



**Department of
Education**

Carmen Fariña, Chancellor

Renewal Report
for Brooklyn Charter School

SCHOOL YEAR 2015-16

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

Part 1: Summary of Renewal Recommendation

Charter School Background

Brooklyn Charter School is an elementary school located in the Bedford-Stuyvesant neighborhood of Brooklyn. The school is co-located with Public School 23 Carter G. Woodson Elementary School in Community School District 14.¹

The school is in its third charter term.

School Mission

As reported by the school, Brooklyn Charter School's mission is to engage in a process of teaching and learning that inspires excellence in academic performance, encourages life-long learning, builds self-respect and respect for others, and develops responsible leaders and citizenry.²

Brooklyn Charter School	
School Leader(s)	Omigbade Escayg
Board Chair	Henry Lambert
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 14
Physical Address(es)	545 Willoughby Avenue, Brooklyn, NY 11206
Facility Owner(s)	DOE
Enrollment ³	242
Grades Served	K-5

¹ According to NYC DOE Location Code Generation and Managements System.

² The school has applied to revise their mission statement as part of their renewal application.

³ According to ATS data as of October 14, 2015

Renewal Recommendation

Brooklyn Charter School was previously renewed for a full five-year term in the 2010-11 academic year with the following conditions:

- The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th, and 5th years after renewal.⁴
- The Board must demonstrate a plan for sound oversight and evaluation of school leadership.
- The school must demonstrate attainment of charter goals each year.

Brooklyn Charter School has partially satisfied the conditions placed upon it for future renewal.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a short term renewal of three years.

Brooklyn Charter School	
School Opened For Instruction	2000-01
Date of First Renewal	2005-06
Date of Second Renewal	2010-11
Current Charter Term Expiration Date	June 30, 2016
Current Authorized Grade Span	K-5
Current Authorized Enrollment	240
Proposed New Charter Term	3 years [July 1, 2016 – June 30, 2019]
Proposed Authorized Grade Span for New Charter Term	K-5
Proposed Authorized Enrollment for New Charter Term	240

⁴ Beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

Part 2: Background on the Charter Renewal Process

Renewal Process

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than November 2, 2015.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in this document, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing Team.

Statutory Basis for Renewal

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

Renewal Outcomes

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE 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 the report. If the Charter Authorizing Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing Team 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. If the Charter Authorizing Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing Team may recommend 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. More information on each type of renewal is below.

Full-Term Renewal

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

Short Term Renewal

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

Non-Renewal

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may be recommended.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may appeal the non-renewal decision.

Part 3: Findings

An important note about meeting the standards of the framework:

We measure a school's ability to meet the standards of the framework by looking at aggregated outputs. Standards in Essential Question 1 are measured for all students who completed exams at all grade levels.

If a school met the standard each year of the charter term, the standard will be marked "Met." If a school met the standard in one or more years during the charter term, but did not meet the standard each year of the charter term, the standard will be marked "Partly Met." If a school did not meet the standard for any year during the charter term, the standard will be marked "Not Met."

Essential Question 1: Is the school an academic success?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Brooklyn Charter School met or did not meet the standards for Essential Question 1:

- Primary Evidence: New York State (NYS) assessments including Regents, Grades 3-8 English Language Arts (ELA) and Math,⁵ Grades 4 and 8 Science, and New York State Alternative Assessment (NYSAA); Graduation rates; Post-secondary enrollment; Charter school academic goals
- Secondary Evidence: NYC DOE School Quality Reports; College and Career Preparatory Course Index (CCPCI); College Readiness Index (CRI), NYS Mean Growth Percentile

At the time of renewal, Brooklyn Charter School has partially demonstrated academic success.

The school was last renewed in April, 2011. As a result, the NYC DOE has four years of NYS assessment data and four years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Brooklyn Charter School. For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.⁶ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

⁵ Grade 3-8 ELA and Math proficiency rates are based on attribution using BEDS day enrollment for the applicable school year

⁶ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

Comparative Academic Performance

Standard	Met	Partly Met	Not Met
NYS ELA exam proficiency rates exceed comparable community school district (CSD) rates			
NYS ELA exam proficiency rates exceed comparable Citywide rates			
NYS ELA exam proficiency rates exceed comparable DOE-defined comparison group rates ⁷			
NYS Math exam proficiency rates exceed comparable CSD rates			
NYS Math exam proficiency rates exceed comparable Citywide rates			
NYS Math exam proficiency rates exceed comparable DOE-defined comparison group rates			
NYS Science exam proficiency rates exceed comparable CSD rates			
NYS Science exam proficiency rates exceed comparable Citywide rates			
NYS Science exam proficiency rates exceed comparable DOE-defined comparison group rates ⁸		N/A	
NYS ELA Regents exam pass rates exceed Citywide rates		N/A	
NYS Math Regents exam pass rates exceed Citywide rates		N/A	
NYS Science Regents exam pass rates exceed Citywide rates		N/A	
Graduation rates ⁹ exceed Citywide rates		N/A	

Partly Met Standards – Comparative Academic Performance

- NYS ELA exam proficiency rates did not exceed comparable CSD rates in 2013-14 or 2014-15.
- NYS ELA exam proficiency rates did not exceed Citywide rates in 2012-13, 2013-14 or 2014-15.
- NYS ELA exam proficiency rates did not exceed comparable DOE-defined comparison group rates in 2012-13, 2013-14 or 2014-15.
- NYS Math exam proficiency rates did not exceed comparable CSD rates in 2014-15.
- NYS Math exam proficiency rates did not exceed Citywide rates in 2014-15.
- NYS Math exam proficiency rates did not exceed comparable DOE-defined comparison group rates in 2013-14 or 2014-15.
- NYS Science exam proficiency rates did not exceed comparable CSD rates in 2014-15.

