest Third	51.0%	65.0%	52.0%	67.0%	75.0%
Peer Percent of Range - School's Lowest Third	7.6%	41.8%	21.5%	41.8%	69.9%
City Percent of Range - School's Lowest Third	8.3%	41.0%	12.2%	23.9%	59.2%

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 Gap

Percent in the 75th Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	28.6%	38.1%	78.9%	52.0%
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	23.5%	49.4%	34.9%	44.3%	58.8%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	28.6%	23.8%	63.2%	44.0%
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	30.8%	48.8%	50.0%	51.2%	55.6%

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

Achievement First East New York Charter School enrolled its first class of ninth grade students beginning in the 2013-2014 school year. As a result, data on high school graduation rates is not available.

Achievement First East New York Charter School is one of four charter schools run by the Achievement First, Inc. (Achievement First) Charter Management Organization (CMO) that share high school space at 1485 Pacific Street in Brooklyn. Of these four schools, the Achievement First network has formed two separate high school programs. One of these high school programs is Achievement First University Prep, which consists of the high school grades of two schools: Achievement First East New York Charter School, which is authorized by the New York City Department of Education (NYC DOE) Chancellor and currently serves high school grades nine and ten, and Achievement First Bushwick Charter School, which is authorized by the State University of New York and currently serves high school grades nine through twelve. Achievement First University Prep is a high school program created by the Achievement First CMO to allow the high school grades of two schools to share staff and resources.¹ Achievement First University Prep is not a legal entity or charter school, but rather the collection of the high school grades of two unique charter schools, Achievement First East New York Charter School and Achievement First Bushwick Charter School. For the 2013-2014 school year, when Achievement First East New York Charter School began serving students in ninth grade, the NYC DOE grouped the high school grades of the two Achievement First CMO schools together for accountability purposes, including the NYC School Survey and NYC DOE School Quality Reports.

For high school performance data reflecting all students at Achievement First University Prep (i.e. ninth grade students enrolled in Achievement First East New York Charter School and ninth grade students enrolled in Achievement First Bushwick Charter School), please see Appendix B.

¹ The other Achievement First CMO high school program that shares space at 1485 Pacific Street is Achievement First Brooklyn High School, which consists of high school students enrolled in Achievement First Crown Heights Charter School and Achievement First Endeavor Charter School.

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 4.5 year full-term renewal with a governance condition.

The governance condition is as follows:

1. In each year of the charter term, the Board of Trustees will provide to the NYC DOE, within five business days of November 1, February 1 and June 1, a log (template created by the NYC DOE) of all grievances/complaints received by and/or escalated to the Board of Trustees, categorized by source (student, parent/guardian, staff). The log must include details of the grievance/complaint, the date of the grievance/complaint, the follow up that was conducted with the complainant, any reporting to outside agencies, and the final resolution. If the investigation into the grievance/complaint is open at the time of reporting to the NYC DOE, this should be noted with an expected resolution date provided. Final resolution for these grievance/complaint items should be indicated in the next log submitted to the NYC DOE.

As part of the renewal application, Achievement First East New York Charter School submitted one material revision. The NYC DOE determination is as follows: regarding the material revision to increase the authorized maximum enrollment to 1,064 students during the next charter term, the NYC DOE approves this material revision. Under the school's current charter (which expires on March 14, 2015), enrollment was permitted up to 15% above the maximum authorized enrollment; in the renewal charter agreement, the 15% allowance over maximum authorized enrollment has been eliminated for all NYC DOE Chancellor-authorized schools.

A. Academic Performance

At the time of this school's renewal, Achievement First East New York Charter School (AF – East New York) 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 AF – East New York indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

As part of the Achievement First network, the mission of Achievement First East New York Charter School is to “deliver on the promise of equal educational opportunity for all of America's children. [They] believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of [their] students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.”

Achievement First East New York Charter School executes its mission by ensuring that it is developing its teachers to deliver high quality instruction, according to the Achievement First Essentials of Instruction rubric.

School Specific Academic Performance

The school entered its tenth year of operation with the 2014-2015 academic year. The New York City Department of Education 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 AF - East New York over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates for AF - East New York have generally exceeded those of Community School District (CSD) 19 and New York City during all five years of the current charter term.²

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 the 2012-2013 school year are not directly comparable.

In 2012-2013, 47.9% of AF - East New York's students were proficient in math on the NYS assessments. AF - East New York's math proficiency was greater than or equal to that of 83% of elementary/middle schools citywide and 100% of elementary/middle schools in CSD 19. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools), AF - East New York outperformed 77% of similar schools. In 2012-2013, 27.8% of AF - East New York's students demonstrated proficiency on state assessments in ELA. With this level of proficiency, AF - East New York outperformed 63% of elementary/middle schools citywide, 100% of elementary/middle schools in CSD 19, and 60% of its peer schools.

The following year, in 2013-2014, the percent of students at AF - East New York who were proficient in math on the NYS assessments rose to 57.2%. AF - East New York's math proficiency was higher than 84% of elementary/middle schools citywide. When compared to peer schools, AF - East New York again outperformed 77% of similar schools and outperformed 100% of CSD 19 elementary/middle schools. In 2013-2014, the percent of students at AF - East New York who demonstrated proficiency on NYS assessments in ELA also rose, to 33.7%. With this level of proficiency, AF - East New York outperformed 68% of elementary/middle schools citywide, 100% of elementary/middle schools in CSD 19, and 67% of its peer schools.

In 2013-2014, AF - East New York's ELA median adjusted growth percentile was 69.0% with a City Percent of Range of 69.9%, placing the school in the 75th percentile of elementary/middle schools citywide.³ Similarly, the school's peer and Community School District percentiles were 97% and 71%, respectively. This means that over two-thirds of other elementary/middle schools in CSD 19 and in AF - East New York's peer group had an ELA median adjusted growth percentile less than AF - East New York's median adjusted growth percentile.

In 2013-2014, AF - East New York's math median adjusted growth Percentile was 62.0% with a City Percent of Range of 49.1%, placing it at the 49th percentile of elementary/middle schools citywide. The school's peer group and CSD percentiles were 77% and 71%, respectively. This means that over two-thirds of other elementary/middle schools in CSD 19 and in AF - East New York's peer group had a math median adjusted growth percentile less than AF - East New York's median adjusted growth percentile.

² The only exception is for ELA proficiency in 2009-2010, when AF – East New York's aggregate ELA proficiency was 0.1 percentage points below the overall NYC proficiency for the comparable grade span.

