



## **WILLIAMSBURG CHARTER HIGH SCHOOL**

**2013 – 2014 SCHOOL YEAR  
MAY 2014**

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## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

Name of Charter School	Williamsburg Charter High School
Current Board Chair(s)	Lourdes Rivera-Putz
School Leader	Kathleen Gaffney
Management Company (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 14
Physical Address	198 Varet St., Brooklyn 11206
Facility	Non-DOE Operated
School Opened For Instruction	2004
Current Charter Term Expiry Date	7/27/2014
Maximum Grade Levels / Enrollment at Expiry Date	9-12 / 944
Proposed Charter Term	Full-term
Proposed Maximum Grade Levels / Enrollment at New Expiry Date	9-12 / 963

### II. Overview of School-Specific Data: Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	D	C	B	A
Student Progress	F	C	B	A
Student Performance	D	B	B	B
School Environment	B	C	B	B
College and Career Readiness			C	C
Closing the Achievement Gap Points	0.0	4.0	4.4	4.1

## HS Performance Compared to Peer and NYC Averages<sup>1</sup>

4-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013 <sup>2</sup>
Williamsburg Charter High School	67%	65.1%	74.7%	79.3%
NYC	65.1%	65.5%	64.7%	
Difference from NYC	-11.6%	-0.4%	10.0%	
6-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Charter High School	85.3%	87.7%	82.8%	79.1%
NYC	69.2%	70.9%	73.2%	
Difference from NYC	16.1%	16.8%	9.6%	
College Readiness Index <sup>3</sup> - 4 years				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Charter High School			9.7%	13.7%
Peer Percent of Range			33.9%	46.6%
City Percent of Range			22.4%	29.4%

## Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Charter High School	68.8%	73.1%	76.0%	86.2%
Peer Percent of Range	42.9%	43.8%	51.5%	75.5%
City Percent of Range	45.0%	50.6%	51.9%	69.5%
% 2nd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Charter High School	59.0%	64.2%	75.1%	75.1%
Peer Percent of Range	20.5%	26.8%	55.7%	64.0%
City Percent of Range	30.9%	38.9%	54.1%	52.1%
% 3rd-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Charter High School	61.6%	37.3%	76.5%	77.9%
Peer Percent of Range	18.0%	41.0%	66.8%	76.0%
City Percent of Range	34.4%	46.6%	58.5%	59.6%

\* 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 or city.

<sup>1</sup> 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 or city.

<sup>2</sup> The graduation rate for NYC as of the 2012-2013 school year was not available during this report's publication

<sup>3</sup> The College Readiness Index score was not introduced until the 2011-2012 school year.

<b>Academic Goal Analysis by Category (based on School's submission)</b>					
	<b>1<sup>st</sup> Year 2009-2010</b>	<b>2<sup>nd</sup> Year 2010-2011</b>	<b>3<sup>rd</sup> Year 2011-2012</b>	<b>4<sup>th</sup> Year 2012-2013</b>	<b>Cumulative 4 Year Total</b>
Total Achievable Academic Goals	4	4	4	8	<b>18</b>
# Met	2	3	2	5	<b>10</b>
# Partially Met	1	0	0	0	<b>1</b>
# Not Met	1	1	2	3	<b>7</b>
<b>% Met</b>	50%	75%	50%	63%	<b>56%</b>
<b>% Partially Met</b>	25%	0%	0%	0%	<b>6%</b>
<b>% Not Met</b>	25%	25%	100%	38%	<b>39%</b>

### **III. Rationale for Recommendation**

#### **A. Academic Performance**

At the time of this school's renewal, Williamsburg Charter High School (WCHS) has demonstrated academic achievement and progress. After a successful first charter term, WCHS began its second term with mixed results but steadily gained ground over the charter term earning a B on the 2011-2012 New York City Department of Education (NYC DOE) Progress Report and an A in 2012-2013. Over the course of the charter, WCHS has surpassed the city's four and six year graduation rates by approximately 10 percentage points in 2011-2012 (the last year of data available for comparison).

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include, "(a) Improve student learning and achievement;" and "(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure." Data available for Williamsburg Charter High School indicate that the school has made progress towards meeting this objective.

The Williamsburg Charter High School's mission is to unite youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world and prepares them in their journey to become skilled workers in and literate citizens of the world community. The school aims to accomplish this through their student's participation in a rigorous and demanding liberal arts education that includes language, literature, writing, science, history, mathematics, the arts, technology and explorations in disciplines designed to teach fairness, justice, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.

WCHS entered the fifth year of its second charter term with the start of the 2013-2014 academic year. For the current charter term, the NYC DOE has four years of data to evaluate the academic achievement and progress of the school. WCHS has received four graded NYC DOE Progress Reports over the course of their current charter. NYC DOE Progress Reports grade each school with an overall grade of A, B, C, D, or F and are based on the school's performance in each of these categories: Student Progress, Student Performance, and School Environment, with additional points for closing the achievement gap contributing to the overall grade. High School Progress Reports also include a College and Career Readiness section. Grades are based on comparing school results in each category to a peer group of up to 40 schools with the most similar student population and to school results citywide.

Over the course of its second charter term, WCHS progress report grades steadily improved year over year. In 2009-2010, WCHS earned a D grade on the NYC DOE Progress Report, in 2010-2011 it earned a C, in 2011-2012 the school earned a B, and 2012-2013 it earned an A.

The Student Progress section of the NYC DOE Progress Report is the most heavily weighted of all sections; it constitutes 55% of a school's grade. The grade in this section is based on credit accumulation and weighted regents pass rates, which measure how students are progressing towards earning a Regents diploma. Over the course of the charter term, the school also demonstrated growth in this section; earning an F, a C, a B, and an A in 2009-2010, 2010-2011, 2011-2012, and 2012-2013, respectively.