⁷ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the NYC DOE’s school quality resources for a current definition.

⁸ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

⁹ The NYC DOE evaluates all applicable graduation rates.

Academic Growth

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates increase			
NYS Math exam proficiency rates increase			
NYS Regents exam pass rates increase		N/A	
Graduation rates increase		N/A	

Partly Met Standards – Academic Growth

- NYS ELA exam proficiency rates did not increase in 2012-13 or 2013-14.
- NYS Math exam proficiency rates did not increase in 2012-13, 2013-14 or 2014-15.

Closing the Achievement Gap

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates for English Language Learners (ELLs) exceed CSD rates		N/A	
NYS ELA exam proficiency rates for ELLs exceed Citywide rates		N/A	
NYS Math exam proficiency rates for ELLs exceed CSD rates		N/A	
NYS Math exam proficiency rates for ELLs exceed Citywide rates		N/A	
NYS ELA exam proficiency rates for Students with Disabilities (SWD) exceed CSD rates			
NYS ELA exam proficiency rates for SWD exceed Citywide rates			
NYS Math exam proficiency rates for SWD exceed CSD rates			
NYS Math exam proficiency rates for SWD exceed Citywide rates			
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹⁰ exceed CSD rates			
NYS ELA exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed CSD rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Regents exam pass rates for ELLs exceed Citywide rates		N/A	
NYS Regents exam pass rates for SWD exceed Citywide rates		N/A	
NYS Regents exam pass rates for students eligible for FRPL exceed Citywide rates		N/A	
Graduation rates for ELLs exceeds Citywide rates		N/A	
Graduation rates for SWD exceeds Citywide rates		N/A	
Graduation rates for students eligible for FRPL exceeds Citywide rates ¹¹		N/A	

Partly Met Standards – Closing the Achievement Gap

- NYS ELA exam proficiency rates for SWD did not exceed CSD rates in 2014-15.
- NYS ELA exam proficiency rates for SWD did not exceed Citywide rates in 2014-15.
- NYS Math exam proficiency rates for SWD did not exceed CSD rates in 2013-14.
- NYS Math exam proficiency rates for SWD did not exceed Citywide rates in 2013-14 or 2014-15.

¹⁰ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

¹¹ The NYC DOE does not report Citywide graduation rates for students eligible for FRPL; this standard will be marked “NA” for all Chancellor-authorized charter schools.

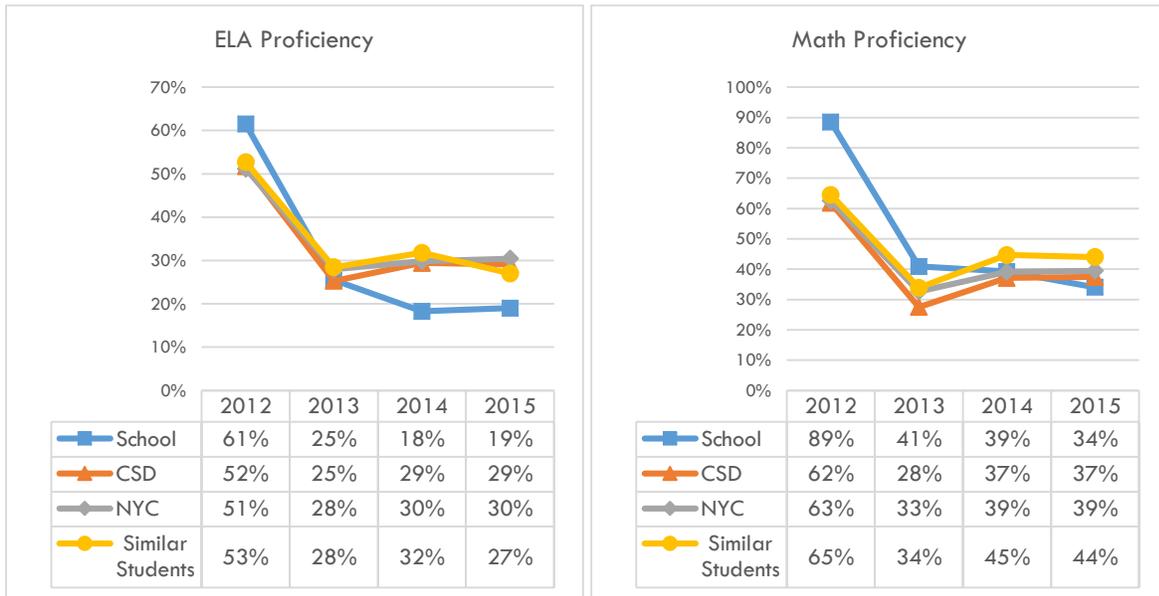
- NYS ELA exam proficiency rates for students eligible for FRPL did not exceed CSD rates in 2013-14 or 2014-15.
- NYS ELA exam proficiency rates for students eligible for FRPL did not exceed Citywide rates in 2013-14 or 2014-15.

