



**Department of  
Education**

*Carmen Fariña, Chancellor*

**HYDE LEADERSHIP CHARTER SCHOOL – BROOKLYN  
RENEWAL REPORT**

**2014 – 2015 SCHOOL YEAR  
DECEMBER 2014**

# Table of Contents

<b>PART 1: SUMMARY OF RENEWAL RECOMMENDATION .....</b>	<b>2</b>
I.    CHARTER SCHOOL OVERVIEW: .....	2
<i>Background Information .....</i>	<i>2</i>
<i>Overview of School-Specific Data .....</i>	<i>3</i>
II.   RENEWAL RECOMMENDATION AND RATIONALE .....	6
<b>PART 2: SCHOOL OVERVIEW AND HISTORY.....</b>	<b>12</b>
<b>PART 3: RENEWAL REPORT OVERVIEW .....</b>	<b>14</b>
<b>PART 4: FINDINGS .....</b>	<b>16</b>
<i>Essential Question 1: Is the School an Academic Success?.....</i>	<i>16</i>
<i>Essential Question 2: Is the School a Fiscally and Operationally Sound, Viable Organization?.....</i>	<i>22</i>
<i>Essential Question 3: Is the School Compliant with its Charter and All Applicable Law and Regulations? ...</i>	<i>27</i>
<i>Essential Question 4: What are the School’s Plans for the Next Charter Term?.....</i>	<i>30</i>
<b>PART 5: BACKGROUND ON THE CHARTER RENEWAL PROCESS .....</b>	<b>31</b>
<b>PART 6: NYC DOE OSDCP ACCOUNTABILITY FRAMEWORK.....</b>	<b>34</b>
<b>APPENDIX A: SCHOOL PERFORMANCE DATA .....</b>	<b>46</b>
<b>APPENDIX B: ADDITIONAL ACCOUNTABILITY DATA .....</b>	<b>47</b>

## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### Background Information

Hyde Leadership Charter School – Brooklyn	
Board Chair(s)	James Cecil Simpson
School Leader(s)	Dr. Sandra Dupree (Executive Director), Christine DePina Forbes (Principal)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 19
Physical Address(es)	330 Alabama Avenue, Brooklyn
Facility Owner(s)	DOE
School Opened For Instruction	2010-2011
Current Charter Term Expiration Date	1/11/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	396
Proposed New Charter Term	3.5 years [January 12, 2015 – June 30, 2018]
Proposed Authorized Grade Span for New Charter Term	K-5
Proposed Authorized Enrollment for New Charter Term	396
Proposed Sections per Grade for New Charter Term	3

## Overview of School-Specific Data

### School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	13	13	13	13	52
# Met	2	3	2	3	10
# Partially Met	0	0	0	0	0
# Not Met	1	2	5	7	15
# Not Applicable *	10	8	6	3	27
% Met	15%	23%	15%	23%	19%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	8%	15%	38%	54%	29%
% Not Applicable *	77%	62%	46%	23%	52%
% Met of All Applicable Goals	67%	60%	29%	30%	40%

\* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

### ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – Brooklyn</b>	-	-	10.9%	16.8%
CSD 19	-	-	14.2%	16.9%
Difference from CSD 19 *	-	-	-3.3	-0.1
NYC	-	-	28.1%	30.5%
Difference from NYC *	-	-	-17.2	-13.7
New York State **	-	-	31.1%	30.6%
Difference from New York State	-	-	-20.2	-13.8

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – Brooklyn</b>	-	-	29.7%	21.4%
CSD 19	-	-	18.8%	22.0%
Difference from CSD 19 *	-	-	10.9	-0.6
NYC	-	-	33.1%	39.3%
Difference from NYC *	-	-	-3.4	-17.9
New York State **	-	-	31.1%	36.2%
Difference from New York State	-	-	-1.4	-14.8

\* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

\*\* New York State proficiency rates were taken from data.nysed.gov.

### Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – Brooklyn - All Students</b>	-	-	-	<b>74.0%</b>
Peer Percent of Range - All Students	-	-	-	85.8%
City Percent of Range- All Students	-	-	-	82.0%
<b>Hyde Leadership Charter School – Brooklyn - School's Lowest Third</b>	-	-	-	<b>78.5%</b>
Peer Percent of Range - School's Lowest Third	-	-	-	66.2%
City Percent of Range - School's Lowest Third	-	-	-	62.9%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – Brooklyn - All Students</b>	-	-	-	<b>42.0%</b>
Peer Percent of Range - All Students	-	-	-	15.2%
City Percent of Range- All Students	-	-	-	6.0%
<b>Hyde Leadership Charter School – Brooklyn - School's Lowest Third</b>	-	-	-	<b>60.0%</b>
Peer Percent of Range - School's Lowest Third	-	-	-	28.2%
City Percent of Range - School's Lowest Third	-	-	-	20.4%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

### Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	66.7%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	68.2%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	16.7%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	25.0%

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

## II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 3.5 year short term renewal with a compliance-related condition.

The compliance-related condition is as follows:

1. No later than February 14, 2015, the school will revise, distribute to students and families, and submit proof of such distribution along with the revision to the NYC DOE a student discipline policy compliant with federal law, including but not limited to due process and students with disabilities. NYC DOE review of the school's current student discipline policy, as noted in the renewal report, indicated the school's current student discipline policy identifies expulsion as a possible consequence for any infraction, limited information regarding due process, and no mention of a discipline policy for students with disabilities.

### A. Academic Performance

At the time of this school's renewal, Hyde Leadership Charter School – Brooklyn has partially demonstrated academic success.

#### **New York Charter Schools Act**

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

#### **§ 2850 (2)**

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

Data available for Hyde Leadership Charter School – Brooklyn indicates that the school has made some progress towards meeting these objectives.

#### **Mission and Vision**

Hyde Leadership Charter School – Brooklyn's mission is to develop the deeper character and unique potential of each student. Hyde Leadership Charter School – Brooklyn uses a family-based character education to unite parents, teachers and students in helping each student achieve his or her best academically and in sports, the arts, and the community. Rigorous learning attitudes, leadership skills, and a social conscience lay the foundation for each student's success in college and fulfillment in life.

#### **School Specific Academic Performance**

The school entered its fifth year of operation with the 2014-2015 academic year. As a result, the New York City Department of Education (NYC DOE) has two years of New York State (NYS) assessment data and four years of other academic data, such as data obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at Hyde Leadership Charter School – Brooklyn (Hyde Brooklyn).

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable. However, as this school had its first year of testing in 2012-2013, all proficiency results are aligned to the CCLS. In 2013-2014, Hyde Leadership Charter School – Brooklyn’s performance on the NYS assessments for ELA and math was comparable to the performance of CSD 19.

In 2012-2013, 29.7% of Hyde Brooklyn’s students were proficient in math. Hyde Brooklyn’s math proficiency was higher than 56% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own (i.e. peer schools), Hyde Brooklyn outperformed 63% of similar schools. In 2012-2013, 10.9% of Hyde Brooklyn’s students demonstrated proficiency in state tests in English Language Arts (ELA). With this level of proficiency, Hyde Brooklyn outperformed only 22% of elementary schools citywide. Additionally, Hyde Brooklyn outperformed only 13% of its peer schools.

The following year, in 2013-2014, 21.4% of Hyde Brooklyn’s students were proficient in math. Hyde Brooklyn’s math proficiency was higher than 28% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own, Hyde Brooklyn outperformed 30% of similar schools. In 2013-2014, 16.8% of Hyde Brooklyn’s students demonstrated proficiency in state tests in ELA. With this level of proficiency, Hyde Brooklyn outperformed 30% of elementary schools citywide. However, Hyde Brooklyn only outperformed 28% of its peer schools.

