Department of Education
Dennis M. Walcott, Chancellor

Charter Schools Accountability and Support
2012-2013

KIPP INFINITY CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2012-2013 SCHOOL YEAR

Part 1: School Overview & History

School Overview and History

KIPP Infinity Charter School (KIPP Infinity) is an elementary, middle, and high school serving approximately 859 students[1] in grades K-2 and 5-12 during the 2012-13 school year. It opened in 2005-2006, and is under the terms of its second charter. The school's projected full grade span upon renewal and approval is K-12, which it's expected to reach in 2014-2015.[2] KIPP Infinity is located in public[3] facilities at 625 West 133rd Street in Manhattan within CSD 5.[4] The school's high school grades are co-located with KIPP Academy, KIPP AMP, and KIPP Star high school students the KIPP NYC College Prep (KIPP College Prep), also located at 625 West 133rd Street in Manhattan.

The table below details the school's performance on the NYC DOE Progress Report.[5]

Progress Report Results for KIPP Infinity

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall	A	A	A	A
Student Progress	A	A	B	A
Student Performance	A	A	A	A
School Environment	A	A	A	A
Closing the Achievement Gap Points	9	8.8	9	5.4

High School Progress Report Results for KIPP NYC College Prep
(which includes KIPP Infinity)

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall Grade		Ungraded	Ungraded	Ungraded
Student Progress		Ungraded	Ungraded	Ungraded
Student Performance		Ungraded	Ungraded	Ungraded
School Environment		Ungraded	Ungraded	Ungraded
Closing the Achievement Gap Points		Ungraded	Ungraded	Ungraded

KIPP Infinity Charter School typically enrolls new students in grades K and 5 but accepts applications at all grade levels, backfilling when seats become available. There were 1,295 students on the waitlist after the Spring 2012 lottery.[6]

The average attendance rate for the 2012-13 school year to date is 94%.[7]

On the 2011-12 NYC DOE School Survey, the school scored Well Above Average on the Academic Expectations, Communication, and Engagement sections, compared to other K-12 schools citywide and Above Average on the Safety & Respect section. Constituent participation on the School Survey in 2011-12 included 59.0% of the school's parents, 71.0% of the school's teachers, and 88.0% of the school's eligible students responding to the survey.[8]

[1] Enrollment based on ATS data from 3/8/13.
[2] NYC DOE internal data.
[3] NYC DOE internal data.
[4] NYC DOE Location Code Generating System database.
[5] NYC DOE Progress Report – http://schools.nyc.gov/progressreport
[6] Self-reported information from school-submitted Data Collection Form.
[7] Self-reported information from school-submitted Data Collection Form.
[8] NYC School Survey – http://schools.nyc.gov/survey

KIPP Infinity's elementary grade principals are Stephanie Adams and Lindsay Fry, its middle school grade principal is Allison Willis Holley, and Natalie Webb is the principal at KIPP NYC College Prep campus.

In the winter of 2009, KIPP Infinity was renewed for a second five year charter term.

KIPP NYC, LLC, a Charter Management Organization (CMO), provides services to KIPP Infinity Charter School, one of five charter schools in New York City the CMO manages. The other city schools managed by KIPP NYC are KIPP Academy, KIPP AMP, KIPP Star, and KIPP Washington Heights, whose campuses are located throughout Manhattan, the Bronx, and Brooklyn. KIPP NYC's Shared Services Team provides KIPP Infinity with services in the following areas: leadership development, professional development, human resources, data management, operations, fundraising, payroll, finance and purchasing, and staff and teacher recruitment. KIPP Infinity pays a fee to KIPP NYC equal to 10% of government revenues excluding E-rate.

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Charter Schools Accountability & Support Team (CSAS) performs a comprehensive review of each NYC DOE-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, CSAS inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during the 2012-2013 school year. The report outlines evidence found during this review.

As per the school's monitoring plan, CSAS may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

In addition, a school's charter goals are reviewed. The progress that a school has made towards achieving its goals at this particular point during its charter period is noted. However, as this is an interim review before the end of the charter term, progress towards goals is not used as part of this evaluation.