College & Career Readiness (for grades 9-12 only)

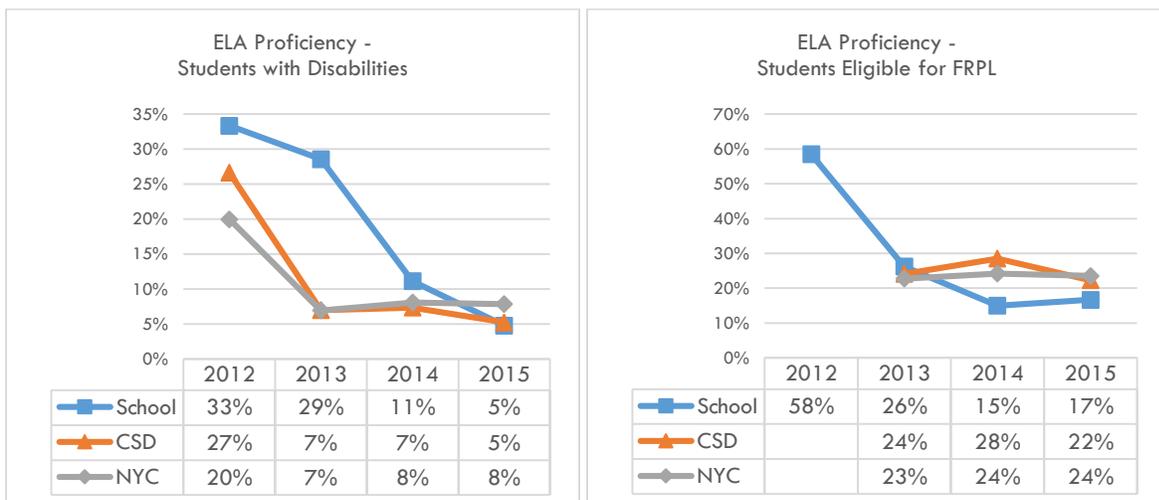
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Postsecondary enrollment rates exceed Citywide rates ¹²		N/A	
College & Career Preparatory Course Index exceeds Citywide average		N/A	
College Readiness Index exceeds Citywide average		N/A	

¹² The NYC DOE evaluates all applicable postsecondary enrollment rates.

Overall Proficiency



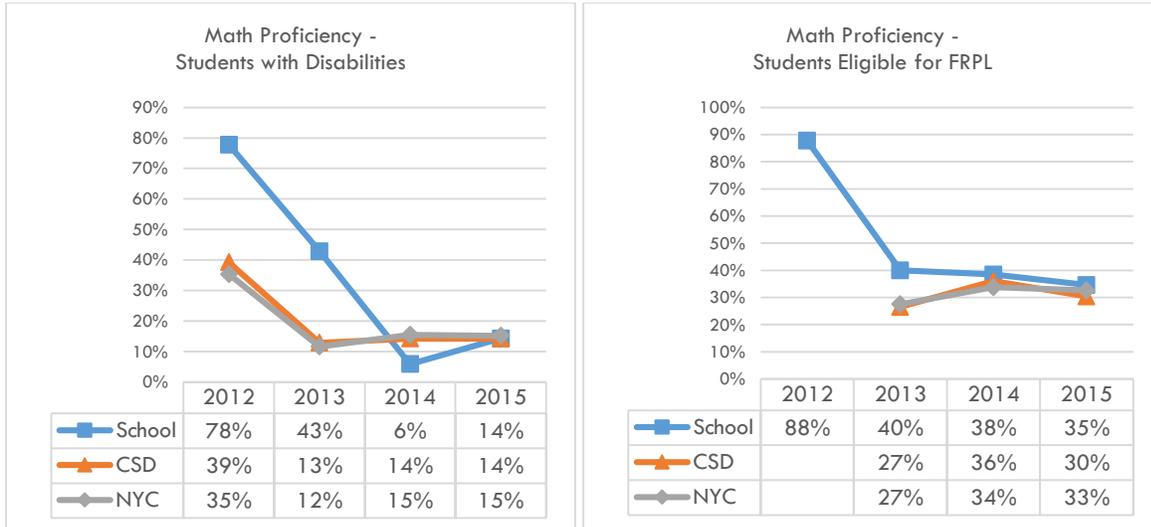
Closing the Achievement Gap¹³ – English Language Arts



*Please note that the school did not serve the minimum number of English Language Learner students in any school year to receive data on the ELA proficiency of English Language Learner students.

¹³ NYC DOE did not record ELA/Math proficiency data for FRPL students prior to 2012-13 school year.

Closing the Achievement Gap – Math



**Please note that the school did not serve the minimum number of English Language Learner students in any school year to receive data on the Math proficiency of English Language Learner students.*

Essential Question 2: Is the school effective and well run?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Brooklyn Charter School met or did not meet the standards for Essential Question 2:

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

At the time of renewal, Brooklyn Charter School has demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

Curriculum

Brooklyn Charter School uses the Teachers College Reading and Writing Project for ELA and TERC Investigations in Number, Data, and Space for Math.