Over the years that data is available for the retrospective charter term, Hyde Leadership Charter School – Brooklyn has met only 40% of its academic charter goals.<sup>1,2</sup> Hyde Brooklyn met three of ten applicable performance goals in its most recent year. Because of the move to Common Core standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school’s academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not include goals that are related to standardized assessments for students in grades kindergarten through two or NYC DOE Progress Report grades. The school has demonstrated a trend of decreased achievement of its stated charter goals over the retrospective charter term.

In 2013-2014, Hyde Brooklyn’s ELA median adjusted growth percentile was 74.0% with a City Percent of Range of 82.0%, placing the school in the 91<sup>st</sup> percentile of elementary schools citywide.<sup>3</sup> Similarly, the school’s peer and Community School District (CSD) percentiles were 93% and 90%, respectively. These percentile ranks indicate that Hyde Brooklyn’s ELA median adjusted growth was well above the average of both its peer group and CSD 19.

---

<sup>1</sup> This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade 12 students).

<sup>2</sup> It should be noted that because of the move to Common Core standards in 2012-2013, the NYC DOE did not include goals that measure a school’s actual performance relative to 75% or greater absolute proficiency on the NYS ELA and Math exams or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include 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.

<sup>3</sup> A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 82% indicates that the school’s ELA median adjusted growth percentile was greater than one standard deviation above the average (that 82% of the range around the average represented scores lower than that of Hyde Brooklyn), while a Citywide percentile of 91% indicates that Hyde Brooklyn’s ELA median adjusted growth percentile was higher than 91% of all elementary schools Citywide.

In 2013-2014, Hyde Brooklyn's math median adjusted growth percentile was 42.0% with a City Percent of Range of 6.0%, placing it in the 5<sup>th</sup> percentile of elementary schools citywide. In addition, the school's peer and Community School District (CSD) percentiles were 5% and 10%, respectively. These percentile ranks indicate that the school's math median adjusted growth percentile was well below the average of both its peer group and CSD 19.

Reports from past NYC DOE visits to the school indicate that the school had been focused on ensuring that students were adequately prepared for the new Common Core aligned assessments. In a visit to the school in May 2013, reviewers noted that the school had made curriculum changes, including a new math program and a switch to a balanced literacy structure for ELA. Reviewers also noted that the school had enhanced interventions and supports for struggling students, including the use of programs such as Leveled Literacy Intervention and Wilson Language Foundations by academic intervention teachers.

On its 2012-2013 NYC DOE Progress Report, Hyde Leadership Charter School – Brooklyn received a grade of C in all sections including as an Overall grade. This ranked Hyde Brooklyn 32<sup>nd</sup> out of 37 early childhood education schools citywide that received a Progress Report grade in 2012-2013. In 2012-2013 the school was classified by the NYC DOE as an Early Childhood School; Early Childhood schools do not receive a percentile rank, therefore no percentile rank was included in the Progress Report.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 30-40 schools with the most similar student population and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections. The grade in this section for Early Childhood schools was based on Early Grade Progress, which measured how individual students' proficiency on State ELA and math exams exceeded their expected proficiency in third grade based on the student's demographic characteristics. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

### **Closing the Achievement Gap**

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 25.0% of Hyde Brooklyn's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Hyde Brooklyn in the 6<sup>th</sup> percentile of elementary schools citywide and above only 16% of elementary schools within CSD 19. However, 68.2% of students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting English scores; this places Hyde Brooklyn in the 93<sup>rd</sup> percentile of all elementary schools citywide and the 84<sup>th</sup> percentile of elementary schools within CSD 19.

On the 2013-2014 NYS assessments, 16.7% of Hyde Brooklyn's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Hyde Brooklyn in only the 3<sup>rd</sup> percentile for elementary schools citywide and above only 11% of elementary schools within CSD 19. However, 66.7% of students with disabilities at Hyde Brooklyn experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting English scores; this places Hyde Brooklyn in the 90<sup>th</sup> percentile of all elementary schools citywide and the 67<sup>th</sup> percentile of elementary schools within CSD 19.

In 2013-2014 Hyde Brooklyn did not serve the minimum number<sup>4</sup> of students designated as English Language Learners to receive data on the percent of English Language Learner students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

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

Hyde Leadership Charter School – Brooklyn is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Hyde Leadership Charter School – Brooklyn's FY11, FY12, FY13, and FY14 independent financial audits;
- Hyde Leadership Charter School – Brooklyn's 2014-2015 staff handbook;
- Hyde Leadership Charter School – Brooklyn's 2014-2015 student/family handbook;
- Hyde Leadership Charter School – Brooklyn's FY15 budget;
- Hyde Leadership Charter School – Brooklyn's Board of Trustee bylaws;
- Hyde Leadership Charter School – Brooklyn's Board of Trustee meeting minutes;
- Hyde Leadership Charter School – Brooklyn's financial disclosure documentation; and
- Hyde Leadership Charter School – Brooklyn's self-reported staffing data.

---

<sup>4</sup> The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

Over the course of the school's charter term, the Board of Trustees has maintained a partially developed governance structure and organizational design. The Board currently has six active members, which is more than the minimum five members required by the Board's bylaws. The Board has not consistently held the minimum number of board meetings as stated in their bylaws and outlined in the Charter Schools Act. Furthermore, the Board has not consistently achieved quorum, as recorded in meeting minutes; across 19 Board meeting minutes reviewed, the Board did not achieve quorum in five meetings.

There are clear lines of accountability between the Board and school leadership team 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. Although the Board's bylaws reference committees, including an Executive Committee, Nominating Committee, Finance and Audit Committee, and Education Committee, the meeting minutes do not indicate that these committees are active throughout the year.

Over the course of the school's charter term, the school has developed a stable school culture. The school has not experienced any leadership turnover since its inception. The Executive Director served as the Head of School until a new Head of School was hired in the 2012-2013 school year that has remained at the school since. The Executive Director and Head of School have been successful in cultivating a culture of learning that is aligned with the school's mission. Instructional staff turnover has been relatively consistent over the four year charter term, with an average instructional turnover rate of 25% over the four-year retrospective charter term. In year one, year two, and year three of the charter term (2010-2011, 2011-2012, and 2012-2013), 9%, 29%, and 36% of instructional staff did not return, either by choice or request, at the start of the following school year. However, for the most recent period, staff turnover was only 25%,<sup>5</sup> lower than that of the prior two school years.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 90 days of unrestricted cash on hand to meet obligations. Based on the fiscal year 2014 (FY14) financial audit, the school had no debt obligations, and its current ratio of 2.82 indicates a strong ability to meet its current liabilities.

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

There was no material weakness noted in the three independent financial audits.

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

Over the charter term, Hyde Leadership Charter School – Brooklyn has been compliant with some applicable laws and regulations, but not others.

The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has submitted appropriate insurance documents to the NYC DOE.

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

---

<sup>5</sup> Data on instructional staff turnover was self-reported by the school in its Renewal Application to the NYC DOE dated November 2014.

The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. Of Hyde Brooklyn's 45 current staff members, five are not certified.

When the on-site review of employment records was conducted in October 2014, one of 51 employees was determined to lack appropriate fingerprint clearance. The school has since provided documentation that the subject employee is no longer employed by the school and that all employees as required have fingerprint clearance as of the date of this report.

The Board is in compliance with the size of Board membership as outlined in the school's charter and in the Board's bylaws. Further, all Board members have submitted financial disclosure forms, included in the 2013-2014 Annual Report, and do not demonstrate conflicts of interest.