Essential Questions

Is the school an academic success?
To assess whether a school is an academic success, CSAS considers performance measures, including, but not limited to the following:

- Overall NYC DOE Progress Report score,
- New York State ELA and Math results and/or New York State Regents exams,
- ELA and Math proficiency compared to the district for elementary and middle schools, and graduation rates compared to the city for high schools,
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments, and
- Performance data pertaining to college and career readiness.

Academic success is rated as **Demonstrated, Partially Demonstrated, or Not Yet Demonstrated.** If a school does not yet have a NYC DOE Progress Report, it is rated as Not Yet Demonstrated.

Is the school a fiscally sound, viable organization?
To assess whether a school is a fiscally sound, viable organization, CSAS focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the NACSA (National Association of Charter School Authorizers) Financial Framework[9].

CSAS also 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 Survey,
- Data collection sheets provided by schools,

[9] http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance_Framework_Fall_2012_Draft.pdf, page 38-59

- Student, staff, and Board turnover,
- Authorized enrollment numbers, and
- Annual financial audits.

A school's Governance Structure & Organizational Design and Climate & Community Engagement are rated as **Developed, Partially Developed,** or **Not Yet Developed.** A school's Financial Health is rated to indicate whether there are concerns about the near-term financial obligations and the financial sustainability of the school.

Is the school compliant with its charter and all applicable law and regulations?
As it pertains to compliance, CSAS identifies areas of compliance and incompliance with all applicable laws and regulations.

Staff Representatives

The following staff representatives participated in the review of this school's documents as detailed above:

- Richard Larios, DOE
- Gabrielle Mosquera, DOE
- Kamilah O'Brien, DOE

Part 3: Findings

Summary of Findings

Based on CSAS review, the following findings are made regarding KIPP Academy and KIPP College Prep. To date, the school:

- has demonstrated academic achievement and progress (p. 7-11).
- has a developed governance structure and organizational design (p. 12).
- has developed a stable school culture (p. 12).
- is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices (p. 13).
- is compliant with some charter and applicable laws and regulations but not others (p. 14).
- has plans to continue serving students in grades K through 12 during its next prospective charter term (p. 15).

This review included a desk audit of public and school submitted documents but did not include a school visit in 2012-13.

Essential Question 1: Is the School an Academic Success?

To date, KIPP Infinity has demonstrated academic achievement and progress.

- In 2011-12, 48.1% of its students in its tested grades (5-8) scored at Level 3 or 4 on the NYS ELA assessment and 85.2% of its students scored at Level 3 or 4 in Math.
- As in past years, the school's overall 2011-12 proficiency scores were substantially above its district of location, CSD 5. In 2011-12 the school outperformed its district by 19.1 percentage points in ELA and by 45.7 percentage points in Math.
- The school received an Overall Grade of A on its 2011-12 NYC DOE Progress Report, as it has on its last four progress reports. (See page 2.)
- It also received an A in Student Progress in 2011-12, after a B the previous year and As the two years prior to that.
- The school earned a grade of A for Performance on its 2011-12 NYC DOE Progress Report, as it has on its last four PRs.
- Overall proficiency scores increased by 6.7 percentage points in ELA and by 1.4 percentage points in Math proficiency from the prior year: 41.4% to 48.1% in ELA and 83.8% to 85.2% in Math.
- KIPP Infinity received 5.4 Closing the Achievement Gap points on its 2011-12 Elementary/Middle School Progress Report.

To date, the high school grades of KIPP Infinity (referred to and included as part of KIPP NYC College Prep), which has three years of ungraded NYC DOE High School (HS) Progress Reports, has demonstrated academic achievement and progress as per evidence below.

- KIPP College Prep has not yet received a graded HS Progress Report because its first graduating cohort does not graduate until the end of the 2012-13 school year. Its first graded progress report will be released in the fall of 2013 for the 2012-13 school year.
- As reported in its 2011-12 Progress Report (ungraded), KIPP College Prep students took 9 Regents exams, in English, Math, Science and History, with the following test-taker results:
    - Integrated Algebra, 83% passing
    - Geometry, 93% passing
    - Algebra 2/Trigonometry, 79% passing
    - Comprehensive English, 96% passing
    - U.S. History, 99% passing
    - Global History, 92% passing
    - Chemistry, 59% passing
    - Physics, 72% passing
    - Living Environment, 72% passing.
- According to the 2011-12 HS Progress Report among Comprehensive English Regents exam takers 77% achieved the CUNY-identified college-ready threshold; among Math Regents exams takers 31% of Integrated Algebra, 42% of Geometry, and 46% of Algebra 2/Trigonometry test-takers achieved the college-ready threshold.
- According to the 2011-12 Progress Report, 85% of first and second year students at KIPP College Prep earned 10+ credits and 90% of third year students earned 10+ credits.