In 2012-2013, WCHS's Progress Report Overall Grade placed them in the top 74<sup>th</sup> percentile of the city and top 85<sup>th</sup> percentile for their peer group. WCHS also did well when compared to the city, borough, and their peer group for four year and six year graduation rates. In 2012-2013, WCHS had a 79% four year graduation rate, placing them in 64<sup>th</sup> percentile of the city, 73<sup>rd</sup> percentile for the borough, and 80<sup>th</sup> percentile of their peer group. WCHS's six year graduation rate in 2012-2013 was also 79%, placing the school in the upper half of the city and the 63<sup>rd</sup> percentile for the borough and peer group.

Over the four years that data are available for the charter term, WCHS has met or partially met 62% of its academic charter goals.

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 the school provided a safe environment, conducive to learning. In a visit to the school in May 2013, reviewers noted that questioning techniques at the school, “ask students to analyze and apply the information being studied” and in May 2011, that the school “fosters a safe and comfortable learning environment which encourages both academic success and teacher professional development”.

## **B. Governance, Operations & Finances**

Over the course of the school’s charter term, the Board of Trustees has partially developed its governance structure and organizational design. The Board consists of eight voting members and two non-voting members. Over the course of the charter, 3 members resigned or were removed and the Board has grown by four voting members and two non-voting members. Currently, the Board consists of experts from many professions including, but not limited to, the financial sector, non-profit administration, accounting, legal profession, and education.

Over the course of the school’s current charter term, WCHS has partially established a stable school culture, despite turnover among teaching staff. The school has consistently met its charter goals for parent satisfaction on the NYC DOE School Survey, though struggled with its goals for student and teacher satisfaction. It has met its goals for student enrollment and retention each year. NYC DOE survey results have consistently been Average to Above Average across all four categories (Academic Expectations, Communication, Engagement, and Safety & Respect) over the course of the term, with the exception of Academic Expectations in 2012-2013, which was Below Average. School Survey participation rates have been above city averages for all constituencies for all years of the term.

Overall, the school is in position to meet near-term financial obligations and is financially sustainable based on its current practices. There was no material weaknesses noted in the past three independent financial audits.

## **C. Compliance with Charter, Applicable Law and Regulations**

Over the charter term, Williamsburg Charter High School has been compliant with some applicable laws and regulations and not others.

In 2011, WCHS was placed on probationary status for non-compliance with certain operational and governance requirements, including but not limited to entering into a contractual relationship with Believe Charter Schools management organization without NYC DOE approval, accumulating extensive debt, and struggling with board capacity issues. In January 2012, as a result of not rectifying concerns, the DOE issued a Notice of Intent to Revoke Charter due to WCHS’ failure to address a sufficient number of these issues. In the spring of 2012, WCHS challenged the revocation, and which was ultimately overturned. As a result of continuing concerns regarding WCHS’ financial health and governance, the school was placed on extended probationary status in summer of 2012. WCHS submitted and followed its Corrective Action Plan, successfully addressing or resolving the concerns raised in the notice of extended probation fully. WCHS was removed from probationary status in December 2013.

#### **D. Plans for Next Charter Term**

During the third charter term, WCHS is not considering model replication or alteration, but proposes a modest increase in the school's enrollment by a total of 19 students. The projected enrollment increase from 944 to 963 represents a 2% increase and will allow WCHS the ability to provide more interested families with the opportunity to become part of the WCHS community. WCHS proposes this increase based on high academic performance in the past two years, high demand for freshman seats in the 2013-2014 application lottery and extra, available space in the school's facility.

**For the aforementioned reasons, the NYCDOE recommends a full term charter renewal of 5 years (through June 30 of 2019).**

## Part 2: School Overview and History

Williamsburg Charter High School is a high school serving approximately 969 students<sup>4</sup> in grades nine through twelve during the 2013-2014 school year. It opened in the 2004-2005 school year, with grade nine and is under the terms of its second charter. The school is fully phased in, and has been since the 2007-2008 school year.<sup>5</sup> The school is located in Community School District 14, in the Williamsburg section of Brooklyn and is located in a private facility.

The Williamsburg Charter High School's mission is to unite youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world and prepares them in their journey to become skilled workers in and literate citizens of the world community. The school aims to accomplish this through their student's participation in a rigorous and demanding liberal arts education that includes language, literature, writing, science, history, mathematics, the arts, technology and explorations in disciplines designed to teach fairness, justice, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.

The school typically enrolls new students across all grades if there is space. There were 174 students on the waitlist after the spring 2013 lottery.<sup>6</sup>

Over the charter term, the school has served the following percentages of special populations of students<sup>7</sup>:

### Special Populations

Year	Free Reduced Lunch				Students with Disabilities				English Language Learners			
	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
School	69.0%	74.4%	80.3%	78.6%	13.7%	14.4%	14.8%	14.7%	3.0%	3.4%	4.0%	4.5%
CSD 14	70.7%	73.8%	75.4%	78.5%	14.6%	15.5%	16.4%	16.8%	7.7%	8.6%	8.2%	9.0%
NYC	60.8%	62.7%	65.7%	68.2%	12.7%	13.1%	13.6%	14.2%	12.1%	12.6%	12.5%	12.1%

The table above indicates that WCHS serves a comparable percentage of FRL students and Students with Disabilities to its district of location, and a lower population—though increasing percentage—of English Language Learner students.

Williamsburg Charter High School was granted a full charter for its second term in 2009.