³ 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 the same or lower than the school under consideration. A City Percent of Range of 69.9% indicates that the school's ELA median adjusted growth percentile was above the average but less than one standard deviation above the average (that 69.9% of the range around the average represented scores lower than that of AF – East New York), while a citywide percentile of 75% indicates that AF – East New York's ELA median adjusted growth percentile was higher than 75% of all elementary/middle schools citywide.

As the school has only had one complete year serving high school students during the current charter term, the NYC DOE has minimal academic data associated with high school performance to evaluate.

As noted above, AF - East New York is one of two Achievement First CMO charter schools that share high school resources and staff. The high school grades of these schools are collectively known as Achievement First University Prep. Please see Appendix B for 2013-2014 credit accumulation and Regents pass rate data for Achievement First University Prep.

Over the five years that data is available for the retrospective charter term, AF - East New York has met 59% of its applicable academic charter goals.^{4,5} AF - East New York met five of nine 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's goal achievement rate has varied from year to year, but the school has met at least half of its applicable goals in four of the five years of its current charter term. The school's success rate did fall, however, in the most recent year from 100% in 2012-2013 to 56% in 2013-2014.

The school has shown evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that in the first two years of the current charter term, the school had developed a data-driven approach to instruction, while also providing a supportive environment for the instructional staff. In a visit to the school in June 2011, reviewers noted that school leaders "analyze data trends, identifying weaknesses and use information to guide planning"⁶ and in May 2012, that "[t]here is a strong school culture focused on high expectations."⁷ The school continued to focus on data-driven instruction throughout this charter term. For example, as noted in the May 2013 site visit report, "[s]chool leadership and teachers report the use of Interim Assessments every six to eight weeks, with corresponding data days to follow. This data is used to identify small reading groups taught by intervention and grade-level teachers, as well as to identify students whom classroom teachers should pull for small groups as a second intervention."⁸

On its 2012-2013 NYC DOE Elementary/Middle School Progress Report, AF - East New York received an Overall Grade of B, as well as a B grade in the Student Progress and Student Performance categories and an A grade for School Environment. This ranked AF - East New York in the 66th percentile of all elementary/middle schools citywide and represented an improvement in overall performance from the prior year. On its 2011-2012 NYC DOE Elementary/Middle School Progress Report, AF - East New York received an Overall Grade of B; the school received A grades in the Student Performance and School Environment categories and a D grade for Student Progress. This ranked AF - East New York in the 43rd percentile of all

⁴ 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).

⁵ It should be noted that because of the move to Common Core 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 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.

⁶ Achievement First East New York Charter School Annual Site Visit Report 2010-2011

⁷ Achievement First East New York Charter School Annual Site Visit Report 2011-2012

⁸ Achievement First East New York Charter School Annual Comprehensive Report 2012-2013

elementary/middle schools citywide. As its Overall Grade, the school earned a C and A in school years 2009-2010 and 2010-2011, respectively.⁹

As previously noted, AF - East New York is one of two Achievement First CMO charter schools that feed into Achievement First University Prep, a combined high school program created by the Achievement First network to share high school resources and staff. AF - East New York did not receive a high school Progress Report for the 2012-2013 school year as it was not yet serving high school students, nor was a Progress Report produced for Achievement First University Prep.

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,¹⁰ 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, 55.6% of AF - East New York'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 AF - East New York in the 67th percentile of elementary/middle schools citywide. In the same year, 58.8% of the school's 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 AF - East New York in the 74th percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 44.0% of AF - East New York's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places AF - East New York in only the 46th percentile of elementary/middle schools citywide. In the same year, 52.0% 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 places AF - East New York in the 49th percentile of all elementary/middle schools citywide.

⁹ For purposes of the NYC DOE Progress Report, Achievement First East New York Charter School was classified as an elementary school for the 2009-2010 and 2010-2011 school years.

¹⁰ 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.

In 2013-2014, AF - East New York did not serve the minimum number¹¹ of students designated as English Language Learners to receive data on the percent of English Language Learner students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

As the school did not have a high school graduating class in the retrospective charter term, closing the achievement gap data is not available for the school's high school grades. The NYC DOE does not have closing the achievement gap data associated with four-year weighted diploma rates or the College and Career Preparatory Course Index (CCPCI) to evaluate at the time of this charter renewal.

B. Governance, Operations & Finances

Achievement First East New York 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:

- Achievement First East New York Charter School's Board of Trustee bylaws;
- Achievement First East New York Charter School's Board of Trustee meeting minutes;
- Achievement First East New York Charter School's self-reported staffing data;
- Achievement First East New York Charter School's financial disclosure forms;
- Achievement First East New York Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Achievement First East New York Charter School's 2014-2015 staff handbook;
- Achievement First East New York Charter School's 2014-2015 student and family handbook; and
- Achievement First East New York Charter School's FY15 budget.

Over the course of the school's current charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The level of membership is consistent with the minimum of five and the maximum of 15 members established in the Board's bylaws. There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and by regular updates at the Board meetings, as recorded in Board meeting minutes. The Board's bylaws require an Executive Committee, a Finance Committee and an Education/Accountability Committee. The 2014-2015 Board roster and the school's website reference these committees; however, Board rosters from other years of the charter do not reference any committees. Quorum was achieved at all Board meetings over the course of the current charter term.

Over the course of the school's current charter term, the school has partially developed a stable school culture. The school is currently led by three different principals, one at each school level: Injy Carpenter at the elementary school, Fatimah Barker at the middle school, and Claire Shin at the high school. Over the course of the current charter term, the school has gone through two principal transitions. Injy Carpenter succeeded Hilary Cymrot mid-school year in 2012-2013. Before becoming principal, Ms. Carpenter served as a Dean at the elementary school and a classroom teacher prior to that. At the middle school, principal leadership changed from David Hardy to Fatimah Barker in 2012-2013. There have not been any transitions at the high school level; Claire Shin has been the principal of the high school since it began serving ninth grade students in the 2013-2014 school year. In the 2010-2011 school year, the turnover rate for instructional staff was at its highest during the current charter term at 44%. The average instructional turnover rate across all years of the current charter term was 22%.¹² Instructional staff turnover for the most recent year prior to the start of the 2014-2015 school year was 24%.

Average daily attendance for students during the retrospective charter term (2009-2010 through 2013-2014) was 97.1% for elementary/middle school grades and 98.4% for high school grades in

¹¹ 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.