Kindergarten through third grades use the Teachers Instruction Institute: Social Studies Alive curriculum for Social Studies. Fourth and fifth grades use Social Studies texts from McGraw Hill and Scott-Foresman. The school takes an inquiry-based approach to science instruction in all grades, using Full Options Science Systems modules. Grades three through five also use the McGraw Hill Text, *A Closer Look*.

Assessments and Use of Data

The school created their own interim assessments, using passages and problems from previous New York State assessments, which they administer three times a year. In addition, the school administers the Fountas and Pinnell Benchmark Assessments, running records, Early Childhood Mathematics Assessment and the Primary Assessment of Literacy Skills three times a year.

Teachers analyze data from these assessments in team meetings and in coaching sessions with the Assistant Principals. Guided Reading groups are created using data from Fountas and Pinnell. Teachers also collect data from students' work during class and use that data to plan small group instruction and re-teaching.

Enrichment Opportunities

Students participate in enrichment classes in dance and music on a rotating schedule.

The school offers Saturday Academy and after school tutoring for students who are struggling academically.

Special Populations

The school has struggled to attract and retain English Language Learners and Students with Disabilities over the course of the charter term, though there has been some progress in recent years. The school now has one ICT class on each grade and employs a Special Education Coordinator, a SETTS teacher, and an ENL teacher.

Staffing

Brooklyn Charter School has had high rates of teacher turnover for the majority of the charter term. The school has had instructional staff turnover rates of 31.3% (2011-12), 18.2% (2012-13), 43.8% (2013-14) and 50% (2014-15) and four staff members have left the school in the first quarter of the 2015-16 school year as well.

The school has also had high levels of school leadership turnover over its charter term, with rates of 33.3% (2011-12), 66.7% (2012-13), 33.3% (2013-14) and 20.0% (2015-16). The school's current leadership team is comprised of one Head of School, who has been the school leader since the school's founding; and two Assistant Principals, one whom has been at the school for several years as a teacher and is in her second year as the Assistant Principal of Math, and one whom was hired at the beginning of the 2015-16 school year as the Assistant Principal of ELA.

Professional Development

Brooklyn Charter School teachers participate in two weeks of summer orientation before the school year begins for students. This orientation includes professional development in curriculum, classroom management, meeting the needs of all learners, curriculum alignment, and project based learning.

Teachers complete a professional development needs assessment at the beginning of each year. The school uses the data from this assessment to plan school-wide professional development and the principal and Assistant Principals use the findings from this assessment to create goals and development plans for the teachers that they support.

The school has developed a teacher support cycle consisting of five steps that teachers take with the Assistant Principals:

1. Analysis of student performance
2. Adjustment of curriculum to meet the needs of all students
3. Delivery of instruction with coaching, modeling and feedback from Assistant Principals
4. Delivery of instruction independently
5. Assessment of student learning

Teachers have weekly common planning time and meetings with the Assistant Principals. New teachers are provided with additional mentorship by the Assistant Principals. The school also contracts with curriculum consultants in literacy and math to provide additional support through professional development sessions and in-class support.

Supportive Environment

Brooklyn Charter School has two teachers in each classroom to support students with their academic and social/emotional needs. The school has also invested in bus monitors to ensure the safety of their students as they travel to and from school.

Students start each day in a community gathering where they discuss topics such as citizenry and resilience. The school's Dean leads classes on leadership principles and social-emotional strategies for managing stressful situations.

The school's Response to Intervention team meets every third week to develop interventions to support students who are struggling academically and behaviorally.

School Culture

Brooklyn Charter School added a Dean of Students position for the 2014-15 school year in order to more effectively deal with disruptive student behavior. The school also updated their behavioral guidelines and consequences for the 2015-16 school year.

The school culture is based on four "cornerstones of success":

1. We care about each other.
2. We listen to each other.
3. We help each other.
4. We are responsible for what we say and do.

The school implemented a positive behavior incentive where students earn credits to be used at the school store by demonstrating exemplary behaviors.

A Parent Liaison was hired to increase parent engagement at the school and the Family Action Committee increased its activity in the 2014-15 school year. Parents are represented on the Board of Trustees by a Family Representative.

On November 24, 2015, a public hearing was held to solicit comments from the school community. 31 members of the community attended. Nine speakers were in favor of the school’s renewal and no speakers were in opposition of the renewal.

Governance

The current Board of Trustees is comprised of nine members, including a teacher representative, a family representative, and the principal, who serves as an ex-officio member. This is consistent with the minimum of five and the maximum of 15 members established in the Board’s bylaws. Most recently, the Board met ten times during the 2014-15 school year, which did not meet the minimum number of yearly meetings indicated in the school’s bylaws and the New York State Charter Schools Act. The Board has posted its meeting agenda and minutes on the school’s website. Refer to Appendix A for detail on members, committees, etc. The Board of Trustees started a for-profit business, The Wedding Garden, Inc., to provide additional funding to the school.