In 2011, WCHS was placed on probationary status for non-compliance with certain operational and governance requirements, including but not limited to entering into a contractual relationship with Believe Charter Schools management organization without NYC DOE approval, accumulating extensive debt, and struggling with board capacity issues. In January 2012, as a result of not rectifying concerns, the DOE issued a Notice of Intent to Revoke Charter due to WCHS' failure to address a sufficient number of these issues. In the spring of 2012, WCHS challenged the revocation, and which was ultimately overturned. As a result of continuing concerns regarding WCHS' financial health and governance, the school was placed on extended probationary status in summer of 2012. WCHS submitted and followed its Corrective Action Plan, successfully addressing or resolving the concerns raised in the notice of extended probation fully. WCHS was removed from probationary status in December 2013.

<sup>4</sup> ATS data from October 31, 2013.

<sup>5</sup> NYC DOE internal data.

<sup>6</sup> Self-reported by school

<sup>7</sup> Comparisons to both the CSD and City are made against students in Grades K-12. This is determined by the grades served in the 2012-2013 school year. Special population figures are as of October 31<sup>st</sup> for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.

The school created a Corrective Action Plan which was approved by the NYC DOE and monitored by the Board, school leadership, and the members of the NYC DOE during the course of the probation term. In addition representatives of the NYC DOE team reviewed the school's reporting documents and made an oversight visit to the school, including its Annual Comprehensive Review on May 20, 2013.

The Board and school leadership was cooperative with the NYC DOE and successfully addressed the probation terms fully.

- The school established an escrow account as required by its Charter Agreement.
- WCHS established policies to ensure any additional payments/reimbursements to school leadership must be signed off by a Board member and to monitor credit card usage.
- Per the State Education Department, Office of Audit Service's audit of the school for the 2009-10 year, \$807,854 was identified as unaccounted for reimbursement expenditures for various federal grant funds (American Recovery & Reinvestment Act Equipment, Title I, Title I non-ARRA, Title IIA and D, and Federal Charter Schools Dissemination grants). The Audit recommended that school return \$353,963 in unallowable expenditures to the State. The school repaid the \$353,963 in October 2013.
- The school established measures to document adequate physical inventory utilizing asset tags and inventory list.
- The WCHS Board revised the school's Fiscal Policies and Procedures Manual highlighting all procedures relating to the disclosure of financial interest forms are clearly defined.

As a result of this responsive and successful performance by the school, the NYC DOE is removed WCHS from probation in December 2013.

Williamsburg Charter High School's Board of Trustees is led by Lourdes Rivera-Putz, the Board Chairperson. The school's principal is Kathleen Gaffney who transitioned from the role of Director of Special Education in 2013. Marsha Spampinato was the previous school principal; she held that role for two years.

## Part 3: Renewal Process Overview

### Renewal Process

In the final year of its charter, a 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 first 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.

As the school is approaching the end of its charter term, the NYC DOE performs a comprehensive review of the school's performance over the course of the charter. This renewal process is conducted through analyzing student performance data and collecting and evaluating school-submitted documents during the charter term. Evidence of a school's success is organized around the four essential questions that comprise the NYC DOE's Accountability Framework:

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

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial 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.

### Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its 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 identify areas of weakness and to help the school to address them. 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 staff from the Charter Schools Accountability and Support (NYC DOE) team and other staff from the NYC DOE.

Upon review of all the relevant materials, a recommendation is made to the 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:

- Overall NYC DOE Progress Report score,
- New York State ELA and Math results and/or New York State Regents exams,
- ELA and Math proficiency compared to the district for elementary and middle schools, and graduation rates compared to the city for high 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 sound, viable organization?

To assess whether a school is a fiscally sound, viable organization, NYC DOE 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 NACSA (National Association of Charter School Authorizers) Financial Framework<sup>8</sup>.

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.

#### **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 all applicable laws and regulations.

#### **Staff Representatives**

The following NYC DOE staff participated in the review of this school, including a visit to the school on March 17<sup>th</sup> and 18<sup>th</sup> 2014:

- Sonya Hooks, Senior Director, NYC DOE
- Andrea McLean, Director of Oversight, NYC DOE
- Richard Larios, Senior Director, NYC DOE
- Gabrielle Mosquera, Director of Oversight, NYC DOE

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<sup>8</sup>[http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance\\_Framework\\_Fall\\_2012\\_Draft.pdf](http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance_Framework_Fall_2012_Draft.pdf), page 38-59

## Part 4: Findings

### Essential Question 1: Is the School an Academic Success?

Over the charter term Williamsburg Charter High School (WCHS) has demonstrated academic achievement and progress.

#### Academic Attainment and Improvement

WCHS has received four NYC DOE Progress Reports and has four years of assessment data for its current charter at the time of this report. (For detailed information on the progress reports and grade-level data on NYS assessments, please see Appendix A.)

#### Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	D	C	B	A
Student Progress	F	C	B	A
Student Performance	D	B	B	B
School Environment	B	C	B	B
College and Career Readiness <sup>9</sup>			C	C
Closing the Achievement Gap Points	0.0	4.0	4.4	4.1

#### HS Performance Compared to Peer and NYC Averages<sup>10</sup>

4-year Graduation Rate				
	2009-2010	2010-2011	2011-2012	2012-2013 <sup>11</sup>
Williamsburg Charter High School	67%	65.1%	74.7%	79.3%
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College Readiness Index - 4 years				
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<sup>11</sup> The graduation rate for NYC as of the 2012-2013 school year was not available during this report's publication.