¹² Self-reported information from school-submitted data collection form in November 2014

2013-2014;¹³ the school met its attendance goal of 95% in all five years of the retrospective charter term. Across this charter term, the school has had generally positive results on the NYC School Survey.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least \$1,486,433 of unrestricted cash on hand to meet current liabilities totaling \$696,192. Cash on hand represents 44 days of operating expenses. Overall, however, there are concerns about the financial sustainability of the school based on its current practices.

There was no material weakness noted in the four independent financial audits from FY11 to FY14.

C. Compliance with Charter, Applicable Law and Regulations

Over the retrospective charter term, Achievement First East New York Charter School has been compliant with some applicable laws and regulations but not others.

Over the current 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 five and maximum of 15 members. However, only two of the 15 current Board members have submitted conflict of interest and financial disclosure forms. The documents that have been submitted do not demonstrate conflicts of interest.¹⁴ The Board consistently submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.

The Board has not consistently submitted new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and, if necessary, approval. During the charter term, documents were not submitted per the required timeframe for thirteen board members.

NYS Charter law requires the school to post annual audits to its website. Currently, there are financial audits available on the school's website for FY12 and FY13 but not for any other years of the charter term.

All staff members do not have appropriate fingerprint clearance. Four staff members are missing the appropriate clearance.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The school is currently employing 17 uncertified teachers.

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 in compliance with federal law.

D. Plans for Next Charter Term

Achievement First East New York Charter School plans to continue to phase-in to its full grade span at scale, growing to serve grades kindergarten through twelve during its next charter term. The school's projected full grade span upon renewal and approval is grades kindergarten through twelve, which it is expected to reach in 2016-2017.

In addition, the school has submitted a request to make the following material revision to its charter as part of its next charter term: increase maximum authorized enrollment from 851 to 1,064 students.

¹³ Reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system. The attendance rate for high school grades is the attendance rate for all students at Achievement First University Prep, not simply those enrolled at AF – East New York.

¹⁴ Source: New York State Education Department Annual Report

Part 2: School Overview and History

Achievement First East New York Charter School is an elementary/middle/high school serving 839 students¹⁵ in grades kindergarten through ten during the 2014-2015 school year. It opened in the 2005-2006 school year with kindergarten and first grades and is under the terms of its second charter. The school's authorized full grade span is for grades kindergarten through twelve, which it is not expected to reach during its current charter term expiring on March 14, 2015.¹⁶ The school does not currently offer a public universal Pre-Kindergarten program in New York City. The school is located in three NYC DOE owned buildings;¹⁷ though as a Charter Partnership building, the school's high school site is operated by the charter entity. The school serves its elementary and middle school grades in Community School District 19 in Brooklyn and its high school grades in Community School District 17 in Brooklyn. The school's elementary school grades are co-located with P.S. 13 Roberto Clemente.¹⁸ The school's high school grades are co-located with the high school grades of Achievement First Endeavor Charter School, Achievement First Crown Heights Charter School, Williamsburg Collegiate Charter School, Excellence Boys Charter School, Kings Collegiate Charter School, and Achievement First Bushwick Charter School; together the high school grades of Achievement First Bushwick Charter School and AF – East New York form Achievement First University Prep.¹⁹ Only one of these latter two charter schools, AF – East New York, is charter authorized by the NYC DOE Chancellor.

As part of the Achievement First, Inc. network, the mission of Achievement First East New York Charter School is to “deliver on the promise of equal educational opportunity for all of America’s children. [They] believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of [their] students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in our communities.” The school sees its teachers as the strongest drivers of student achievement, and believes that success in its mission depends on the school’s ability to develop its teachers. The school sets out to provide rigorous and engaging instruction through the use of the Achievement First’s Essentials of Instruction rubric, which sets clear, observable criteria to set expectations for teachers and guide them towards a higher quality of instruction.

The school is part of the Achievement First, Inc. network, a charter management organization (CMO). The CMO provides schools in the network with an overarching Chief Academic Officer and a Regional Superintendent, school support, teacher and staff recruitment, talent development, back office support, and curriculum and assessment, among other services. The CMO charges a 10% management fee annually, based on the per pupil revenue.

Achievement First East New York Charter School’s Board of Trustees is led by Jon Atkeson. The principal for the elementary school, Injy Carpenter, took over the role midyear during the 2012-2013 school year, after serving as Academic Dean. Fatimah Barker is the middle school principal, who began her tenure in the 2012-2013 school year. The school began serving high school grades, beginning with grade nine, in the 2013-2014 school year. Claire Shin has been the principal of the high school since it opened. AF – East New York currently serves high school grades nine and ten.

As self-reported by the school, AF – East New York typically enrolls new students in all grades up through grade nine (the school does not enroll new students in grade ten), though kindergarten and grade five are considered the primary entry grades. There were 782 students on the waitlist after the Spring 2014 lottery. The school reports backfilling students from the waitlist during the school year.²⁰

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.

¹⁵ ATS data as of October 31, 2014

¹⁶ NYC DOE internal data

¹⁷ NYC DOE internal data

¹⁸ NYC DOE Location Code Generation and Management System

¹⁹ Please note that Achievement First University Prep is not a legal charter school entity.

²⁰ Self-reported information collected through the 2014-2015 DOE Annual Charter School Survey

Enrollment

Grade-Level Annual Enrollment *	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Kindergarten	90	87	87	90	91
Grade 1	86	88	89	89	88
Grade 2	81	90	88	90	92
Grade 3	91	80	80	78	88
Grade 4	70	82	73	78	74
Grade 5	90	86	91	77	80
Grade 6	-	86	75	77	78
Grade 7	-	-	75	75	82
Grade 8	-	-	-	67	72
Grade 9	-	-	-	-	34
Grade 10	-	-	-	-	-
Grade 11	-	-	-	-	-
Grade 12	-	-	-	-	-
Total Enrollment	508	599	658	721	779

* 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
Kindergarten	3	30
Grade 1	3	29
Grade 2	4	23
Grade 3	4	22
Grade 4	3	25
Grade 5	3	27
Grade 6	3	26
Grade 7	3	27
Grade 8	3	24
Grade 9	**	**
Grade 10	-	-
Grade 11	-	-
Grade 12	-	-
Students Admitted Through The Lottery	90	

* 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 for grades kindergarten through eight were determined by dividing ATS enrollment as of October 31, 2013 by the appropriate grade-level section count.

** Information for grade nine is not reported in the table above because the section count and average class size data available includes all students enrolled at Achievement First University Prep, not simply those students enrolled in AF – East New York.