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

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

Detail on OSDCP’s findings for Essential Question 2 is below.

Supportive Environment

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School program differentiates instruction for SWD		■	
School program differentiates instruction for ELLs		■	
School schedule and program offers defined opportunities for remediation and acceleration	■		
School utilizes an interim assessment system	■		
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	■		
Parent, staff, and student responses on the NYC DOE School Survey exceed Citywide averages	■		
Student attendance rate exceeds CSD average	■		
Student attendance rate exceeds Citywide average		■	
Improved student retention rate over course of charter			■

Partly Met Standards – Supportive Environment

- Over the course of the renewal visits, the Charter Authorizing Team noticed mixed evidence in classrooms and lesson plans of differentiated instruction for SWD.
- Over the course of the renewal visits, the Charter Authorizing Team noticed mixed evidence in classrooms and lesson plans of differentiated instruction for ELLs.
- Student attendance rate did not exceed the Citywide average in 2012-13.

Operational Stability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School has an operations manual			
School meets all DOE deadlines for annual reporting requirements			
School meets all DOE deadlines for the Annual NYC DOE Charter School Survey			
School meets all DOE deadlines for renewal application documents			
School has documented teacher evaluation procedures			
School has documented professional development opportunities			
School has a formal process for evaluating progress against charter school goals			
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff			
Board has developed a succession plan for board and school leadership			
Board has access to legal counsel			
Board meetings consistently meet quorum			

Compliance (with all applicable laws & regulations)

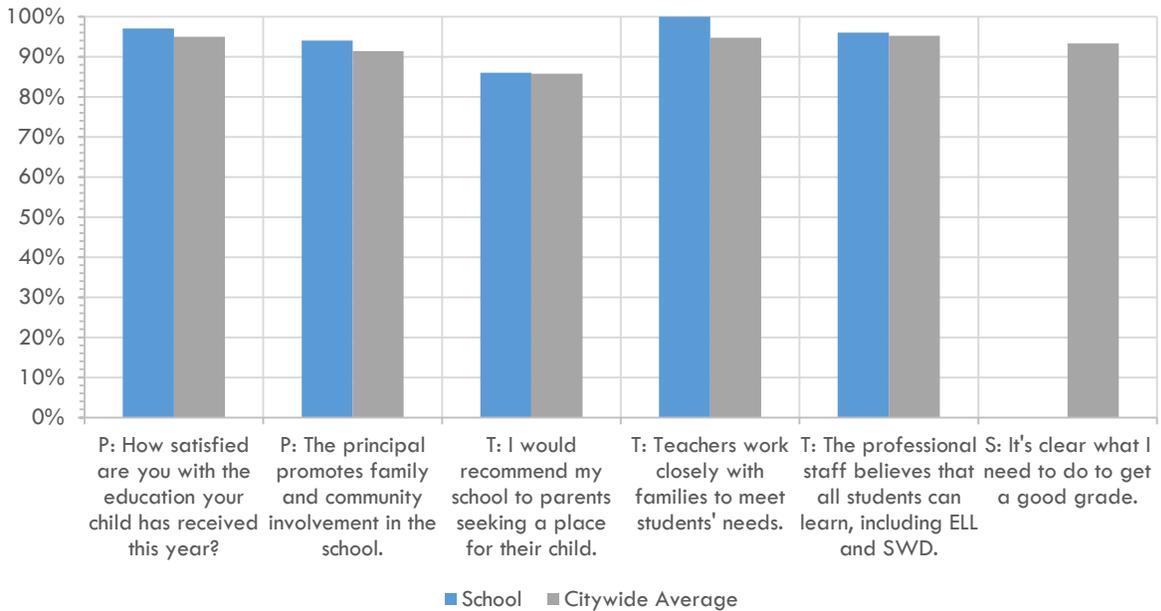
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School's SWD enrollment rate exceeds CSD rate			
School's ELL enrollment rate exceeds CSD rate			
School's FRPL enrollment rate exceeds CSD rate			
School's SWD retention rate exceeds CSD rate			
School's ELL retention rate exceeds CSD rate			
School's FRPL retention rate exceeds CSD rate			
School is in compliance with its charter and its charter agreement			
School is in good standing with authorizer			
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD			
School has required facility documents (lease, certificate of occupancy, fire and safety inspections)			
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)			
School is in compliance with employee fingerprinting requirements			
School has an appropriate safety plan			
School has appropriate insurance documentation			
School is meeting Department of Health immunization requirements			
School has submitted its Annual Report to NYSED and posted it online			
School has followed all applicable lottery and enrollment regulations			
Board held the required number of meetings			
School and board follows posting and procedural requirements of NYS Open Meetings Law			
School and board follows posting and procedural requirements of Freedom of Information Law (FOIL) ¹⁴			N/A

Partly Met Standards – Compliance

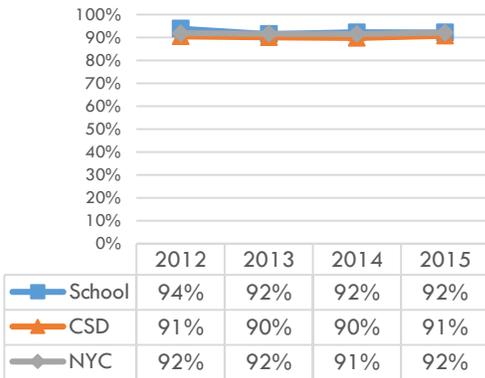
- SWD retention rate did not exceed the CSD in 2012-13, 2013-14 or 2014-15.
- ELL retention rate did not exceed the CSD in 2013-14 or 2014-15.