### Credit Accumulation

<b>% 1st-Year Students Earning 10+ Credits</b>				
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Williamsburg Charter High School	68.8%	73.1%	76.0%	86.2%
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<b>% 2nd-Year Students Earning 10+ Credits</b>				
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<b>% 3rd-Year Students Earning 10+ Credits</b>				
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City Percent of Range	34.4%	46.6%	58.5%	59.6%

## Mission and Academic Goals

Over the charter term, the school achieved: 2 of 4 applicable charter goals in the first year of the charter, 3 of 4 in the second year, 2 of 4 in the third year, 5 of 8 in the fourth year.

### Progress Toward Academic Charter Goals

	Met in 2009-10?	Met in 2010-11?	Met in 2011-12?	Met in 2012-13?
By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in ELA.	N/A	N/A	N/A	Yes
By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in Math.	N/A	N/A	N/A	Yes
By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other.)	N/A	N/A	N/A	Yes
By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in History (Global Studies or U.S. History).	N/A	N/A	N/A	Yes
By the end of year 4 in the charter, 20% of each cohort will graduate with an Advanced Regents Diploma.	N/A	N/A	N/A	No
By the end of year 4 in the charter, 5% of each cohort will graduate with an Honors Regents Diploma.	N/A	N/A	N/A	No
Each year, at least 80% of each student cohort (as defined by the New York State Education Department) graduates within five years.	Yes	No	No	Yes
Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.	No	Yes	Yes	N/A
Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.	Partial	Yes	Yes	N/A
Each year, the school will be deemed "In Good Standing."	Yes	Yes	No	No

## Responsive Education Program

As part of the renewal review process, representatives of the NYC DOE visited the school on March 17<sup>th</sup> and 18<sup>th</sup>, 2014. Based on discussions with school leadership and staff, intensive document review, and observation, the following was noted:

- Alignment with Common Core:
  - WCHS' English curriculum is fully aligned with the rigors of Common Core.
  - WCHS's Math curriculum is also fully aligned with the rigors of Common Core.

- WCHS's Science and Social Studies curriculum has not yet been fully aligned with the rigors of Common Core, but has focused on implementing the standards for literacy in these subjects.
- Addressing the Needs of All Learners:
  - WCHS uses a variety of learning modalities with differentiating instructional techniques to ensure that all learner types (i.e. auditory, visual, tactile, kinesthetic) are supported.
  - WCHS supports high performing learners through the provision of Honors and AP courses.
  - WCHS supports those in need of additional support and/or are under-credited transfer students through remedial courses, and supplemental opportunities outside of the school day.
  - Any students identified of being at-risk of academic failure are supported through tailored intervention support. Intervention staff works with students in six-week cycles to determine whether these students need to be referred for special education services. In addition, student progress is monitored on a consistent basis to ensure students are adequately supported and challenged.
- Capture, Use, and Analysis of Data
  - Interim assessments are provided to students at four points during the year. Assessments are created in-house by staff before material is taught and are designed to include all of the New York State Common Core Learning Standards to be covered in instruction. Across each specific class, e.g., Integrated Algebra, teachers provide students with an identical interim assessment, which has been created or reviewed by Department Leaders.
  - Throughout each school year, Department Leaders train faculty on to how to use data gained from assessments to drive instruction.
  - After the assessment is given, Department Leaders work with teachers using Data Link software, which interfaces with Scantron test results. Data Link allows teacher to collect data using item analysis. Teachers download testing data into an Excel spreadsheet and that data is sent to Department Leaders.
  - During data meetings, teachers are grouped by content area to go over their item analysis results. Any questions that are not mastered by students are highlighted.
  - Teachers discuss which standards have and have not been mastered and create plans on how to incorporate standards that were not mastered into future lessons.
  - Department leaders monitor such plans throughout the year in classroom observations and in reviews of lesson plans.
- Instructional Model and Classroom Instruction
  - On the days of visit, twenty-four classrooms across grades 9 through 12 were observed with the school's Principal, Assistant Principal, and Director of Special Education Services.
  - Class-sizes ranged from 15 to 22 students in size, with one or two teachers in all classrooms.
  - Forms of questioning during the classroom observations ranged from challenging students to demonstrate understanding to challenging students to synthesize and evaluate information.
  - In most rooms, checks for understanding that included questioning, polling, classwork, teacher observation, and frequent use of student turn and talk, were observed.
  - In some rooms, differentiation of materials, tasks, and products, through small group instruction or independent practice, was observed.
  - In all observed classes, students were responsive to teacher directions and instruction.
  - In all observed classes, students were either fully on task or mostly on task.
  - Based on debriefs with the school's leaders after classroom visits, all 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 twenty-three teachers. The following was noted:
  - All interviewed teachers reported that they received school-based professional development every Wednesday for two and a half hours. Some teachers reported being supported through receiving professional development through seminars and conferences.
  - Some of the interviewed teachers mentioned the use of the Teacher Evaluation Rubric by Danielson for formal teacher evaluations conducted by the school's leadership, while most of the interviewed teachers discussed the use of informal observations for receiving feedback.
  - All interviewed teachers reported that they collect, use, and data using Data Link technology.in the classrooms and receive professional development. through both formal (i.e. Common Core standards-based tests, Developmental Reading Assessment [DRA]) and informal assessments (i.e. observational notes, exit slips assessments. for groupings and lesson planning).
  
- NYC DOE representatives conducted group interviews with students across the ninth through twelfth grades. The following was noted:
  - Students talked about the academic rigor and high expectations of the school.
  - Students said they felt supported by teachers, staff, and administration.
  - Students interviewed also spoke about the benefits of the extra curricula activities.