The Board is not in compliance with the required number of board meetings, as outlined in the Board's bylaws the Charter Schools Act and the Board has not consistently posted minutes and agenda items for inspection by the public.

Although the school has provided the NYC DOE with a current and complete copy of Hyde Brooklyn's Student Discipline Policy for the 2014-2015 academic year, this policy was not determined to be compliant with federal law. The policy indicates expulsion as a possible consequence for any infraction, the due process policy is minimal, and there is no mention of a discipline policy for students with disabilities.

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

Hyde Leadership Charter School – Brooklyn would like to continue with the originally approved charter to serve students in grades kindergarten through twelve at full scale with enrollment of 894 students at full enrollment.

## Part 2: School Overview and History

Hyde Leadership Charter School – Brooklyn is currently an elementary school serving 392 students<sup>6</sup> in kindergarten through fifth grade during the 2014-2015 school year. It opened in the 2010-2011 school-year, with kindergarten and first grades and is under the terms of its first charter. The original charter application, as authorized, reflected the school's plans to serve grades kindergarten through twelve at full scale with the school authorized to serve grades kindergarten through five in the fifth year of its first charter term. The school's current authorized full grade span is kindergarten through twelve, which it will not reach during the current charter term. The school's current charter term expires on January 11, 2015.<sup>7</sup> The school does not currently offer a public universal Pre-Kindergarten program in New York City. The school is located in a New York City Department of Education<sup>8</sup> (NYC DOE)-operated facility in Community School District 19 in Brooklyn and is co-located with P.S. 328 Phyllis Wheatley.<sup>9</sup>

Hyde Brooklyn is a coed elementary school guided by Hyde's Five Words, Principles and Process, which were first developed in 1966 at the Hyde School in Bath, Maine. Hyde Leadership Charter School – Brooklyn's mission is to develop the deeper character and unique potential of each student. The school believes in a family-based character education and unites parents, teachers, and students in helping each student achieve his or her best academically and in sports, the arts, and the community.

To reach its goals, the school partners with a management partner, the Hyde Foundation of Maine. Hyde Foundation of Maine provides, via contract with this school, materials, training and support for the following programs: character development, parent programming, new teacher training, faculty professional development, and leadership mentoring. In addition, the school will use the management partner to assess the school's execution of its character culture and parent programs. Hyde Foundation of Maine currently charges 3% of Hyde Brooklyn's annual per student funding for the services detailed above. Hyde Brooklyn manages student information via the DOE's Automate the Schools (ATS) system and invoices through the NYC DOE vendor portal. The annual budget is created by the Board of Trustees of the school. Hyde Brooklyn's Board of Trustees is solely responsible for complying with all requirements of grants for the school, the school's governing charter, and all applicable laws.

Hyde Leadership Charter School – Brooklyn's Board of Trustees is led by chair James Cecil Simpson. The school's founder and Executive Director, Sandra J. DuPree, is still a member of the school's Board and has been with the school since the school's inception. The elementary school is currently led by Head of School, Christine DePina Forbes, who has been at the school since the 2012-2013 school year.

The school typically enrolls new students in grades kindergarten to five. There were 460 students on the waitlist after the Spring 2014 lottery.<sup>10</sup> The school does backfill students from the waitlist during the school year for all grades.

Over the charter term, the school enrolled and served students as follows with average class size and section count noted for the most recently completed school year, 2013-2014.

---

<sup>6</sup> ATS data as of October 31, 2014

<sup>7</sup> NYC DOE internal data

<sup>8</sup> NYC DOE internal data

<sup>9</sup> NYC DOE Location Code Generation and Management System

<sup>10</sup> Self-reported information collected through the 2014-2015 DOE Annual Charter School Survey

## Enrollment

Grade-Level Annual Enrollment *	2010-2011	2011-2012	2012-2013	2013-2014
Kindergarten	67	69	68	64
Grade 1	50	73	66	73
Grade 2	-	66	70	71
Grade 3	-	-	66	73
Grade 4	-	-	-	64
Grade 5	-	-	-	-
Total Enrollment	117	208	270	345

\* Enrollment figures reflect ATS data as of October 31 for each school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

## Additional Enrollment Data

School Year 2013-2014 Information	Section Count	Average Class Size
Kindergarten	3	21
Grade 1	3	24
Grade 2	3	24
Grade 3	3	24
Grade 4	3	21
Grade 5	-	-
Students Admitted Through The Lottery	104	

\* Lottery and section count information are based on self-reported data from the 2013-2014 DOE Annual Charter School Survey. Average Class Sizes were determined by dividing ATS enrollment as of October 31, 2013 by the appropriate grade-level section count.

Please see additional demographic data in Section 4 of this report for information regarding the enrollment of special populations at Hyde Leadership Charter School – Brooklyn. This information includes enrollment data for the percentage of students eligible for Free or Reduced Price Lunch, English Language Learners and students with disabilities as compared to the CSD and citywide averages, as well as targets proposed by the New York State Education Department (NYSED).<sup>11</sup>

<sup>11</sup> Beginning with the 2014-2015 school year, Board of Regents authorized charter schools, including those authorized by NYC DOE, will be held accountable to enrollment targets once established by NYSED for students with disabilities, English Language Learner students, and students qualifying for free or reduced price lunch.

## Part 3: Renewal Report Overview

### Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress during the current charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, a report on student achievement data and a school visit by the Office of School Design and Charter Partnerships (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.

### Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Academic success is rated as **Demonstrated, Partially Demonstrated, or Not Yet Demonstrated**.

### Is the school a fiscally and operationally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizer's Core Performance Framework.<sup>12</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.

---

<sup>12</sup> Please refer to the following website for more information:  
[http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance\\*20framework&c=82](http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82)

**Is the school compliant with its charter and all applicable law and regulations?**

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

**Staff Representatives**

The following experts participated in the review of this school, including the renewal visit to the school on two separate occasions: September 22, 2014 and September 23, 2014.

- DawnLynne Kacer, Executive Director, NYC DOE Office of School Design and Charter Partnerships
- Alexandra Anormaliza, Executive Director, NYC DOE Office of School Design and Charter Partnerships
- Sonya Hooks, Senior Director, NYC DOE Office of School Design and Charter Partnerships
- Kim Wong, Director of Operations, NYC DOE Office of School Design and Charter Partnerships
- Meera Jain, Director of Evaluation and Policy, NYC DOE Office of School Design and Charter Partnerships
- Caitlin Robisch, Director of Analytics, NYC DOE Office of School Design and Charter Partnerships
- Paul Yen, Data Analyst, NYC DOE Office of School Design and Charter Partnerships
- Joyce Stallings-Harte, District 19 Community Superintendent, NYC DOE

## Part 4: Findings

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

At the time of this school's renewal, Hyde Leadership Charter School – Brooklyn has partially demonstrated academic achievement and progress.

#### High Academic Attainment and Improvement

- The school has four years of academic performance data and two years of New York State (NYS) assessment data at the time of this report. For detailed information on grade-level data on NYS assessments, please see Appendix A.

NOTE: The 2012-2013 and 2013-2014 ELA and math proficiency percentages should not be compared directly with prior-year results. Unlike prior years, proficiency on the NYS assessments for ELA and math in 2012-2013 and 2013-2014 were based on the Common Core Learning Standards – a more demanding set of knowledge and skills necessary for 21<sup>st</sup> century college and career readiness. However, as Hyde Brooklyn had its first year of testing in 2012-2013, all proficiency results are aligned to the CCLS.

#### ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – Brooklyn</b>	-	-	10.9%	16.8%
CSD 19	-	-	14.2%	16.9%
Difference from CSD 19 *	-	-	-3.3	-0.1
NYC	-	-	28.1%	30.5%
Difference from NYC *	-	-	-17.2	-13.7
New York State **	-	-	31.1%	30.6%
Difference from New York State	-	-	-20.2	-13.8

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – Brooklyn</b>	-	-	29.7%	21.4%
CSD 19	-	-	18.8%	22.0%
Difference from CSD 19 *	-	-	10.9	-0.6
NYC	-	-	33.1%	39.3%
Difference from NYC *	-	-	-3.4	-17.9
New York State **	-	-	31.1%	36.2%
Difference from New York State	-	-	-1.4	-14.8

\* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

\*\* New York State proficiency rates were taken from data.nysed.gov.

### Performance on the NYC Progress Report

Elementary School Progress Report Grades	2010-2011	2011-2012	2012-2013	2013-2014
Overall Grade	-	-	C	Progress Reports were discontinued beginning with the 2013-2014 school year.
Student Progress	-	-	C	
Student Performance	-	-	C	
School Environment	-	-	C	

### Mission and Academic Goals

According to the Renewal Application submitted by Hyde Leadership Charter School – Brooklyn, as well as annual reports submitted to the NYSED, over each of the four years in the charter term during which the school was open, the school achieved/met academic goals as follows:

- 2 of 3 applicable charter goals in the first year of the charter,
- 3 of 5 in the second year,
- 2 of 7 in the third year,<sup>13</sup> and
- 3 of 10 in the fourth year.

### Progress Towards Academic Charter Goals \*

Academic Goals	2010-2011	2011-2012	2012-2013	2013-2014
1. 80% of third through fifth graders will perform at or above Level 3 on the New York State ELA examination.	N/A	N/A	N/A	<b>Not Met</b>
2. 80% of third through fifth graders will perform at or above Level 3 on the New York State Math examination.	N/A	N/A	N/A	<b>Not Met</b>
3. 80% of third through fifth graders will perform at or above Level 3 on the New York State Science examination.	N/A	N/A	N/A	<b>Met</b>
4. 80% of third through fifth graders will perform at or above Level 3 on the New York State Social Studies examination.	N/A	N/A	N/A	N/A
5. 90% of kindergarten students will perform at or above grade level (A-M) on the Fountas and Pinnell Benchmark Assessment.	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
6. 90% of students in grades one and two will perform at or above grade level on the Gates MacGinitie Reading Assessment. **	N/A	<b>Not Met</b>	<b>Not Met</b>	N/A
7. 90% of students in grades one and two will perform at or above the 70th percentile on the Terra Nova.	N/A	<b>Not Met</b>	<b>Not Met</b>	N/A

<sup>13</sup> It should be noted that because of the move to Common Core standards in 2012-2013, the NYC DOE did not include goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and Math exams or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that refer to comparative academic performance of the school (e.g. to the Community School District) were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

Academic Goals		2010-2011	2011-2012	2012-2013	2013-2014
8.	Grade-level cohorts of students will reduce by one half, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA Exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.	N/A	N/A	N/A	Not Met
9.	Grade-level cohorts of students will reduce by one half, the gap between the percent at or above Level 3 on the previous year's NYS Math exam and 75% at or above Level 3 on the current year's NYS Math Exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.	N/A	N/A	N/A	Not Met
10.	The percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all peer schools.	N/A	N/A	Not Met	Not Met
11.	The percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all peer schools.	N/A	N/A	Not Met	Not Met
12.	The school will be deemed "In Good Standing" on the NYS Annual Report.	Met	Met	Met	Met
13.	The school will have an average daily student attendance rate of at least 95%.	Not Met	Met	Not Met	Not Met

\* Goals were self-reported by the school in the school's Renewal Application submitted to NYC DOE and 2013-2014 Annual Report documentation submitted to NYSED.

\*\* Students in first and second grade in 2012-2013 were administered TerraNova exams rather than Gates MacGintie Reading Assessment. Since this change was made without proper notification to the DOE, the progress for this goal in the 2012-2013 school year is considered as Not Met.

## Responsive Education Program

The school administers the Fountas and Pinnell evaluation for kindergarten students and TerraNova for first and second grade students. The following data was found:<sup>14</sup>

- Fountas & Pinnell data:
  - As of January 2014, 47% of kindergarten students were reading above grade level; an additional 14% of kindergarten students were reading at grade level. A total of 61% of kindergarten students were reading on or above grade level.
  - Based on the above grade-level proficiency, the school expects 90% of this cohort of students to read on or above grade level by June 2014.
- Terra Nova data:
  - As of May 2013, 25% of first grade students scored at "moderate to high mastery in reading; 22% of first grade students scored at "moderate to high" mastery in math.
  - As of May 2013, 11% of second grade students scored at "moderate to high" mastery in reading; 20% of second grade students scored at "moderate to high" mastery in math.
  - In order to support students, the school has had students practicing test taking skills and completing Benchmark tests using the Comprehensive Assessment of Reading Strategies and the Comprehensive Assessment of Math Strategies.

<sup>14</sup> Please note that, due to a change in state regulation, the NYC DOE does not include goals that are related to standardized assessments for students in grades kindergarten through two in its evaluation of DOE-authorized charter schools for the 2013-2014 school year or thereafter. Data presented above is self-reported by Hyde Brooklyn.

As part of the renewal review process, representatives for the NYC DOE visited the school on September 22 and September 23, 2014. Based on discussion, document review, and observation, the following was noted:

- **Alignment with Common Core:**

- School leadership reported implementing several programs to support students; specifically citing Fountas & Pinnell's Leveled Literacy Intervention (LLI) system.
  - The LLI system is the instructional program designated for the afterschool tutoring and the Academic Intervention Support (AIS) program.
  - Data results show 65% of second grade students entering tutoring at a Level 2 increased to a Level 3 by year end.
  - Similarly, 30% of students reading at Level 1 met grade level standard by year end.
  - Grade levels within the Guided Reading program show a 10% increase in students reading above grade level from October 2012 to May 2013, with a 16% decrease in students reading at Level 1.
- In their first year of the formal testing experience, third grade students were supported using the i-Ready Test Preparation material. Simultaneously, students were provided additional support in reaching Common Core Learning Standards through Pearson's enVisions Math Program.
- In Literacy, teachers previously used Houghton Mifflin's Journeys and StoryTown as well as reading and writing units that supported the induction of the New York CCLS.
  - These standards were not fully met so alternatively, teachers received training in Guided Reading and The Writing Process along with the new NYS testing rubrics.
  - Third grade students were provided additional material to support test preparation within the classroom.
  - Through McGraw Hill i-Ready Test Preparation, students received materials for classroom use and to support instruction during the 10-week Saturday Academy sessions.

- **Addressing the Needs of All Learners:**

- Hyde Leadership Charter School – Brooklyn employs an Integrated Co-Team Teaching (ICT) classroom across every grade level.
  - The ICT model allows a general education teacher and a special education teacher to work in tandem to deliver instruction and to ensure students' access to information.
  - Teachers use a variety of instructional methods, approaches, and strategies to meet the individual needs of each student.
  - Although students with disabilities are held to the highest academic and behavioral standards, the school takes into careful consideration the specific needs and disabilities of students when addressing attitudes and off-track behaviors.
- The school implements a multitude of support services for students with disabilities, including but not limited to the following:
  - Special Education Teacher Support Services (SETSS) are mandated services for students that require additional academic support in ELA, math, and writing. The SETSS teacher utilizes "push-in" and "pull-out" models to provide these services.
  - Academic Intervention Support Services are designated for students that need additional academic support in ELA, math, and writing. These services are provided by the SETSS teacher through the "push-in" and "pull-out" approach.