¹⁴ The New York Charter Schools Act makes charter schools subject to FOIL (§2854[1][e]). The New York City Department of Education monitors charter school compliance with FOIL through the complaint process outlined in §2855(4) of the New York State Charter Schools Act. All complaints received through this process are investigated by the Office of School Design and Charter Partnerships. Noncompliance with any applicable laws and regulations, including FOIL, are addressed and documented.

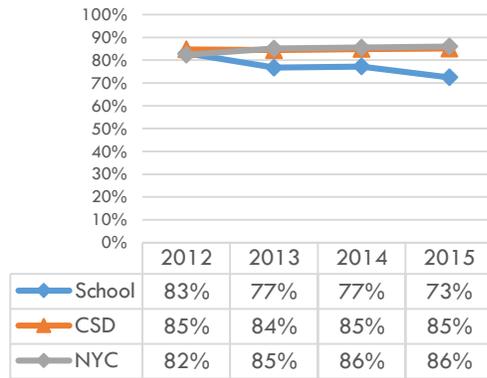
Percent Satisfaction on the NYC School Survey



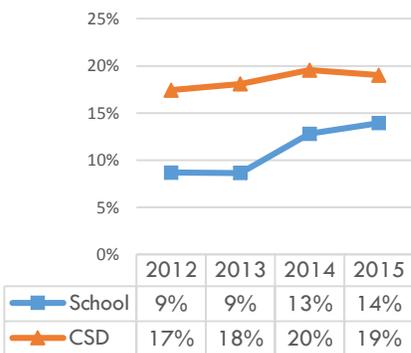
Attendance Rates



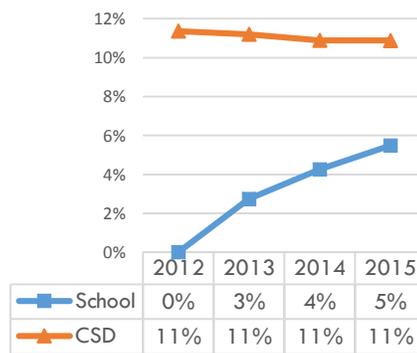
Retention Rates

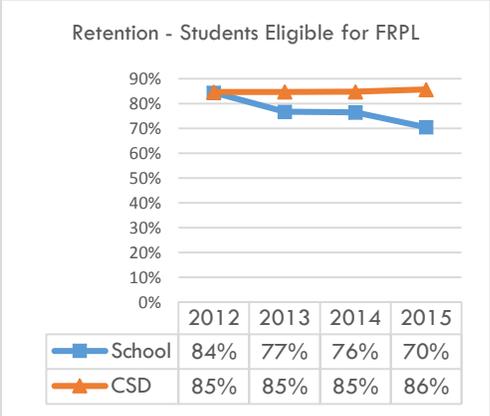
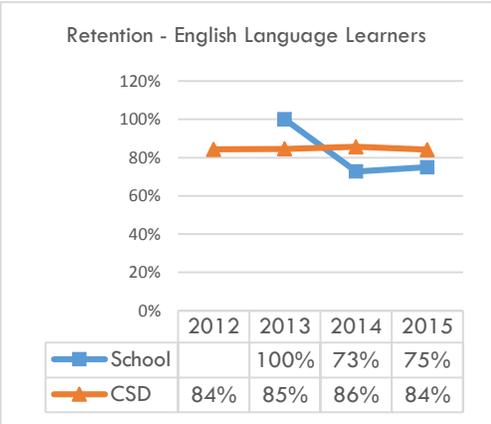
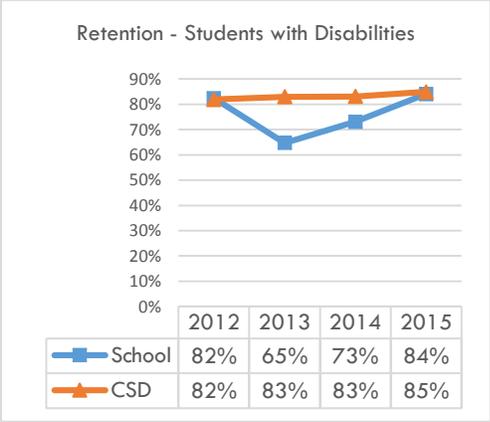
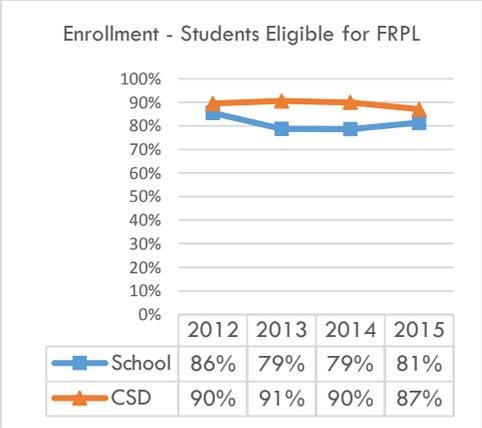


Enrollment - Students with Disabilities



Enrollment - English Language Learners





Essential Question 3: Is the school financially viable?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Brooklyn Charter School met the standards for Essential Question 3:

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

At the time of renewal, Brooklyn Charter School has partially demonstrated financial viability.