Please see additional demographic data in Section 4 of this report for information regarding the enrollment of special populations at Achievement First East New York 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 proposed by the NYSED.²¹

²¹ 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 once established by NYSED for students with disabilities, English Language Learner students, and students qualifying for Free or Reduced Price Lunch.

Part 3: Renewal Report Overview

Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding the 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 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 Framework.²²

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.

²² 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 8 – 9, 2014:

- Maria Campo, Senior Director, NYC DOE Office of School Design and Charter Partnerships
- Kaitlin Padgett, Director of Evaluation and Policy, NYC DOE Office of School Design and Charter Partnerships
- Ola Duru, 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
- Paul Yen, Data Analyst, NYC DOE Office of School Design and Charter Partnerships
- Jamal Young, Independent Consultant

Part 4: Findings

Essential Question 1: Is the School an Academic Success?

At the time of this school's renewal, Achievement First East New York 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
Achievement First East New York Charter School	46.0%	54.4%	56.2%	27.8%	33.7%
CSD 19	35.1%	36.4%	34.8%	14.0%	15.2%
Difference from CSD 19 *	10.9	18.0	21.4	13.8	18.5
NYC	46.1%	48.0%	48.4%	26.4%	28.4%
Difference from NYC *	-0.1	6.4	7.8	1.4	5.3
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-7.2	1.6	1.1	-3.3	3.1

% Proficient in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First East New York Charter School	74.2%	80.3%	81.6%	47.9%	57.2%
CSD 19	45.6%	45.4%	45.5%	15.8%	17.5%
Difference from CSD 19 *	28.6	34.9	36.1	32.1	39.7
NYC	57.4%	59.0%	60.9%	29.6%	34.2%
Difference from NYC *	16.8	21.3	20.7	18.3	23.0
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	13.2	17.0	16.8	16.8	21.0

* 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 Report²³

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

AF – East New York did not receive high school progress reports during school years 2009-2010 through 2012-2013 as the school did not enroll ninth grade students until the 2013-2014 school year.

Mission and Academic Goals

According to the Renewal Application submitted to the NYC DOE by Achievement First East New York 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:

- 3 of 8 applicable charter goals in the first year of the charter,
- 6 of 8 in the second year,
- 4 of 8 in the third year,
- 4 of 4 in the fourth year,²⁴ and
- 5 of 9 in the fifth year.

Progress Towards Academic Charter Goals *

Academic Goals	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1. Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State ELA examination.	Not Met	Not Met	Not Met	N/A	Not Met
2. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the New York State ELA examination will be greater than that of all students in the same tested grades in the local school district.	Met	Met	Met	Met	Met
3. Each year, on the New York State ELA examination, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the previous state exam and 75% at or above Level 3 on the current state exam.	Not Met	Not Met	Not Met	N/A	Not Met

²³ For purposes of the NYC DOE Progress Report, Achievement First East New York Charter School was classified as an elementary school for the 2009-2010 and 2010-2011 school years.

²⁴ 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 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.

Academic Goals		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
4.	Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State math examination.	Not Met	Met	Met	N/A	Not Met
5.	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the New York State math examination will be greater than that of all students in the same tested grades in the local school district.	Met	Met	Met	Met	Met
6.	Each year, on the New York State math examination, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the previous state exam and 75% at or above Level 3 on the current state exam.	Not Met	Met	Partially Met	N/A	Partially Met
7.	Each year, 75% of students enrolled in grades nine through twelve will accumulate 10 or more credits toward graduation.	N/A	N/A	N/A	N/A	Met
8.	By the end of year four in the charter, 75% of the first cohort will have scored at least 65 on the New York State Regents examinations in ELA and Math.	N/A	N/A	N/A	N/A	Met
9.	At least 75% of high school graduates will receive a bachelor's degree within six years of graduating high school.	N/A	N/A	N/A	N/A	N/A
10.	Each year, the school will have an average daily attendance rate of at least 95%.	Met	Met	Met	Met	Met
11.	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	N/A	N/A	N/A	N/A	N/A
12.	Each year, the school will receive a "B" or higher on the Student Progress section of the NYC DOE Progress Report.	Not Met	Met	Not Met	Met	N/A

* 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.

Responsive Education Program

As part of the renewal review process, representatives for the NYC DOE visited the school on December 8 – 9, 2014. Based on discussion, document review, and observation, the following was noted:

- **Alignment with Common Core:**
 - School leadership reported that the school began phasing in Common Core Learning Standards aligned scope and sequence documents in the 2013-2014 school year. The Achievement First network developed the curriculum around standards-based scope and sequence documents for each core subject and grade. The network also develops unit plans that link the CCLS with the interim assessments and lesson plans. The network places an emphasis on lesson plans; with most of the lessons (especially in ELA and math) being developed through the network's shared planning initiative.
 - In the 2013-2014 school year, school leadership reported that the school's interim assessments were aligned to the CCLS in both ELA and math.

- School leadership reported that beginning with the 2012-2013 school year, alignment with the CCLS led the school to increased rigor, more time with non-fiction text, and changes to the types of questioning that the teachers use in the classroom.
- **Addressing the Needs of All Learners:**
 - The school supports at-risk learners through a Response to Intervention (RtI) program. After interim assessments are administered, approximately every eight weeks, Academic Deans and a Special Services Coordinator analyze the data against pre-set benchmarks and predetermined triggers to determine which students qualify for interventions during the next cycle. Interventions are re-evaluated at the end of each assessment cycle.
 - The school serves students with disabilities in the least restrictive environment, while providing services according to each student's Individualized Education Program (IEP). The school provides both a SETSS/Resource Room as well as a few Integrated Co-Teaching (ICT) classes.
 - Since the school currently has a small number of English Language Learner (ELL) students, the school utilizes the literacy interventions and RtI process to provide services to the ELL students.
- **Instructional Model and Classroom Instruction:**
 - School leadership reported that the school uses the Achievement First Teacher Career Pathway (TCP) system for its teacher evaluations and supervision. A teacher's evaluation is comprised of: 30% observations of teaching, 40% student achievement (in state-tested subjects), 15% character development (as measured by student and family surveys, created internally by the network), and 15% contributions to the team (as measured by a peer survey).
 - School leadership reported that the school, as part of the Achievement First network, defines what it believes excellent instruction to look like through the network's Essentials of Instruction rubric. The rubric provides the instructional staff with stated, observable criteria that indicates defined performance levels for each category of instruction.
 - School leadership reported that the primary means for professional development at the school is through an established system of coaching, which is a network model implemented at the school level. The coaching is based on the Achievement First Essentials of Instruction rubric. Coaches conduct informal observations and provide feedback aligned with the rubric. Coaching also entails helping teachers analyze student work and data, as well as creating and working towards long-term goals. The school also holds Friday professional development time, including a grade-level team meeting block. The Academic Deans and grade-team leaders lead that meeting block.