- English Language Learners Services are designated for eligible students with limited English proficiency. The ELL Coordinator provides instructional support in reading, writing and vocabulary skills.
  - Related services such as Speech & Language Therapy, Hearing Therapy and Counseling are all provided where mandated by an Individualized Education Program (IEP).
- The school uses Wilson Foundations as a supplemental prevention and early intervention program.
  - Wilson Foundations is a multisensory, systematic, phonics, spelling, and handwriting program that benefits all students in grades kindergarten through three.
  - It thoroughly teaches the foundational skills of the CCLS and supports the reading standards, writing standards, and standards for language.
  - All skills within the program are taught explicitly, sequentially, and systematically, with multisensory techniques, while assessments monitor students throughout the program.
- The Leveled Literacy Instruction program is another intervention resource, whereby small-group, supplementary literacy intervention is designed to help teachers provide daily, small-group instruction for the lowest achieving students at their grade level.
- The school primarily uses the Words Their Way program for students with limited English proficiency.
  - Through this program, young, emergent-level English learners study sounds and letters, rhymes, and beginning sounds. English learners who are considered advanced are at the other end of the developmental continuum.
- To assist all students in accessing information, the school has developed a comprehensive Response to Intervention (RTI) plan to ensure progress amongst all students. The RTI is a tiered approach. Each tier provides a higher level of supports for students.
  - Tier 1 is for all students. Classroom teachers are responsible for providing Tier 1 supports by identifying the student's learning style and learning needs and adapting instruction or behavior modification systems to maximize learning experiences.
  - Tier 2 supports begin once a child has been referred to the Child Study Team (CST) and the team identifies the child as requiring second level supports which may include specialized grouping within the classroom, slower paced academic program, individualized behavior plans, or adaptation to academic programming.
  - Tier 3 supports are based on student data that has been collected by classroom teachers and reviewed by the CST team and follow specified interventions that have not been productive. A student may receive interventions including a revised academic scope and sequence, pull-out or push-in services by a math or reading specialist, counseling supports or additional supports by an Intervention specialist, using a SETSS like approach.
  - At Tier 4, a student requires special education services and has undergone a referral process through the Committee on Special Education.

- **Instructional Model and Classroom Instruction**

- During the renewal visit, 25 classrooms across grades kindergarten through five were observed with the school's Executive Director, Head of School, and Literacy Coach
- In all observed classes, teachers were following the ICT model, including team teaching, parallel teaching, one teach and one assist, and alternative teaching.
- Observed class-sizes ranged from 18 to 21 students, with two teachers in each classroom.
- Forms of questioning identified during the classroom observations included some basic fact recall, but mostly challenged students to demonstrate understanding or to analyze and apply.

- In all classrooms, checks for understanding that included questioning, polling, classwork, teacher observation, and frequent use of student turn and talk were observed.
- In all observed classrooms, differentiation of materials, tasks, and products, through small group instruction or independent practice, was observed. This was consistent with the school model.
- In all observed classes, students were responsive to teacher directions and instruction.
- In most observed classes, students were either fully on task or mostly on task. Off-task students were off task for a short duration.
- Based on debriefs with the school's leadership team members 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 10 teachers. The following was noted:

- All interviewed teachers reported the use of data collection and assessment to inform instruction.
  - Most teachers interviewed reported receiving observation a couple of times a month from school leadership with helpful feedback.
  - Some newer teachers interviewed reported feeling supported through having an open door policy with school leadership and the feedback they received.
- According to the 2013-2014 School Environment Survey, most parents strongly agree “that the school has teachers who are interested and attentive when they discuss [their] child” and all parents who responded to the survey agree “that the school has high expectations for [their] child.”<sup>15</sup>
  - According to the 2013-2014 School Environment Survey, only 57% of teachers agree that “order and discipline are maintained at the school” and 24% agree with the statement that “at my school students are often harassed or bullied in school.”<sup>16</sup>

---

<sup>15</sup> According to the 2013-2014 NYC School Survey, 68% of parent respondents strongly agree that Hyde Brooklyn has teachers who are interested and attentive when they discuss their child; another 29% agree with the statement. Similarly, 68% of parent respondents strongly agree that Hyde Brooklyn has high expectations for their child; another 29% agree with the statement.

<sup>16</sup> According to the 2013-2014 NYC School Survey, 9% of teacher respondents strongly agree that order and discipline are maintained at Hyde Brooklyn; another 48% agree with the statement. Of teacher respondents, 3% marked that they strongly agree that students are often harassed or bullied in the school; an additional 21% of teacher respondents marked 'agree' to the statement.

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

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

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

On September 22, 2014 as part of the renewal review process, representatives for the NYC DOE met with a representation of the school's Board of Trustees independent of the school leadership team. Based on document review and observation, the following was noted:

- The Board currently has six active members. This level of membership is consistent within the minimum of five members and maximum of nine members established in the Board's bylaws.
- The Board's Chairperson, Vice Chairperson, Secretary and Treasurer, specified positions in the bylaws are currently filled with no vacancies.
- The Board has not consistently achieved quorum, as recorded in meeting minutes. Across 19 Board meeting minutes reviewed, the Board did not achieve quorum in five meetings.
- The Board has not consistently held the minimum number of board meetings as per the bylaws nor the minimum number of meetings required by the Charter Schools Act.
- The Executive Director updates the Board on academic progress, school operations, and administrative matters; the Treasurer updates the Board on financial standing, as recorded in meeting minutes. These updates are shared at monthly Board meetings.
- There are clear lines of accountability between the Board and school leadership team 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's bylaws reference committees, including an Executive Committee, Nominating Committee, Finance and Audit Committee, and Education Committee; however, the meeting minutes do not indicate that all of these committees are active.
- The school's founder and current Executive Director, Sandra J. Dupree, is still a member of the school's Board.
- The elementary school leader is Christina DePina Forbes, who has been at the school since the 2012-2013 school year and was a founding Board member.

### **School Climate & Community Engagement**

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

- To date, the school has yet to meet its charter goal of having an annual average student attendance rate of at least 95%. Average daily attendance for students over the four year charter period is 91.3% according to the data in the table below.<sup>17</sup>

---

<sup>17</sup> The table reflects school self-reported attendance data for school years 2010-2011 and 2011-2012 and attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school years 2012-2013 and 2013-2014. Please note that the school self-reported different attendance rates than those recorded in ATS for the last two years, 2012-2013 and 2013-2014. The school self-reported attendance rates of 92.0% and 91.0% for school years 2012-2013 and 2013-2014, respectively.

## Average Attendance

Elementary School Attendance				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – Brooklyn *</b>	<b>91.0%</b>	<b>91.0%</b>	<b>91.6%</b>	<b>91.5%</b>
NYC **	93.2%	93.9%	93.6%	93.2%
Difference from NYC	-2.2	-2.9	-2.0	-1.7

\* Attendance was self-reported by the school for school years 2010-2011 and 2011-2012. For school years 2012-2013 and 2013-2014 attendance was taken from ATS.