## **Essential Question 2: Is the School a Fiscally Sound, Viable Organization?**

### **Governance Structure & Organizational Design**

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

In 2011, WCHS was placed on probationary status for non-compliance with certain operational and governance requirements, including but not limited to entering into a contractual relationship with Believe Charter Schools management organization without NYC DOE approval, accumulating extensive debt, and having struggling with board capacity issues. In January 2012, as a result of not rectifying concerns, the DOE issued a Notice of Intent to Revoke Charter due to WCHS' failure to address a sufficient number of these issues. In the spring of 2012, WCHS challenged the revocation, and which was ultimately overturned. As a result of continuing concerns regarding WCHS' financial health and governance, the school was placed on extended probationary status in summer of 2012.

The school created a Corrective Action Plan which was approved by the NYC DOE and monitored by the Board, school leadership, and the members of the NYC DOE team during the course of the probation term. In addition, representatives of the NYC DOE team reviewed the school's reporting documents and made an oversight visit to the school, including its Annual Comprehensive Review on May 20, 2013.

The Board and school leadership was cooperative with the NYC DOE and successfully the probation terms fully.

- The school established an escrow account, as required by its Charter Agreement.
- WCHS established policies to ensure any additional payments/reimbursements to school leadership must be signed off by a Board member and to monitor credit card usage.
- Per the State Education Department, Office of Audit Service's audit of the school for the 2009-2010 year, \$807,854 was identified as unaccounted for reimbursement expenditures for various federal grant funds (American Recovery & Reinvestment Act Equipment, Title I, Title I non-ARRA, Title IIA and D, and Federal Charter Schools Dissemination grants). The Audit recommended that school return \$353,963 in unallowable expenditures to the State. The school repaid the \$353,963 in October 2013.
- The school established measures to document adequate physical inventory utilizing asset tags and inventory list.
- The WCHS Board revised the school's Fiscal Policies and Procedures Manual highlighting all procedures relating to the disclosure of financial interest forms to be clearly defined.

As a result of this responsive and successful performance by the school, NYC DOE removed WCHS from probation in December 2013.

On March 18, 2014, as part of the renewal review process, representatives of the NYC DOE met with the school's Board of Trustees. Based on document review and observation, the following was noted:

- The Board currently has eight active, voting members and two non-voting members. Although the Board lost three members since the first year of the charter, they managed the attrition by adding four new voting members and two new non-voting members. The school has kept membership within the minimum of 5 members and maximum of 13 members, established in the Board's bylaws.
- The Board consistently achieved quorum, as recorded in meeting minutes.
- The Principal updates the Board on academic progress and operations at the school, as recorded in meeting minutes.
- There are clear lines of accountability between the Board and school leadership, as evidenced by the school's organization chart and school leadership's monthly updates on academic, financial, and operational performance to the Board and its committees, as recorded in Board meeting minutes.

- The Board has active and functioning committees, as required by its bylaws, including an Executive Committee, Development Committee, Committee on Trustees, Education Committee, and Accountability and Finance as recorded in meeting minutes.
- The Board of Trustees is chaired by Lourdes Rivera-Putz, who is one of the founding Board members. The school is led by Kathleen Gaffney, who transitioned from the role of Director of Special Education to principal in 2013.

## School Climate & Community Engagement

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

- To date, the school has not met its charter goal of having an annual average student attendance rate of at least 90%. Current average daily attendance for students is at 88.3%.<sup>12</sup>

Average Daily Attendance	2008-09	2009-10	2010-11	2011-12
	87%	87%	90%	89%

- Staff turnover was 58% of instructional staff not returning, by choice or request, at the start of the 2012-2013<sup>13</sup> school year. A large part of the instructional staff turnover was due to the pending revocation actions. However, for the 2013-2014 school year, staff turnover for instructional staff was only 7% of staff not returning. There is little evidence that turnover has affected student performance.
- The school has experienced little leadership turnover during the course of its charter term, having one principal Marsha Spampinato until the end of 2013, when Kathleen Gaffney, the previous Director of Special Education, assumed the role.
- The school has had challenges over the course of its charter term meeting the authorized enrollment number of 944, due partly to the revocation process. The school has been able to stabilize for the 2013-2014 school year and has met authorized numbers.
- Over the course of the charter term, the NYC School Survey results and response rates were:

### Williamsburg Charter High School NYC School Survey Results<sup>14</sup>

	2009-10 <sup>15</sup>	2010-11	2011-12	2012-13
<b>Academic Expectations</b>	-	Below Average	Average	Average
<b>Communication</b>	-	Below Average	Below Average	Below Average
<b>Engagement</b>	-	Well Below Average	Average	Average
<b>Safety &amp; Respect</b>	-	Average	Above Average	Average

### Williamsburg Charter High School Response Rates Compared to Citywide Average

	Parents	Citywide	Teachers	Citywide	Students	Citywide
<b>2009-2010<sup>16</sup></b>	<b>18%</b>	49%	<b>57%</b>	76%	<b>22%</b>	82%
<b>2010-2011</b>	<b>30%</b>	52%	<b>51%</b>	82%	<b>93%</b>	83%
<b>2011-2012</b>	<b>33%</b>	53%	<b>98%</b>	82%	<b>89%</b>	82%
<b>2012-2013</b>	<b>44%</b>	54%	<b>95%</b>	83%	<b>88%</b>	83%

<sup>12</sup> Self-reported information from school-submitted data collection form on 1/2013

<sup>13</sup> Self-reported information from school-submitted data collection form on 1/2013

<sup>14</sup> Williamsburg Charter High School Statistics: <http://schools.nyc.gov/SchoolPortals/14/K473/AboutUs/Statistics/default.htm>

<sup>15</sup> Data for the 2009-2010 NYC School Survey Results did not have this measurement

<sup>16</sup> Data for the 2009-2010 NYC School Survey Results did not have this measurement

- The school’s charter goals include, “parents will express satisfaction with the school’s program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.”<sup>17</sup> The school did not meet this goal over the course of its charter term.
- The school’s charter goals include, “teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.”<sup>18</sup> The school did not meet this goal over the course of its charter term.
- The school’s charter goals include, “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 will only have met this goal if 50% or more students enrolled participate in the survey.”<sup>19</sup> The school did not meet this goal over its charter term.