During the renewal visit, 38 classrooms across grades kindergarten through ten were observed with the school's Principals (elementary, middle, and high school), and the Academic Deans (elementary, middle, and high school).

- In most of the observed classes, there was a single teacher delivering direct instruction. The other observed classes, found in both the elementary and middle schools, had co-teaching models following mostly a lead and monitor, or occasionally a lead and assist model.
- Class-sizes observed ranged from 18 to 26 students in size, with one or two teacher(s) in all classrooms.
- Forms of questioning identified during the classroom observations included mostly basic fact recall and questioning that challenged students to demonstrate understanding, with some examples of questioning that challenged students to analyze and apply.
- In most classrooms, observed checks for understanding were done in the form of questioning and class work. In some classrooms, observed checks for understanding including teacher observation and polling.
- In nearly all observed classrooms there was no evidence of differentiation of materials, tasks, or products. However, there were three observed classes that demonstrated some differentiation; two classrooms had differentiated materials and one classroom had differentiated assessments.

- In most observed classrooms, all students demonstrated awareness of classroom rules or procedures.
- In most observed classrooms, students were either fully on task or mostly on task. In some observed classes, approximately two to three students were off task. Teachers used tracking and hand signals to get students back on task.
- Based on debriefs with the school leadership 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 19 teachers and five Academic Deans. The following was noted:

- Most interviewed teachers reported that they received professional development weekly on Fridays. Some of the interviewed teachers reported that the weekly professional development also included time for grade-level team meetings. Some interviewed teachers mentioned professional development topics such as discussing data from recent assessments, school culture and character virtues, parent engagement and differentiation. A few of the interviewed teachers mentioned that some of the Friday professional development sessions seemed more like staff meetings. A few of the interviewed teachers reported that there was also a new teacher training that takes place in the summer.
- Most interviewed teachers mentioned the use of the Teacher Career Pathway (TCP) as the method through which teachers are evaluated, and most were familiar with the TCP rubric. Some of the interviewed teachers reported that informal observations are conducted at least once a week by the teacher's coach, with follow up feedback given verbally. Most of the interviewed teachers reported that the formal observations occurred twice a year with a school leader and a second person, who may be a network representative or an external consultant. Most of the teachers interviewed mentioned the weekly meeting with their coach as a time when feedback is given and lesson plans are reviewed, and student-level data is analyzed.
- Some interviewed teachers reported that they conduct quarterly interim assessments, which are network-created, followed by data days. The data days are when the instructional staff looks at student data to determine reading and intervention groups, and differentiate upcoming units. The teachers mentioned that the data analysis allows for them to see the big content gaps that need to then be reviewed and remediated. Some of the interviewed teachers reported that they give daily exit tickets to inform lesson plans and small group instruction, as well as organize review.

One group of five third and fourth grade students, one group of 10 seventh grade students, and one group of 11 ninth and tenth grade students were interviewed. Based on student interviews conducted on the December 8 - 9, 2014 visit to the school, the following was noted:

- The elementary school students interviewed reported that they know they have done a good job if the teacher gives them a thumbs up or a scholar dollar, if the teacher tells them they did a good job, or if everyone is listening and following directions.
- The middle school students interviewed reported that a teacher would call their parents if they were disrespectful in class or if they were off-task. Students reported that staff would call parents for "good" reasons but not as frequently as for "bad" ones.
- The high school students interviewed reported that if they need help they can reach out to their teachers either in person, in class, or through email. The students made a distinction between academic help and emotional help, and reported that they felt more comfortable going to teachers for academic help than emotional help, but that there were a few teachers they thought they could go to for emotional help.

According to the 2013-2014 NYC School Survey administered to elementary and middle school parents, 98% of parents agree or strongly agree "that the school has teachers who are interested and attentive when they discuss [their] child" and 98% of parents who responded to the survey agree or strongly agree "that the school has high expectations for [their] child."²⁵

²⁵ According to the 2013-2014 NYC School Survey, 61% of parent respondents strongly agree that AF – East New York has teachers who are interested and attentive when they discuss their child; another 37% agree with the statement. Similarly, 74% of

According to the 2013-2014 NYC School Survey administered to elementary and middle school teachers, 100% of teachers agree or strongly agree that “order and discipline are maintained at the school” and 87% disagree with the statement that “at my school students are often harassed or bullied in school.”²⁶

parent respondents strongly agree that AF – East New York has high expectations for their child; another 24% agree with the statement.

²⁶ According to the 2013-2014 NYC School Survey, 64% of teacher respondents strongly agree that order and discipline are maintained at AF – East New York; another 36% agree with the statement. Of teacher respondents, 46% strongly disagree that students are often harassed or bullied in the school; 41% of teacher respondents disagree with the statement; 8% agree with the statement; and 5% 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 developed its governance structure and organizational design.

On December 17, 2014, as part of the renewal review process, a representative from the NYC DOE interviewed representatives of the school's Board of Trustees. Based on document review and observation, the following was noted:

- The Board currently has 15 members. This level of membership is consistent with the minimum of five members and maximum of 15 members established in the Board's bylaws.
- Officer roles specified in the Board's bylaws are Chair, Vice Chair and Treasurer. The positions of Chair and Treasurer are currently filled; however, the Vice Chair position is vacant.
- The Board's current bylaws specify the Board is to meet six times per year. Minutes from two meetings held in 2010-2011 were available for review. Minutes from six Board meetings held in 2011-2012 were available for review, as were minutes from six meetings held in 2012-2013 and six meetings held in 2013-2014. Further, of the four meetings held in 2014-2015, three sets of minutes were available for review. All meetings during those times met quorum.
- According to available meeting minutes, the Board is updated regularly on academics via the Principal's report and dashboard review. The Board is also updated on school finances. Additionally, most meetings reviewed included an update on parent and family engagement.
- There are clear lines of accountability between the Board and school leadership team as evidenced by the school's organizational chart and as evidenced by updates on academic performance to the Board, as recorded in Board meeting minutes.
- The Board's bylaws require an Executive Committee, a Finance Committee and an Education/Accountability Committee. Both the 2014-2015 Board roster and the school's website indicate that these committees are currently active; however, Board rosters from other years of the charter term do not reference any committees.
- All current AF – East New York Board members have previously served on an Achievement First network school Board. The current AF – East New York Board is comprised of the same members of the other Achievement First network Brooklyn schools. Jon Atkeson, the current Board Chair, has been on the Board since 2006. Further, Matt Tartaglia has been on the Board since 2009 and Lee Gause has served on the Board since 2012. Though all of the other Board members joined in August 2014, several of them have served on other Achievement First Boards in Brooklyn. For example, Gabe Schwartz and Priscilla Hall have served on the Achievement First Crown Heights Charter School board since 2009 and 2007, respectively. Further, Claire Robinson, Justin Cohen, and Ted Coons have served on the Achievement First Endeavor Charter School Board since 2007, 2009, and 2010, respectively.
- The school is currently led by three different principals at each school level: Injy Carpenter at the elementary school, Fatimah Barker at the middle school, and Claire Shin at the high school. Over the course of the current charter term the school has gone through two principal transitions. Injy Carpenter succeeded Hilary Cymrot mid-school year in 2012-2013. Before becoming principal, Ms. Carpenter served as a dean at the same elementary school and as a classroom teacher in the school prior to that. At the middle school, principal leadership changed from David Hardy to Fatimah Barker in 2012-2013. There have not been any transitions at the high school level. Claire Shin has been the principal of AF – East New York high school grades since the school began serving ninth grade in the 2013-2014 school year.

School Climate & Community Engagement

Over the course of the school's charter term, the school has partially 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 all 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.²⁷

Average Attendance

Elementary and Middle School Attendance					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First East New York Charter School*	96.6%	96.5%	97.4%	97.9%	97.3%
NYC**	93.4%	93.2%	93.9%	93.6%	93.2%
Difference from NYC	3.2	3.3	3.5	4.3	4.1
High School Attendance					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First University Prep*²⁸	-	-	-	-	98.4%
NYC**	-	-	-	-	86.5%
Difference from NYC	-	-	-	-	11.9

* Attendance was taken from ATS.

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

- The school has experienced inconsistent instructional turnover during the course of the charter term. In 2010-2011 the turnover rate for instructional staff was at its highest of the current charter term at 44%. Average turnover rate across all years was 22%.²⁹ The instructional turnover rate for the most recent period prior to the start of the 2014-2015 school year was 24%.
- 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 established by the New York State Education Department for the retrospective charter term. Based on the NYC DOE's evaluation and not in comparison to any other school, the CSD or NYC averages, the school has had minor challenges with retaining students.

Mobility

Student Mobility out of Achievement First East New York Charter School *					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School	31	55	80	102	91
Percent of Students who Left the School	6.1%	9.2%	12.2%	14.1%	12.0%

* 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 Framework, were identified as relevant for charter schools. These are presented below for the elementary and middle school students, parents and teachers for the duration of the retrospective

²⁷ The table reflects average daily attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school years 2009-2010 through 2013-2014. 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 97.0%, 96.0%, 98.0%, 98.0% and 98.0% for school years 2009-2010, 2010-2011, 2011-2012, 2012-2013 and 2013-2014.

²⁸ The high school attendance information reflects attendance of all high school students at Achievement First University Prep, not simply those enrolled at AF – East New York. In 2013-2014, only 20% of all students at Achievement First University Prep were registered to AF – East New York.

²⁹ Self-reported information from school-submitted data collection form in November 2014

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 two of the three selected questions; and the percentage of students agreeing or strongly agreeing was above 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 AF – East New York middle school students were equal to or above NYC averages in all years except the 2010-2011 school year. However, the response rates for AF – East New York elementary and middle school parents were below NYC averages in all five school years of the retrospective charter term. The response rates for AF – East New York elementary and middle school teachers were above NYC averages in only two of the last five years, 2009-2010 and 2012-2013.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree							
Survey Question		Achievement First East New York 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.**	-	82%	78%	61%	59%	62%
	Most students at my school treat each other with respect.	-	45%	55%	59%	65%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	77%	75%	84%	81%	79%
Parents	I feel satisfied with the education my child has received this year.	99%	98%	96%	96%	99%	95%
	My child's school makes it easy for parents to attend meetings.	95%	94%	93%	92%	93%	94%
	I feel satisfied with the response I get when I contact my child's school.	100%	97%	92%	97%	97%	95%
Teachers	Order and discipline are maintained at my school.	94%	93%	88%	100%	100%	80%
	The principal at my school communicates a clear vision for our school.	97%	85%	92%	100%	100%	88%
	School leaders place a high priority on the quality of teaching.	97%	92%	93%	100%	100%	92%
	I would recommend my school to parents.***	-	-	77%	88%	89%	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 students, parents and teachers of only elementary and middle school grades of AF – East New York. High school students enrolled at Achievement First East New York Charter School, as well as parents of high school students enrolled at Achievement First East New York 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*	Achievement First East New York Charter School	-	27%	83%	90%	83%
	NYC	-	83%	82%	83%	83%
Parents	Achievement First East New York Charter School	47%	40%	43%	36%	38%
	NYC	49%	52%	53%	54%	53%
Teachers	Achievement First East New York Charter School	83%	79%	69%	87%	59%
	NYC	76%	82%	81%	83%	81%

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

** Survey response rates are presented for students, parents and teachers of only elementary and middle school grades of AF – East New York. High school students enrolled at Achievement First East New York Charter School, as well as parents of high school students enrolled at Achievement First East New York Charter School and high school teachers are not included in the above figures.

- The school’s charter goals include, “each year, parents will express satisfaction with the school’s program, based on the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect.” The school met this goal in all applicable school years, 2009-2010, 2010-2011, 2011-2012 and 2012-2013. This goal was not applicable for the 2013-2014 school year.
- The school’s charter goals include, “each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect.” The school met this goal in the 2009-2010 and 2012-2013 school years and partially met this goal in the 2010-2011 and 2011-2012 school years.³⁰ This goal was not applicable for the 2013-2014 school year.
- The school’s charter goals include, “each year, students will express satisfaction with the school’s program, based on the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect.” The school partially met this goal in the 2010-2011, 2011-2012 and 2012-2013 school years.³¹ This goal was not applicable for the 2009-2010 or 2013-2014 school years.