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

- Staff turnover has been consistent over the charter term. In year one, year two, and year three of the charter term (2010-2011, 2011-2012, and 2012-2013), 9%, 29%, and 36% of instructional staff did not return, either by choice or request, at the start of the following school year. However, for the most recent period, staff turnover was only 25%.<sup>18</sup>
- Student mobility is presented below for the charter term without comparison to other schools, the CSD or NYC as final student retention goals were not established by the New York State Education Department for the retrospective charter term. Based on the NYC DOE's evaluation and not in comparison to any other school, the CSD or NYC averages, the school has had challenges with retaining students in all years of the charter term, but there has been a slight improvement in student retention over the course of the charter term.

## Mobility

Student Mobility out of Hyde Leadership Charter School – Brooklyn *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School	20	38	37	47
Percent of Students who Left the School	17.1%	18.3%	13.7%	14.4%

\* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

- The NYC DOE has made changes to the NYC School Survey during the entirety of the retrospective charter term. Questions asked have been altered, added or deleted from year to year. Also, beginning with the 2013-2014 NYC School Survey, survey categories will not be measured in total points out of 10 possible points. To allow for consistency during the evaluated charter term, selected questions, consistent with the NYC DOE OSDCP Accountability Framework were identified as relevant for charter schools. These are presented below for the duration of the retrospective charter term. In the most recent year of survey results, 2013-2014, the percentage of teachers agreeing or strongly agreeing was above citywide averages for two of four selected questions; the percentage of parents agreeing or strongly agreeing was above citywide averages for all three selected questions.
- NYC School Survey Response Rates should be comparable over time, however, as the measurement of these has remained consistent. Response rates for parents, teachers and students (if participating) are presented below for each year of the charter term. In general, for each year of the charter term the response rates for Hyde Brooklyn parents have been above NYC averages (with the exception of the parent response rate in the first year of operation). The response rates for Hyde Brooklyn teachers have moved from below the citywide average in the

<sup>18</sup> Data on instructional staff turnover was self-reported by the school in its Renewal Application to the NYC DOE dated November 2014.

first two years of operation to above the citywide average in the most recent two year of operation.

### NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree						
Survey Question		Hyde Leadership Charter School – Brooklyn				Citywide Average
		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	-	-	-	-
	Most students at my school treat each other with respect.	-	-	-	-	-
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	-	-	-	-
Parents	I feel satisfied with the education my child has received this year.	85%	96%	97%	98%	95%
	My child's school makes it easy for parents to attend meetings.	91%	92%	97%	98%	94%
	I feel satisfied with the response I get when I contact my child's school.	91%	98%	100%	99%	95%
Teachers	Order and discipline are maintained at my school.	100%	82%	61%	87%	80%
	The principal at my school communicates a clear vision for our school.	100%	91%	96%	92%	88%
	School leaders place a high priority on the quality of teaching.	100%	82%	96%	84%	92%
	I would recommend my school to parents.***	-	82%	84%	76%	81%

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

\*\* This question was phrased as "My teachers inspire me to learn" in the 2009-2010 through 2012-2013 School Surveys.

\*\*\* This question was not introduced until the 2011-2012 School Survey.

### NYC School Survey Results

Response Rates					
		2010-2011	2011-2012	2012-2013	2013-2014
Students*	Hyde Leadership Charter School – Brooklyn	-	-	-	-
	NYC	-	-	-	-
Parents	Hyde Leadership Charter School – Brooklyn	30%	60%	80%	73%
	NYC	52%	53%	54%	53%
Teachers	Hyde Leadership Charter School – Brooklyn	50%	61%	96%	97%
	NYC	82%	81%	83%	81%

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

- The school's charter goals include, "parents will express satisfaction with the school's program, based on the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and

Respect.” The school met this goal in 2010-2011, 2011-2012 and 2012-2013. This goal is not applicable for the 2013-2014 school year.

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

- An internal survey performed by the school during the 2013-2014 school year indicated that 98% of parents were either satisfied or very satisfied with their child's education. (Less than 50% of the schools' families participated in the survey.)
- The school's Family Education Director collaborates with the Parent Leadership Council to serve as a resource to parents. The Parent Leadership Council strives to meet monthly and works closely with school staff, including the Family Education Director, to host fundraising events, support student-centered activities and mobilize parents to represent the Hyde Brooklyn community.
- The NYC DOE conducted a public renewal hearing on September 23, 2014 at Hyde Leadership Charter School – Brooklyn in an effort to elicit public comments. Approximately 36 participants attended the hearing with 16 persons speaking in support of the school's renewal and zero speaking in opposition.
- The NYC DOE made randomized phone calls to parents/guardians from a roster provided by the school for students of all grades. Calls to school parents/guardians were made during November 2014 until 20 phone calls were completed. Of these calls, 100% provided positive feedback regarding the school.

## **Financial Health**

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

- Based on the FY14 financial audit, the school's current ratio of 2.82 indicated a strong ability to meet its current liabilities.
- Based on the FY14 financial audit, the school had sufficient cash to cover its operating expenses with at least 90 days of unrestricted cash on hand allowing for at least two months of operating expenses without an infusion of cash.
- A comparison of the enrollment projections for the 2014-2015 budget to the actual enrollment as of September 30, 2014 revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY14 financial audit, the school had no debt obligations.

## **Financial Sustainability**

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

- Based on the financial audits from FY11 to FY14, the school generated an aggregate surplus over these audited fiscal years, and in FY14 the school operated at a surplus.
- Based on the FY14 financial audit, the school's debt-to-asset ratio of 0.28 indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY14, the school generated overall positive cash flow from FY11 to FY14 and the school had positive cash flow in each measurable year.

There was no material weakness noted in the school's independent financial audits.

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

As of the review on November 2014, the Board of Trustees for Hyde Leadership Charter School – Brooklyn is in compliance with:

- **Membership size.** Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of nine members.
- **Submission of all required documents.** All current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted do not demonstrate conflicts of interest.<sup>19</sup>
- **Notification of Board Member Resignations/Submission of New Board Members for Approval.** The board has consistently submitted board resignation notices or new board member credentials within the required five days of change to OSDCP for review and if necessary, approval.
- **Timely submission of documents.** The Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. The school has posted to its website its annual audit for each year of the charter term, as required in charter law.

As of the review on November 2014, the Board of Trustees for Hyde Leadership Charter School – Brooklyn is out of compliance with:

- **Posting of minutes and agendas.** The Board has not consistently 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. As of November 2014, there were only Board minutes from the 2014-2015 school year posted.
- **Required number of monthly meetings.** The school's bylaws indicate that the Board is to hold 10 meetings a year. In all years of the charter term (2010-2011 through 2013-2014), the Board did not hold the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and the posted meeting minutes. Required meetings are those which met quorum. Additionally, since the 2010-2011 academic year, the Board has not held the number of board meetings required by the Charter Schools Act. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

As of the review on November 2014, the charter school is in compliance with:

- **Application and Lottery.** For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 4, 2014 adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.
- **Safety Documents.** The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.
- **Immunization.** The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- **Insurance.** The school has submitted appropriate insurance documents to the NYC DOE.
- **Fire Emergency.** One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- **Timely Submission of Invoicing and Reconciliation Documents.** Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.
- **Fingerprint clearance.** When the on-site review of employment records was conducted in October 2014, one of 51 employees was determined to lack appropriate fingerprint clearance. The school has since provided documentation that the subject employee is no longer employed

---

<sup>19</sup> Source: New York State Education Department Annual Report

by the school and that all employees as required have fingerprint clearance as of the date of this report.

As of the review on November 2014, the charter school is out of compliance with:

- **Student Discipline Plan.** The school has provided the NYC DOE with a current and complete copy of their Student Discipline Policy for the 2014-2015 academic year. This policy was not determined to be compliant with federal law because it indicates expulsion as a possible consequence for any infraction and the due process policy does not fully meet requirements.
- **Teacher certification.** The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. Of Hyde Brooklyn's 45 current staff members, seven are not certified.