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

- The school interacts with the parent community in a number of ways, including quarterly parent meetings, Advisor outreach, surveys, grade orientations, Parents Association meetings, musical and theatrical productions, student recruitment initiatives, and monthly school events.
- At least twice a year, parents attend report card meetings in which they meet with their student’s Advisor, and any number of his/her teachers, as all instructional staff members are present for the night of the meetings.
- In addition to the NYC DOE’s Learning Environment Survey, the school also creates surveys to gather input from families. The school has used the information to make policy and personnel decisions.
- The school hosts members of the community in their facility for a number of events. For example, the school hosted an African American Leaders Appreciation ceremony with City Council Member Diana Reyna, held PS 145’s 5<sup>th</sup> grade prom, and collaborated with La Cima Charter School, Bedford Stuyvesant New Beginnings Charter School, Families for Excellent Charter Schools and NYC Collaborates to cook meals for victims of Hurricane Sandy.
- The NYC DOE conducted a public renewal hearing for the school in an effort to elicit public comments. About 100 participants attended the hearing, 21 speaking in support of the school’s renewal and none speaking in opposition.
- The NYC DOE made randomized phone calls to parents from a roster provided by the school for students of all grades. Calls to parents/guardians were made until twenty phone calls were completed. Of these calls, 90% provided positive feedback and 10% provided neutral feedback regarding the school.

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<sup>17</sup> Williamsburg Charter High School Statistics: <http://schools.nyc.gov/SchoolPortals/14/K473/AboutUs/Statistics/default.htm>

<sup>18</sup> Williamsburg Charter High School Statistics: <http://schools.nyc.gov/SchoolPortals/14/K473/AboutUs/Statistics/default.htm>

<sup>19</sup> Williamsburg Charter High School Statistics: <http://schools.nyc.gov/SchoolPortals/14/K473/AboutUs/Statistics/default.htm>

## Financial Health

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

- Based on the FY13 financial audit, the school's current ratio indicated that the school is able to meet its current liabilities.
- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for more than two months without an infusion of cash.
- A comparison of the enrollment projections for the 2013-14 budget to the actual enrollment as of October 5, 2013 revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit, the school had met its debt obligations.

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

- Based on the financial audits from FY11 to FY13, the school operated at net zero (neither surplus nor deficit). In FY13 they operated at a surplus and FY11 and FY12 they operated at a deficit.
- Based on the FY13 financial audit, the school's debt to asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY13, the school generated overall positive cash flow from FY11 to FY13, and the school had positive cash flow in each measurable year.

There was no material weakness noted in the three independent financial audits for FY11 to FY13.

Based on document review and an interview during the visit to the school, the following was noted:

- During the year ended June 30, 2012, a forbearance agreement was reached with the school's landlord in the amount of \$2,133,889 to pay for past due rent and to replenish the security deposit in the amount of \$1,500,000. The outstanding amount was payable in 36 monthly installments commencing on September 1, 2011, and expiring on August 1, 2014. As of November 1, 2012, the parties entered into an amendment and modification of the forbearance agreement, which was amended and modified to extend the forbearance period to June 30, 2016.

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

Over the charter term, Williamsburg Charter High School has been compliant with some applicable laws and regulations, but not others.

In 2011, WCHS was placed on probationary status for non-compliance with certain operational and governance requirements, including but not limited to entering into a contractual relationship with Believe Charter Schools management organization without NYC DOE approval, accumulating extensive debt, and struggling with board capacity issues. In January 2012, as a result of not rectifying concerns, the DOE issued a Notice of Intent to Revoke Charter due to WCHS' failure to address a sufficient number of these issues. In the spring of 2012, WCHS challenged the revocation, and which was ultimately overturned. As a result of continuing concerns regarding WCHS' financial health and governance, the school was placed on extended probationary status in summer of 2012.

The school created a Corrective Action Plan which was approved by the NYC DOE and monitored by the Board, school leadership, and the members of NYC DOE team during the course of the probation term. In addition representatives of the NYC DOE team reviewed the school's reporting documents and made an oversight visit to the school, including its Annual Comprehensive Review on May 20, 2013.

The Board and school leadership was cooperative with the NYC DOE and successfully addressed or resolved most of the probation terms fully.

- The school established an escrow account as required by its Charter Agreement.
- WCHS established policies to ensure any additional payments/reimbursements to school leadership must be signed off by a Board member and to monitor credit card usage.
- Per the State Education Department, Office of Audit Service's audit of the school for the 2009-10 year, \$807,854 was identified as unaccounted for reimbursement expenditures for various federal grant funds (American Recovery & Reinvestment Act Equipment, Title I, Title I non-ARRA, Title IIA and D, and Federal Charter Schools Dissemination grants). The Audit recommended that school return \$353,963 in unallowable expenditures to the State. The school repaid the \$353,963 in October 2013.
- The school established measures to document adequate physical inventory utilizing asset tags and inventory list.
- The WCHS Board revised the school's Fiscal Policies and Procedures Manual highlighting all procedures relating to the disclosure of financial interest forms are clearly defined.