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:

- School leadership reported that the school established a Parent Leadership Committee at its inception and the Committee remains active throughout the year.
- The NYC DOE conducted a public renewal hearing on December 9, 2014 at Achievement First East New York Charter School located at 158 Richmond Street, Brooklyn, NY 11208 for the school in an effort to elicit public comments. Approximately 10 participants attended the hearing, with three persons speaking in support of the school’s renewal and none speaking in opposition.
- 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 December 2014 and January 2015 until 20 phone calls were completed. Of these calls, 80% provided positive feedback, 15% provided neutral feedback, and 5% provided negative feedback. However, on 11 calls, the parent/guardian mentioned dissatisfaction with the school’s current discipline policy.

³⁰ If the school received less than 7.5 points in one or more of the Survey categories the goal was considered ‘partially met.’ In the 2010-2011 school year, AF – East New York received less than 7.5 points in the Communication category; in the 2011-2012 school year, AF – East New York received less than 7.5 points in all categories except Safety and Respect.

³¹ If the school received less than 7.5 points in one or more of the Survey categories the goal was considered ‘partially met.’ In the 2010-2011, 2011-2012 and 2012-2013 school years, AF – East New York received less than 7.5 points based on middle school student responses in all categories except Academic Expectations.

Financial Health

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

- Based on the fiscal year 2014 (FY14) financial audit and follow up, the school's current ratio of 4.18 indicated a strong ability to meet its current liabilities.
- Based on the FY14 financial audit, the school had a sufficient amount of unrestricted cash (\$1,486,433) to cover its operating expenses for at least one month without an infusion of cash. This amount represents 44 days unrestricted cash on hand for operating expenses.
- 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 met its debt obligations.

Financial Sustainability

Overall, there are concerns about the financial sustainability of the school based on its current practices.

- Based on the financial audits from FY11 to FY14, the school generated and operated at a 2% deficit, indicating the school may not be operating within its resources at the time of the FY14 audit, though the school operated at a surplus from FY11 to FY12.
- Based on the FY14 financial audit and follow up, the school's debt-to-asset ratio of 0.18 indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY14, the school had overall negative cash flow from FY11 to FY14 as well as negative cash flow in each measurable year.

There was no material weakness noted in the four independent annual financial audits for FY11 to FY14.

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

Over the charter term, Achievement First East New York Charter School has been compliant with some applicable laws and regulations, but not others.

As of the review in January 2015, the Board of Trustees for Achievement First East New York 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 five and maximum of 15 members. The Board currently has 15 members.
- **Posting of minutes and agendas.** Agendas are not available to the public prior to Board meetings; however, currently, there are agendas and minutes available on the school's website for the following meetings, all of which took place in the 2014-2015 school year: July 31, 2014; September 22, 2014; and November 18, 2014.

As of the review in January 2015, the Board of Trustees for Achievement First East New York is out of compliance with:

- **Required number of board meetings.** The current Board bylaws indicate that the Board is to meet a minimum of six times each year. According to available minutes, the Board met twice in the 2010-2011 school year and six times in the 2011-2012, 2012-2013, and 2013-2014 school years. To date, the school has held four meetings in the 2014-2015 school year, however only minutes from three meetings were available for review. Quorum was achieved at all meetings.. The current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months, per year. The NYC DOE has communicated with the Board that the Board's bylaws need to be amended to meet the Board meeting requirements of the current Charter Schools Act and the school has agreed to follow the requirements set by the authorizer in the next term.
- **Submission of all required documents.** All current Board members have not submitted conflict of interest and financial disclosure forms. Documentation has not been submitted for 13 of the current Board members as of the time of review. The documents that have been submitted do not demonstrate conflicts of interest; however documents have been reviewed for only two of the 15 current Board members.³²
- **Notification of Board Member Resignations/Submission of New Board Members for Approval.** The Board has not consistently submitted new board member credentials within the required five days of change to OSDCP for review and, if necessary, approval. Though the school added 12 Board members to its roster in August 2014, the NYC DOE only learned of these additions during the school's visit in November 2014. Further, not all members submitted full applications for review. As of the January review, the NYC DOE is still awaiting information for two of the 15 current Board members.
- **Timely submission of documents.** The Board has consistently submitted the Annual Report to the NYSED by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. Charter law requires the school to post annual audits to its website. Currently, there are financial reports posted for FY12 and FY13 but no other years.

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

- **Insurance.** The school has submitted appropriate insurance documents to the NYC DOE.
- **Application and Lottery.** For the 2013-2014 school year, the school had an application deadline of April 1, 2014 and lottery date of April 8, 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.
- **Fire Emergency.** One of the school leaders was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- **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.

³² Source: New York State Education Department Annual Report

- **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 in compliance with federal law.

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

- **Immunization.** The school has submitted its required immunization documentation and is not in compliance with Department of Health standards of 99% for immunization. The school has an immunization rate of 95.3%.
- **Fingerprint clearance.** All staff members do not have appropriate fingerprint clearance. Four staff members do not have the appropriate clearance.
- **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. The school is currently employing 17 uncertified teachers.
- **Safety Documents.** The school has submitted the required safety plan; however, the school does not have the required number of staff with AED/CPR certification.

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 November 1, 2014, charter school enrollment and retention targets as required by the NYS Charter Schools Act are still in a *proposed* status. The information presented below for enrollment is compared to NYC CSD and NYC averages, however, these averages should not be assumed to be similar to the final enrollment targets to be released by NYSED.³³
- In all years of operation, including the most recent completed school year 2013-2014, Achievement First East New York Charter School:
 - served a lower percentage of students qualifying for Free or Reduced Price Lunch compared to the CSD 19 elementary and middle school rate, but served a higher percentage than the CSD 17 high school rate in 2013-2014, and served a higher percentage than the citywide rate in each of the last two years; and
 - served a lower percentage of students with disabilities compared to the CSD 19 elementary and middle school rate, the CSD 17 high school rate, and the citywide rate; and
 - served a lower percentage of English Language Learner students compared to the CSD 19 elementary and middle school rate, the CSD 17 high school rate, and the citywide rate.