### **Enrollment and Retention Targets**

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English Language Learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
  - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
  - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
  - As of November 1, 2014, charter school enrollment and retention targets as required by the NYS Charter Schools Act are still in a *proposed* status. The information presented below for enrollment is compared to NYC CSD and NYC averages, however, these averages should not be assumed to be similar to the final enrollment targets to be released by NYSED.<sup>20</sup>
- In school year 2013-2014, Hyde Leadership Charter School – Brooklyn:
  - served a lower percentage of students qualifying for free or reduced price lunch compared to the CSD 19 percentage, but a higher percentage compared with the citywide percentage;
  - served a lower percentage of students with disabilities compared to both the CSD 19 and citywide percentages; and
  - served a lower percentage of English Language Learner students compared to both the CSD 19 and citywide percentages.

---

<sup>20</sup> Please see the following website for more information: <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

## Enrollment of Special Populations<sup>21</sup>

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Proposed)
Free and Reduced Price Lunch (FRPL)	<b>Hyde Leadership Charter School – Brooklyn</b>	<b>87.2%</b>	<b>92.8%</b>	<b>90.4%</b>	<b>92.5%</b>	<b>92.9%</b>
	CSD 19	96.4%	96.6%	96.5%	96.1%	
	NYC	80.7%	83.3%	82.6%	82.4%	
Students with Disabilities (SWD)	<b>Hyde Leadership Charter School – Brooklyn</b>	<b>2.6%</b>	<b>6.7%</b>	<b>7.8%</b>	<b>11.9%</b>	<b>11.1%</b>
	CSD 19	10.6%	11.5%	13.9%	18.2%	
	NYC	14.5%	15.2%	16.7%	19.3%	
English Language Learners (ELL)	<b>Hyde Leadership Charter School – Brooklyn</b>	<b>1.7%</b>	<b>1.0%</b>	<b>4.8%</b>	<b>10.1%</b>	<b>10.9%</b>
	CSD 19	12.8%	13.0%	12.2%	12.0%	
	NYC	20.2%	18.8%	17.7%	16.6%	

Additional Enrollment Information				
	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	K-1	K-2	K-3	K-4
CSD(s)	19	19	19	19

<sup>21</sup> Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

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

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

- Hyde Leadership Charter School – Brooklyn would like to continue with the originally approved charter to serve students in grades kindergarten through twelve at full scale with enrollment of 894 students at full enrollment.

## Part 5: Background on the Charter Renewal Process

### Renewal Process

In the final year of its charter, a NYC DOE Chancellor-authorized charter school seeking renewal must demonstrate its success during the current charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its prior term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to carry out an ambitious plan for the future.

The NYC DOE does not automatically grant charter renewal, and no charter operator is entitled to renewal. Rather, a school must prove that it has earned renewal and is worthy of continuing the privilege of educating New York City public school students. To make such determinations, the NYC DOE Office of School Design and Charter Partnerships (OSDCP) renewal team performs a comprehensive review of the school's academic, operational and fiscal performance over the course of the charter which includes an analysis of the school's renewal application. This application is built around the four essential questions of the NYC DOE OSDCP Accountability Framework and includes a retrospective analysis of the school's prior track record as well as a prospective plan for the school. In reviewing this information, a school must be able to demonstrate that it can satisfy the four essential questions of the NYC DOE OSDCP Accountability Framework:

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

The school presents evidence to support its application for renewal by providing a compelling response to these overarching questions that demonstrates its students have made significant academic progress, is serving students equitably, has sustainable operations to be successful in the next charter term, and that the school has met the goals and objectives pledged in its current charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges and the lessons learned.

While the academic performance of students is the foremost determining factor of a school's success, a school's ability to demonstrate an effective educational program, a financially and operationally viable organization, and a strong learning community with support from stakeholders are also important factors that inform a renewal decision. For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Framework overview in Part 6 of this report.

### Statutory Basis for Renewal

The New York State Charter Schools Act ("the Act") authorizes the creation of a system of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

#### **§2850:**

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and

- (f) Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.<sup>22</sup>

The Act states the following regarding the renewal of a school's charter:

**§2851.4:**

Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty-two of this article; provided, however, that a renewal application shall [also] include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

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

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.<sup>23</sup> As one such charter entity, the New York City Department of Education ("NYC DOE") institutes a renewal application process that adheres to the Act's renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;

---

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

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

- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction; and
- The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents of students with disabilities, English Language Learners, and 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.<sup>24</sup>

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.<sup>25</sup>

---

<sup>24</sup> § 2851(4)(e) added with the 2010 amendments to the Act.

<sup>25</sup> See § 2852(5).

## Part 6: NYC DOE OSDCP Accountability Framework

The Office of School Design and Charter Partnerships (OSDCP) team may recommend to the Chancellor three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal with conditions, or non-renewal.

After the OSDCP renewal site visit, the OSDCP team incorporates its findings from the visit into this renewal report. The evidence and findings sought align to the four essential questions of our accountability framework and may include classroom observations, leadership interviews, assessment results, School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in this report. If the OSDCP renewal team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal. If OSDCP approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, OSDCP will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval.

### ***Full-Term Renewal, With or Without Conditions***

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has clearly and consistently demonstrated high academic attainment and/or consistent and significant student academic progress, has met the majority of its charter goals, has demonstrated financial stability, has demonstrated operational viability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

### ***Short Term Renewal with Conditions***

In cases where a school is up for renewal of its initial charter and has two years or fewer of state-assessment results, or where any school has demonstrated mixed academic results or has uncertain organizational or financial viability, a short-term renewal with conditions may be considered.

### ***Non-Renewal***

Renewal is not automatic. Schools that have not demonstrated significant progress or high levels of student achievement and/or are in violation of their charter will not be renewed.

### ***Grade Expansions or Enrollment Changes***

A school may seek material charter revisions as part of the renewal process. In the case of a grade expansion or change in authorized enrollment, these material charter revisions are considered separately from the charter renewal. Charter renewal, with or without conditions, is not a guarantee of approval for a proposed material charter revision.

## The NYC DOE OSDCP Accountability Framework

To help Chancellor-authorized charter schools better understand what we mean by success for charter schools, the OSDCP team has developed an Accountability Framework built around four essential questions for charter school renewal:

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

Although academic performance is primary, the NYC DOE takes into account a wide variety of factors (as indicated by the framework strands and available evidence detail) when evaluating a school. These factors include academic, fiscal, operational and environmental indicators of a charter school's performance. Additionally, some of the indicators we evaluate relate to expected performance as defined in the New York State Charter Schools Act including evidence of improved student learning and achievement, special emphasis on expanded learning experiences for students who are at-risk of academic failure, use of different and innovative teaching methods, parent and student satisfaction, and enrollment and retention of special student populations. Further detail about the application of the framework to school reflection and evaluation is provided beginning on page 17 of the NYC DOE Chancellor-Authorized Schools Accountability Handbook for 2014-15.

What follows is a framework that outlines strands, indicators, and potential evidence for each of the four essential questions. The framework identifies what OSDCP looks at in determining whether a school is successful enough to earn a new charter term, with or without conditions, and the duration of the charter term recommended by NYC DOE. As schools use the NYC DOE OSDCP Accountability Framework, they should remember that charter schools exist to deliver improved student achievement for the students they serve, particularly at-risk students, so the schools are high-quality choices for families. This reminder should help a school apply this framework to its own performance analysis, underscoring the state and city's commitment to superior academic performance as the most important factor in a school's performance, while also recognizing the importance of closing the achievement gap and offering high-quality learning opportunities for all students.