Progress Toward Attainment of Academic Goals[10]

- The school, according to its 2011-12 Annual Report to the New York State Education Department (NYSED), met 9 of 14 of its charter-identified Progress Toward Attainment of Academic Goals that applied to it elementary/middle school grades.
- The school, according to its 2011-12 Annual Report to NYSED, met 4 of 5 of its applicable charter-identified Progress Toward Attainment of Academic Goals that applied to its high school grades.

In addition, based on submitted documents the following is noted:

[10] Goal analysis is considered a neutral point for the purposes of this evaluation.

- KIPP Infinity will receive its first NYS assessment results for its elementary grades (3 & 4) in 2013-14 (grade 3) and 2014-15 (grade 4).
- KIPP College Prep leadership reported that 99% of its current seniors had passed all 5 required Regents for graduation with a Regents diploma.

Elementary/Middle School Grade Results

Percent of Students Scoring at or above Level 3 - Whole School

ELA	2009	2010	2011	2012
KIPP Infinity Charter School	88.6	52.3	41.4	48.1
CSD 5*	61.2	27.8	28.5	29.0
Math	**2009**	**2010**	**2011**	**2012**
KIPP Infinity Charter School	98.9	85.4	83.8	85.2
CSD 5*	70.8	37.6	40.7	39.5

*CSD data represents only common testing grades, for all years presented

Percent of Students Scoring at or above Level 3 - By Grade

Grade 5

ELA	2009	2010	2011	2012
KIPP Infinity Charter School	67.5	46.9	31.0	48.8
CSD 5*	62.8	27.2	32.7	30.9
Math	**2009**	**2010**	**2011**	**2012**
KIPP Infinity Charter School	97.6	77.8	80.5	88.4
CSD 5*	75.6	38.5	42.1	41.3

Grade 6

ELA	2009	2010	2011	2012
KIPP Infinity Charter School	100.0	44.2	45.5	48.8
CSD 5*	71.3	31.2	30.1	31.6
Math	**2009**	**2010**	**2011**	**2012**
KIPP Infinity Charter School	98.6	88.3	88.3	81.7
CSD 5*	72.7	38.6	39.7	39.5