³³ Please see the following website for more information: <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

Enrollment of Special Populations³⁴

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Proposed) ³⁵
Free and Reduced Price Lunch (FRPL)	Achievement First East New York Charter School	78.0%	80.3%	80.9%	84.3%	85.5%	91.6%
	CSD 19	96.3%	95.8%	95.9%	95.0%	94.9%	
	CSD 17	-	-	-	-	84.7%	
	NYC	86.7%	81.7%	84.0%	82.9%	82.0%	
Students with Disabilities (SWD)	Achievement First East New York Charter School	10.4%	10.9%	9.0%	7.5%	11.2%	13.6%
	CSD 19	13.2%	14.0%	14.6%	16.4%	19.4%	
	CSD 17	-	-	-	-	16.3%	
	NYC	17.7%	17.8%	17.9%	18.5%	20.1%	
English Language Learners (ELL)	Achievement First East New York Charter School	0.4%	1.2%	1.2%	1.0%	0.8%	12.4%
	CSD 19	13.2%	12.8%	12.3%	11.9%	11.8%	
	CSD 17	-	-	-	-	11.1%	
	NYC	18.1%	17.0%	15.9%	15.1%	14.5%	

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	K-5	K-6	K-7	K-8	K-9
CSD(s)	19	19	19	19	19 (Grades K-8) and 17 (Grade 9)

³⁴ 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>.

³⁵ Targets were identified for Achievement First East New York Charter School by using CSD 19 as the primary CSD and a grade range of grades kindergarten through nine.

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:

- The school has plans to grow toward its currently authorized and intended grade span of kindergarten through twelve, reaching its full grade span in the 2016-2017 school year, upon renewal.
- The school requests to increase its maximum authorized enrollment.

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.³⁶

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.³⁷ 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;
- 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

³⁶ See §§ 2851(4) and 2852 of the Act.

³⁷ See generally §§ 2851(3) and 2851(4).

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.³⁸

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.³⁹

³⁸ § 2851(4)(e) added with the 2010 amendments to the Act.

³⁹ 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 or without 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 Reports⁴⁰

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

⁴⁰ 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 location⁴¹ 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

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

⁴¹ School-specific targets for enrollment and retention are to come from the NY State Education Department. This requirement of the New York State Charter Schools Act applies to schools renewed after 2010.

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
Achievement First East New York Charter School					
Grade 3	51.1%	48.1%	59.5%	22.1%	36.0%
Grade 4	36.6%	61.3%	60.3%	30.5%	27.0%
Grade 5	48.3%	50.0%	48.2%	17.3%	32.9%
Grade 6	-	58.0%	50.0%	29.1%	27.3%
Grade 7	-	-	64.9%	31.9%	38.8%
Grade 8	-	-	-	36.9%	40.0%
DIFFERENCE FROM CSD 19 *					
Grade 3	11.8	11.8	25.8	7.8	20.4
Grade 4	4.5	21.1	21.1	15.6	8.9
Grade 5	14.5	15.2	9.4	0.7	16.8
Grade 6	-	24.1	19.7	16.8	14.1
Grade 7	-	-	33.7	19.7	24.7
Grade 8	-	-	-	23.5	26.0
DIFFERENCE FROM NYC					
Grade 3	4.6	0.0	10.5	-6.0	6.1
Grade 4	-9.0	10.3	7.9	3.3	-4.1
Grade 5	2.1	1.0	-4.0	-11.3	4.5
Grade 6	-	14.4	4.7	5.8	2.0
Grade 7	-	-	21.6	6.5	12.0
Grade 8	-	-	-	11.5	11.1

Grade-Level Proficiency in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First East New York Charter School					
Grade 3	73.6%	79.7%	72.2%	44.7%	52.3%
Grade 4	75.0%	81.5%	80.8%	41.5%	54.1%
Grade 5	74.2%	81.8%	66.7%	22.7%	45.6%
Grade 6	-	78.0%	98.8%	69.6%	55.8%
Grade 7	-	-	89.2%	44.4%	72.5%
Grade 8	-	-	-	66.2%	63.8%
DIFFERENCE FROM CSD 19 *					
Grade 3	29.1	38.0	30.0	26.0	32.1
Grade 4	27.3	31.7	29.6	21.6	30.3
Grade 5	29.5	36.5	13.8	6.4	21.4
Grade 6	-	33.2	55.9	54.3	40.4
Grade 7	-	-	51.6	33.5	58.9
Grade 8	-	-	-	53.2	57.7
DIFFERENCE FROM NYC					
Grade 3	19.3	24.9	15.2	11.6	13.7
Grade 4	16.6	19.2	15.1	6.2	14.1
Grade 5	14.5	18.9	1.5	-6.9	6.8
Grade 6	-	22.0	39.5	40.8	22.1
Grade 7	-	-	31.9	19.5	42.9
Grade 8	-	-	-	40.4	41.0

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

Regents Pass Rates

Achievement First East New York Charter School	
	2013-2014
Integrated Algebra	84.6%
Algebra 2 / Trigonometry	-
Comprehensive English	-
U.S. History	-
Chemistry	-
Physics	-
Living Environment	-
Language Other Than English	-

Appendix B: High School Performance Data

The high school performance data presented below reflects high school students from both Achievement First CMO schools that collectively make up “Achievement First University Prep”, only one of which, Achievement First East New York Charter School, is charter authorized by the NYC DOE Chancellor.⁴² In the 2013-2014 school year, 37% of ninth grade students at Achievement First University Prep were enrolled at AF – East New York.⁴³

Credit accumulation is self-reported by charter schools to the NYC DOE. In the most recent school year, 2013-2014, 96.7% of first year students at Achievement First University Prep earned 10+ credits, placing it in the 95th percentile of its peer group schools and in the 89th percentile of all high schools citywide.⁴⁴

Credit Accumulation

% 1st-Year Students Earning 10+ Credits					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First University Prep	-	-	-	-	96.7%
Peer Percent of Range	-	-	-	-	88.9%
City Percent of Range	-	-	-	-	92.6%

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.

Regents Pass Rates

Achievement First University Prep	
	2013-2014
Integrated Algebra	92.5%
Algebra 2 / Trigonometry	-
Comprehensive English	-
U.S. History	-
Chemistry	-
Physics	-
Living Environment	-
Language Other Than English	-

⁴² The two Achievement First CMO schools whose high school grades together make up Achievement First University Prep are Achievement First East New York Charter School and Achievement First Bushwick Charter School.

⁴³ In 2013-2014, only 20% of all students at Achievement First University Prep were registered to AF – East New York. However, AF – East New York students made up 37% of the ninth grade class at Achievement First University Prep.

⁴⁴ A percentile rank provides the percentage of schools that score lower than the school under consideration. A citywide percentile of 89%, for example, indicates that the school's credit accumulation rate was above 89% of high schools citywide.

Appendix C: Additional Accountability Data

NYC DOE Accountability Reports

[Annual Comprehensive Review 2013-2014](#)

[Annual Comprehensive Review 2012-2013](#)

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

[Annual Site Visit Report 2010-2011](#)