### 1. Is the School an Academic Success?

#### 1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Meet other rigorous academic goals as stated on school charter
- Demonstrate increasing student achievement/growth
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing academic performance measures of DOE identified peer-schools
- Are surpassing academic performance measures compared with district/city proficiency averages

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 3-8 NYS Math Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 4 and 8 NYS Science Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- HS 4- and 6-Year Graduation Rates
- Grades 8-12 NYS Regent Exam Results
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- When applicable, NYSAA or other approved alternate assessments results
- Results on state accountability measures
- Charter School Academic Goals
- School-reported internal assessments
- NYC DOE Progress Reports or School Quality Reports<sup>26</sup>

### **1b. Instructionally Sound and Responsive Education Program**

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state and Common Core Learning Standards
- Use instructional models and resources that are consistent with school mission and flexible in addressing the needs of all learners
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Offer defined opportunities for remediation and acceleration
- Utilizes a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Use a defined process for evaluating and supporting curricular tasks, programs and resources for effectiveness and fit with school mission and goals

<sup>26</sup> Beginning with the 2013-2014 school year, the NYC DOE replaced the DOE Progress Report with the DOE School Quality Report. The 2012-2013 school year is the last year NYC public schools will have a Progress Report score. The Progress Report and School Quality Report contain similar indicators of performance.

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

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

### **1c. Learning Environment**

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

- Provide a safe, respectful, and stable academic environment conducive to student learning (one with efficient transitions and safe hallways, cafeteria, yard, etc.)
- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best effort academically and to actively engage in their own learning and the life of the school
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Have formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

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

- Classroom observations
- NYC DOE School Survey results (students, parents and teachers)
- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- Parent complaint/concern information
- Self-administered satisfaction survey results
- Interviews with school leadership, staff, and, if appropriate, students
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)
- School calendar and class schedules

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

### 2a. Mission and Goals

Schools with a successful mission and goals have many of the characteristics below:

- Have an animated mission statement and clearly articulated goals (both academic and non-academic) that staff, students and community embrace
- Demonstrate an active self-evaluation process that involves regular monitoring, an examination of practices based on outcomes against goals, and reporting on progress towards school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

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

- Mission Statement
- School charter and external documents (student/family handbooks, school website, etc.)
- Annual Reports, school improvement plans, leadership/Board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder interviews (board, parents, staff, students, etc.)

## 2b. Leadership and Governance Structure

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

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly, but not limited to, Open-Meeting Law and conflict of interest laws, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- Have timely and appropriate access to legal counsel
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provides regular feedback on instruction to teachers, including both formal and informal observations

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

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook and core operational policies
- School calendar
- Professional development plans
- Stakeholder interviews (board, school leadership and staff)

## 2c. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- A healthy professional school climate that is collaborative, student-centered, and open to parents and community support
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the NYC DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships that support and advocate for the school
- Engage families actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer
- Share instructional and operational practices with the larger NYC school community and actively seek opportunities for partnering and collaboration
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives

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

- NYC DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Participation in NYC DOE initiatives and efforts to collaborate/partner with other NYC schools
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Student/Family and Staff Handbooks

## 2d. Operational Health

Schools that are effective, sustainable organizations have many of the characteristics below:

- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Demonstrate efficient and orderly daily operations
- Have appropriate insurance coverage and insurance and facility documents
- An effective process for recruiting, hiring, compensating, monitoring, supporting, and evaluating school leadership and staff
- A flexible, data-driven approach to professional development for all staff
- Consistently meet student enrollment and retention targets as established by SED (applicable to schools renewed after 2010)
- Communications with NYC DOE are timely, comprehensive, and appropriate
- If applicable, school relationship with a charter management organization identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees

Evidence of an operationally viable organization may include, but not be limited to, the following:

- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Appropriate insurance documents
- Operational policies and procedures
- Operational organizational chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan
- Immunization completion rate information
- Appropriate AED/CPR certifications

## 2e. Financial Sustainability

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

- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, at school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Consistently clean financial audits and compliant escrow accounts
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school's design and academic program
- School leadership and Board maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- School leadership and Board oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Demonstrate financial planning for future school years, including per-pupil and space-related cost projections

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial audits, escrow accounts and other fiscal reporting documents
- Financial leader(s) resume and accountability documents
- Financial and operational organizational chart
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships

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

#### **3a. Approved Charter and Agreement**

Schools in substantial compliance with the school's charter and charter agreement have the characteristics below:

- Implement the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implement comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Comprehensive Review reports
- Board meetings, agendas and minutes
- Leadership/Board and staff interviews
- Public hearings (renewal or material revision hearings)

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

Schools in substantial compliance with federal and state law have the characteristics below:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for Free and Reduced Price Lunch, ELL and Special Education students to those of their community school district of location<sup>27</sup> or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage enrollment process and annual waiting lists with integrity
- Employ instructional staff with appropriate security clearances and meet all certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's NYSED Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student/Family Handbook
- Student discipline policy and records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

<sup>27</sup> School-specific targets for enrollment and retention are to come from the NY State Education Department. This requirement of the New York State Charter Schools Act applies to schools renewed after 2010.

### 3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have the characteristics below:

- Safe and secure facilities with no significant compliance concerns
- Consistently clean annual audits, up-to-date escrow accounts, and complete all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as comply with NYC DOE OSDCP's requirements for reporting changes in board membership and securing approval for new board members
- Inform NYC DOE OSDCP, and where required, receive OSDCP approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests
- Revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Stakeholder interviews

## 4. What Are the School's Plans for its Next Charter Term?

### 4a. School Expansion or Model Replication

In anticipation of a new charter term, a school may consider various growth options: replication, expansion to new grades or increased enrollment, or alteration of its model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to determine community needs and to communicate regarding the school's proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter revision or merger applications
- Leadership and Board interviews

### 4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (for example, human resource policies for growing your own talent, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)
- School develops contingency plans especially for facilities or financial scenarios

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

- Charter renewal application
- Board roster and resumes
- Board committees and minutes
- School organizational chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

#### 4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even without major changes through expansion or replication, are careful to adjust elements to ensure continued and improved success
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter including mission, program description, governance, organization, budget, etc. for new term
- Leadership and Board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

## Appendix A: School Performance Data

### Students scoring at or above Level 3

Grade-Level Proficiency in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – Brooklyn</b>				
Grade 3	-	-	10.9%	10.1%
Grade 4	-	-	-	24.2%
<b>DIFFERENCE FROM CSD 19 *</b>				
Grade 3	-	-	-3.3	-5.5
Grade 4	-	-	-	6.0
<b>DIFFERENCE FROM NYC</b>				
Grade 3	-	-	-17.2	-19.8
Grade 4	-	-	-	-6.9

Grade-Level Proficiency in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
<b>Hyde Leadership Charter School – Brooklyn</b>				
Grade 3	-	-	29.7%	21.7%
Grade 4	-	-	-	21.0%
<b>DIFFERENCE FROM CSD 19 *</b>				
Grade 3	-	-	10.9	1.5
Grade 4	-	-	-	-2.8
<b>DIFFERENCE FROM NYC</b>				
Grade 3	-	-	-3.4	-16.9
Grade 4	-	-	-	-19.0

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

## Appendix B: Additional Accountability Data

### NYC DOE Accountability Reports

[Annual Site Visit 2010-2011](#)

[Annual Site Visit 2011-2012](#)

[Annual Comprehensive Review 2012-2013](#)