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

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

Detail on OSDCP’s findings for Essential Question 3 is below.

Short-term Financial Viability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Cash position – school has at least 60 days of cash on hand to cover operating expenses			
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months			
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment			
Debt management – school is meeting all current debt obligations			

Long-term Financial Sustainability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)			
Aggregated three-year total margin – school operates at a surplus over three-year period			
Debt to assets ratio less than 1.0			
Aggregate assets to liabilities ratio greater than 1.0			
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)			
Multi-year cash flow – positive cash flow over previous three fiscal years			

Partly Met and Not Met Standards – Long-Term Financial Viability

- Total margin – the school did not operate at a surplus in 2014-15 because they added additional staff members to address the needs of the school, and because they increased teacher salaries to match the Department of Education’s salary schedule in order to increase their ability to retain their teachers.
- Aggregated total margin – the school did not operate at a surplus in 2014-15 and over the three-year period because they added additional staff members to address the needs of the school, and because they increased teacher salaries to match the Department of Education’s salary schedule in order to increase their ability to retain their teachers.
- One-year cash flow – the school had a negative cash flow in 2013-14 as a result of moving \$3,021,363 from cash to investments.

- Multi-year cash flow – the school had decreased cash flow over the previous three fiscal years as a result of moving \$3,021,363 from cash to investments, because they added additional staff members to address the needs of the school, and because they increased teacher salaries to match the Department of Education’s salary schedule in order to increase their ability to retain their teachers.

Appendix A: School Overview

Enrollment and Demographics



Programming, Admissions, and Lottery¹⁵

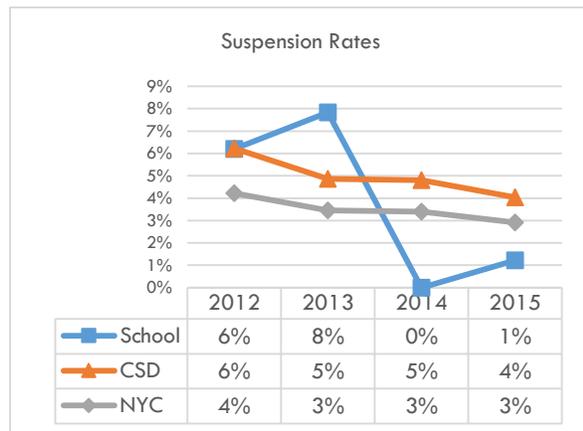
Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-5
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	306
Number of Students Accepted via the Lottery (School Year 2015-16)	105
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

¹⁵ Based on self-reported data from the 2015-16 DOE Annual Charter School Survey.

Current Board of Trustees

Board Member Name	Position	Committee(s)
1. Henry Lambert	Chairman of the Board	Executive
2. Michael Catlyn	Vice-Chairman	Executive, Finance
3. Diana Lee	Secretary	Legal/Governance
4. Anthony Betaudier	Trustee	Education
5. Mark David	Trustee	Finance
6. Sean Perham	Teacher Representative	Education
7. Deshana Cabasan	Family Representative	Education
8. Mihran Keosian	Ex-Officio Member	Education
9. Omigbade Escayg	Ex-Officio Member	Executive, Finance, Legal/Governance, Education

Suspension and Expulsion Rates¹⁶



	2012	2013	2014	2015
# of Suspension	34	34	0	9
Suspension Rate	6%	8%	0%	1%
# of Expulsions	0	0	0	0
Expulsion Rate	0%	0%	0%	0%

¹⁶ Suspension rates include aggregated in- and out-of-school rates.

Future Plans

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

- Brooklyn Charter School has applied to increase enrollment from 240 to 260 students.
- The school has applied to replace academic goal statements presented in the 2011 charter application with the academic goals listed by NYC DOE in its Chancellor-Authorized Charter School Accountability Handbook.
- The school has applied to change the leadership structure of the school from one Principal and one Assistant Principal to two Assistant Principals; one to focus on Mathematics, the other to focus on ELA.