As a result of this responsive and successful performance by the school, the NYC DOE is removed WCHS from probation in December 2013.

The Board is in compliance with:

- Membership size. 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.
- Required number of Board meetings. The school's bylaws indicate that the Board holds 10 meetings a year; they currently hold 12 as evidenced by the Board Yearly Meeting Schedule and the posted meeting minutes.
  - In years two, three and four of the charter term, the Board was out of compliance and did not hold the required number of monthly meetings.
- Submission of required documents. All current Board members have submitted conflict of interest and financial disclosure forms and do not demonstrate conflicts of interest.<sup>20</sup>
- Availability of minutes and agendas. The Board has made all board minutes and agendas available upon request to the public prior to, or at, Board meetings by posting on the school's website and on the bulletin board.

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<sup>20</sup> Source: New York State Education Department Annual Report

- Timely submission of accountability documents. The Board has provided timely submissions of accountability documents to the DOE.

The school is in compliance with:

- Submission of all required documents. The school has submitted the required safety plan. The school is in compliance with AED/CPR certification requirements.
- Fingerprint clearance. Over the charter term, all staff have the required fingerprint clearance.
- Certification of staff. Staff is either certified or high qualified, and those that are not, fall under the requirements outlined in the NY Charter Schools Act. A school can have no more than 5 teachers or 30% of the teaching staff uncertified, whichever number is lower.
- Insurance requirements. The school has all appropriate insurance documents.

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

- During the third charter term, WCHS is not considering model replication or alteration, but proposes a modest increase in the school's enrollment by a total of 19 students. The projected enrollment increase from 944 to 963 represents a 2% increase and will allow WCHS the ability to provide more interested families with the opportunity to become part of the WCHS community. WCHS proposes this increase based on high academic performance in the past two years, high demand for freshman seats in the 2013-2014 application lottery and extra, available space in the school's facility.
  
- As a reminder regarding accountability in the next charter terms, 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.
  
- In response to these amendments, the school is planning the following efforts to attract and retain these students, including to:
  - Maintain close relationships with local middle school guidance counselors, regularly communicating the resources and people the school retains to accommodate students with special needs.
  - Make a priority to communicate the services WCHS offers to its students, including accommodations for English language learners and students with IEPs.
    - In addition to communicating verbally, WCHS's pamphlets, brochures, and website clearly state the services the School provides. Consistent communication with middle school guidance counselors ensure that students interested in enrolling have up-to-date information on the services WCHS provides.

## Part 5: Background on the Charter Renewal Process

### Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation 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:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.<sup>21</sup>

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.<sup>22</sup>

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.<sup>23</sup> As one such charter entity, the New York City Department of Education (“NYCDOE”) 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.

Where the NYCDOE 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.<sup>24</sup>

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<sup>21</sup> See § 2850 of the Charter Schools Act of 1998.

<sup>22</sup> See §§ 2851(4) and 2852 of the Act.

<sup>23</sup> See generally §§ 2851(3) and 2851(4).

<sup>24</sup> § 2852(5)

## Part 6: Authorizer Responsibility Under the NY State Charter Schools Act and the DOE Accountability Framework

The New York State Charter Schools Act (“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. 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.
- (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.

The Charter Schools Accountability and Support (NYC DOE) team may recommend four potential outcomes for charter schools applying for renewal: full-term renewal, renewal with conditions, short-term renewal, or non-renewal.

### ***Full-Term Renewal***

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 yielded strong student performance and progress, has met the majority of its charter goals, has demonstrated financial stability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

### ***Renewal with Conditions***

In cases where a school has demonstrated mixed academic results or concerns about organizational viability, renewal is contingent upon changes to the prospective application or new charter, new performance measures, or both. These may include changes to curriculum, leadership, or board governance structure that are intended to yield improved academic outcomes during the next chartering period.

### ***Short-Term Renewal***

In cases where a school is up for renewal of its initial charter and has fewer than two years of state-assessment results, a renewal of three-years or fewer may be considered. In limited circumstances, a school not in its initial charter or in its initial charter with more than three years of state assessment data, may be considered for a short-term renewal.

***Non-Renewal***

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.

## The NYC DOE Accountability Framework

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE's Charter Schools Accountability & Support (NYC DOE) has developed an Accountability Framework build around four essential questions for charter school renewal:

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

<b>1. Is the School an Academic Success?</b>
<b>1a. High Academic Attainment and Improvement</b>
Schools that are academic successes have many of the characteristics below: <ul style="list-style-type: none"><li>• Meet absolute performance goals</li><li>• Meet student progress goals</li><li>• Are closing the achievement gap for at risk students, including special needs and ELL students</li><li>• Are surpassing performance of DOE identified peer-schools</li><li>• Are surpassing performance district and city proficiency or better averages</li><li>• Are meeting other rigorous academic and non-academic goals as stated in school's charter</li></ul>
Evidence for success might include, but not be limited to, the following depending on school configurations: <ul style="list-style-type: none"><li>• Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)</li><li>• Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)</li><li>• Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)</li><li>• Grades 8-12 NYS Regent Exam Results</li><li>• When applicable, NYSAA or other approved alternate assessments results</li><li>• HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)</li><li>• Grades 8-12 College Readiness Credit Accumulation</li><li>• Percentage of Students Applying to and Being Admitted to College</li><li>• Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses</li><li>• Results on state accountability measures</li><li>• Charter School Academic and Non-Academic Goals</li><li>• NYC Progress Reports</li></ul>
<b>1b. Mission and Academic Goals</b>
Schools with successful missions and goals have many of the characteristics below: <ul style="list-style-type: none"><li>• Have an animating mission statement that staff, students and community embrace</li><li>• Set ambitious academic and non-academic goals that entire school community knows and embraces</li><li>• Have processes for regular monitoring and reporting on progress toward school goals</li><li>• Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data</li></ul>

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

- Mission statement, charter, external documents (parent and 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

### **1c. 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 standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are 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
- Implement 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 curricular tasks, programs and resources for effectiveness and fit with school mission and goals

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

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

### **1d. Learning Environment**

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

- Have a strong culture that connects high academic and behavioral expectations in a way that motivates students to give their best effort academically and socially
- 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
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school

- Have a formal or informal character education, social development, or citizenship program that provides opportunities to develop as individuals and citizens

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

- 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
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Self-administered satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

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

### 2a. Governance Structure and Organizational Design

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

- Operate with a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations
- Have a capable Board of Trustees with appropriate 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 laws and conflict of interest regulations
- 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 and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals; it also has clear lines of accountability for leadership roles, accountability to Board, and, if applicable, relationship with a charter management organization
- Have timely and appropriate access to legal counsel
- Implemented a process for monitoring and evaluating the effectiveness of the school's organization and leadership structure
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers

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

- School charter
- Board by-laws, roster, trustee resumes, meeting agenda and minutes
- Annual conflict of interest forms
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar, professional development plan

## 2b. 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
- An effective process for recruiting, hiring, supporting, and evaluating leadership and staff
- A flexible, data-driven approach to professional development for all staff
- An effective way of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including the DOE School Survey
- Effective home-school communication practices to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships and advocacy for the school

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

- 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

## 2c. Financial and Operational Health

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

- Consistently meet its student enrollment and retention targets
- Annual budgets that meets all short- and long-term financial responsibilities with available revenues
- School leadership and Board that oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Boards and school leadership that maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Consistently clean financial audits
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of chartered school design and academic program
- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations

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
- Appropriate insurance documents
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Financial audits
- Financial leader(s) resume and accountability documents
- Operational policies and procedures
- Operational org chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan

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

#### 3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and 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 update-to-date charter is publicly available to staff, parents, and school community
- Implemented 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
- Site visits
- Board meetings, agendas and minutes
- Leadership/board interviews

#### 3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have:

- Met all legal requirements for Title I and IDEA regulations and reporting
- Comparable enrollment of FRL, ELL and Special Education students to those of their district of location or are making documented good faith efforts to reach comparable percentages
- Implemented 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
- Conducted independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employed instructional staff with appropriate security clearances and 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 Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student discipline records
- Lottery policy, resources, and records; enrollment procedures and records
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

#### 3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed 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 complying with NYC DOE NYC DOE's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYCDOE NYC DOE, and where required, received NYC DOE 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
- 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 schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their 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 address the 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:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- 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 (human resource policies for growing your own talent, for example, 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)

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

- Board roster and resumes
- Board committees and minutes
- School organization 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 if they don't make major changes through expansion or replication, they 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:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- MOUs or contracts with partners

## Appendix A: School Performance Data

### Regents Pass Rates

2013					
	English	Math	Science	Global History	U.S History
Williamsburg Charter High School	0.97	1.19	1.65	1.22	0.76
Peer Percent of Range	63.0%	74.0%	100.0%	98.9%	32.4%
City Percent of Range	53.8%	66.4%	77.1%	90.0%	34.0%
2012					
	English	Math	Science	Global History	U.S History
Williamsburg Charter High School	1.47	1.69	2.14	1.52	1.15
Peer Percent of Range	68.3%	75.3%	98.0%	61.0%	41.8%
City Percent of Range	70.5%	73.3%	93.6%	59.9%	46.2%
2011					
	English	Math	Science	Global History	U.S History
Williamsburg Charter High School	1.32	1.84	2.01	1.23	0.95
Peer Percent of Range	59.3%	89.3%	93.7%	42.1%	24.1%
City Percent of Range	66.0%	83.3%	91.7%	48.9%	35.2%
2010					
	English	Math	Science	Global History	U.S History
Williamsburg Charter High School	0.89	1.78	1.55	0.71	0.96
Peer Percent of Range	36.5%	96.9%	74.3%	27.0%	47.7%
City Percent of Range	44.3%	89.2%	79.3%	37.7%	53.3%

\* 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 or city.

### Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2009-2010	2010-2011	2011-2012	2012-2013
Williamsburg Charter High School	68.8%	73.1%	76.0%	86.2%
Peer Percent of Range	42.9%	43.8%	51.5%	75.5%
City Percent of Range	45.0%	50.6%	51.9%	69.5%
% 2nd-Year Students Earning 10+ Credits				

	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Williamsburg Charter High School	59.0%	64.2%	75.1%	75.1%
Peer Percent of Range	20.5%	26.8%	55.7%	64.0%
City Percent of Range	30.9%	38.9%	54.1%	52.1%
<b>% 3rd-Year Students Earning 10+ Credits</b>				
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Williamsburg Charter High School	61.6%	37.3%	76.5%	77.9%
Peer Percent of Range	18.0%	41.0%	66.8%	76.0%
City Percent of Range	34.4%	46.6%	58.5%	59.6%

\* 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 or city.

## Appendix B: Additional Accountability Data

### NYC DOE Progress Reports

[2012 – 2013 Academic Year](#)

[2011 – 2012 Academic Year](#)

[2010 – 2011 Academic Year](#)

### NYC DOE Accountability Reports

[Annual Comprehensive Review 2012-2013](#)

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

[Annual Site Visit Report 2009-2010](#)

[Annual Site Visit Report 2007-2008](#)