Appendix B: Academic Performance

Students scoring at or above Level 3 on NYS assessments:

Grade-Level Proficiency in English Language Arts				
	2011-12	2012-13	2013-14	2014-15
Brooklyn Charter School				
Grade 3	48.9%	28.6%	18.9%	22.2%
Grade 4	63.4%	17.1%	23.5%	18.2%
Grade 5	75.0%	32.4%	12.1%	16.1%
Grade 6	-	-	-	-
Grade 7	-	-	-	-
Grade 8	-	-	-	-
PERCENTAGE POINT DIFFERENCE FROM CSD 14				
Grade 3	-1.7	1.8	-14.3	-7.3
Grade 4	12.0	-7.9	-5.2	-13.2
Grade 5	21.5	8.3	-14.4	-10.3
Grade 6	-	-	-	-
Grade 7	-	-	-	-
Grade 8	-	-	-	-

Grade-Level Proficiency in Math				
	2011-12	2012-13	2013-14	2014-15
Brooklyn Charter School				
Grade 3	91.1%	45.7%	36.1%	41.7%
Grade 4	80.5%	29.3%	36.4%	24.2%
Grade 5	94.4%	50.0%	45.5%	35.5%
Grade 6	-	-	-	-
Grade 7	-	-	-	-
Grade 8	-	-	-	-
PERCENTAGE POINT DIFFERENCE FROM CSD 14				
Grade 3	35.7	15.0	-2.6	5.8
Grade 4	16.2	0.6	-0.8	-14.3
Grade 5	28.2	26.9	9.9	-2.6
Grade 6	-	-	-	-
Grade 7	-	-	-	-
Grade 8	-	-	-	-

Appendix C: Charter School Goals

According to annual reports submitted to NYSED over each year of the school's charter term, the school achieved/met its goals as follows:

- Academic Goals:¹⁷
 - 1 of 7 applicable academic charter goals in its most recent year
 - 8 of 34 applicable academic charter goals over the course of the charter term
- Operational Goals:
 - 2 of 4 applicable operational charter goals in its most recent year
 - 9 of 18 applicable operational charter goals over the course of the charter term
- Financial Goals:
 - 3 of 3 applicable financial charter goals in its most recent year
 - 12 of 12 applicable financial charter goals over the course of the charter term

Charter Goals		2011-12	2012-13	2013-14	2014-15
Academic Goals	Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Performance" section of the NYC DOE Progress Report.	Not Met	Not Met	N/A	N/A
	Each year, 75% of students in grades three through five who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS ELA Exam.	Partially Met	Not Met	Not Met	Not Met
	Each year, 75% of students in grades three through five who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Math Exam.	Met	Not Met	Not Met	Not Met
	Each year, 75% of students in grade four who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Science Exam.	N/A	Met	Met	Met
	Each year, 75% of students in grade five who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Social Studies Exam.	N/A	N/A	N/A	N/A
	Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the NYC DOE Progress Report.	Met	Not Met	N/A	N/A
	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam (baseline) and 90% at or above Level 3 on the current year's NYS ELA Exam.	N/A	Not Met	Not Met	Not Met

¹⁷ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Math Exam (baseline) and 75% at or above Level 3 on the current year's NYS Math Exam.	N/A	Not Met	Not Met	Not Met
	Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the NYC DOE Progress Report.	Not Met	Not Met	N/A	N/A
	Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in grades three through five will exceed the average performance of students in the same tested grades of Community School District 14.	Partially Met	Partially Met	Not Met	Not Met
	Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in grades three through five will exceed the average performance of students in the same tested grades of Community School District 14.	Partially Met	Met	Partially Met	Partially Met
	Each year, the school will score a B or better on the "Progress" section of the NYC DOE Progress Report.	N/A	Not Met	N/A	N/A
	Each year, the school will be deemed "In Good Standing."	Met	Met	N/A	N/A
Operational Goals	Each year, the school will have an average daily student attendance rate of at least 95%.	Not Met	Not Met	Not Met	Not Met
	The Brooklyn Charter School will maintain 95% of the student population	Not Met	Not Met	Not Met	Met
	The Brooklyn Charter School will comply with all applicable laws, rules, regulations, and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of information Law, the New York Open Meetings Law, the federal Disabilities Education Act, and Family Educational Rights and Privacy Act.	Met	Met	Met	Met
	The Brooklyn Charter School will receive 7.5 or higher scores in each of the 4 domains, on the NYCDOE Learning Environment Survey that will express parent satisfaction.	Met	Met	N/A	N/A
	The Brooklyn Charter School Head of school will achieve ratings of Proficient or Distinguished and an average percentile score of 85% or higher, using the BCS Head of school evaluation.	Met	Met	Not Met	Not Met
	Student enrollment will be within 15% of full enrollment as defined in the Brooklyn Charter Schools' contract.	Met	Met	Met	Met
Financial Goals	The Brooklyn Charter School will undergo an independent financial audit that will result in an unqualified opinion and no major findings	Met	Met	Met	Met
	The Brooklyn Charter School will operate a balanced budget and maintain a stable cash flow.	Met	Met	Met	Met

Appendix D: Enrollment & Retention of Special Populations

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

English Language Learner (ELL) Students

- The school made translators available for all events.
- The school placed ads in Spanish language newspapers.
- Direct mailing materials were available in English and Spanish.

Students with Disabilities (SWD)

- The school's published materials all document the school's non-discrimination policy.

Students Eligible for the Free or Reduced Price Lunch Program

- The school concentrates its recruitment efforts in the immediate and nearby neighborhoods, which have high levels of students eligible for FRPL.
- School staff members distributed promotional materials at preschools, nurseries and daycares in the immediate and surrounding neighborhoods.
- Staff members distributed promotional materials to nearby libraries and posted fliers at bus stops.
- School has instituted a lottery preference for students eligible for FRPL.

Appendix E: Additional Accountability Data

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

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the [2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools](#).