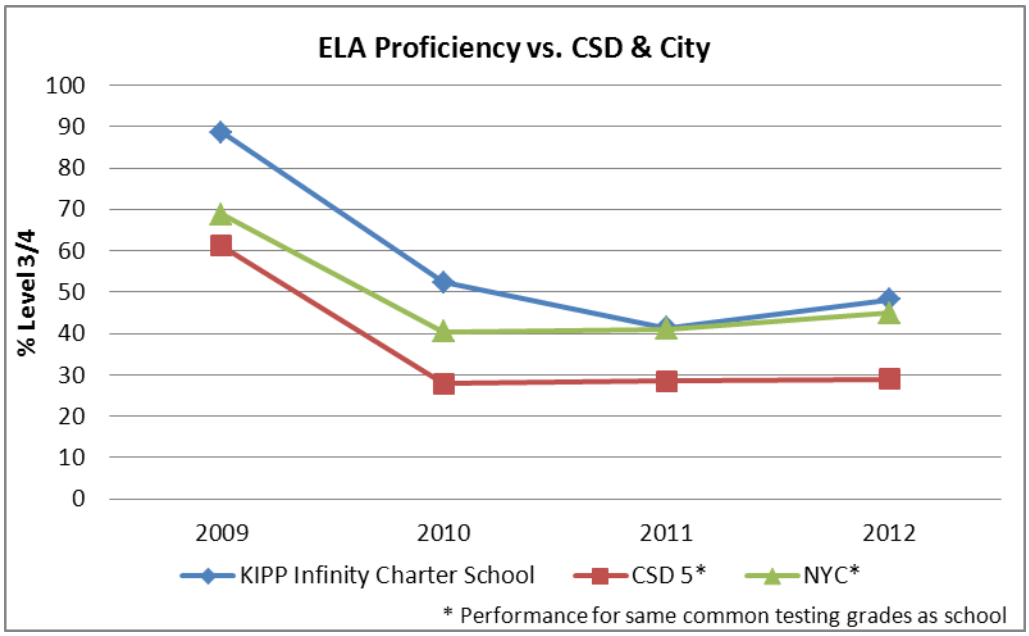
Grade 7

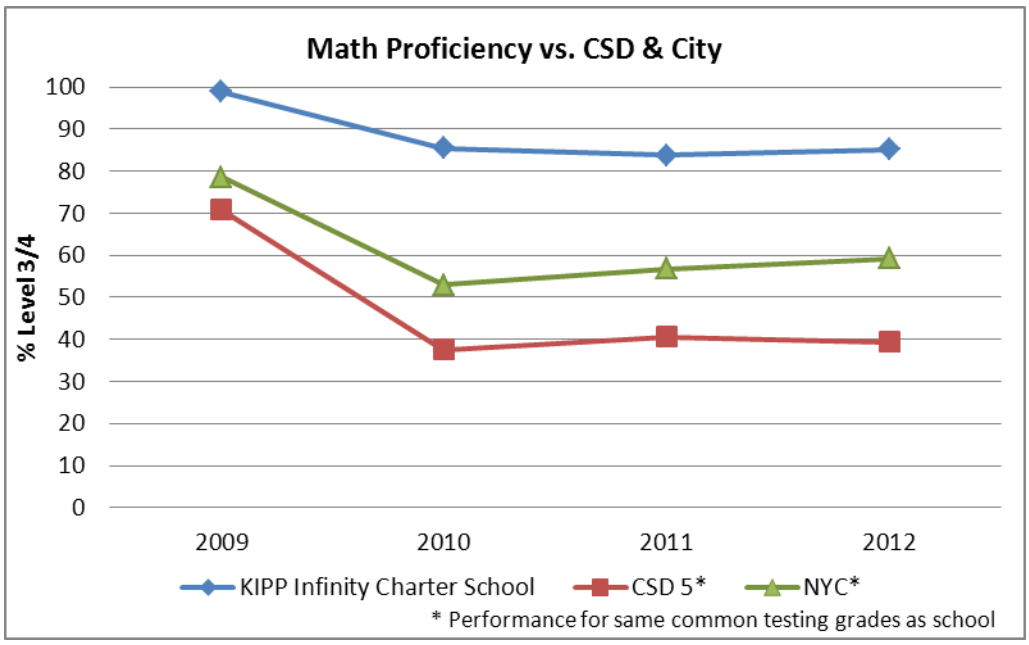
ELA	2009	2010	2011	2012
KIPP Infinity Charter School	96.6	66.2	40.5	41.3
CSD 5*	64.9	28.7	24.0	26.5
Math	**2009**	**2010**	**2011**	**2012**
KIPP Infinity Charter School	100.0	92.3	81.1	89.5
CSD 5*	73.8	37.7	38.3	37.9

Grade 8

ELA	2009	2010	2011	2012
KIPP Infinity Charter School	96.8	55.2	51.6	53.4
CSD 5*	45.7	24.1	27.3	26.8

Math	2009	2010	2011	2012
KIPP Infinity Charter School	100.0	84.5	85.9	80.8
CSD 5*	60.9	35.7	42.5	39.1





2011-2012 High School Regents Performance Results			
KIPP NYC College Prep			
Regents Exams	**Average Score**	**% Passing**	**% at college ready threshold**
Mathematics			
Integrated Algebra	74	83%	31%
Geometry	77	93%	42%
Algebra 2/Trig	75	79%	46%
ELA			
English	79	96%	77%
Social Studies			
US History	88	99%	
Global History	80	92%	
Science			
Chemistry	66	59%	
Physics	70	72%	
Earth Science	.	.	
Living Environment	80	93%	
Languages			
Languages Other Than English	.	.	

Source: 2011-12 NYC DOE Progress Reports
Note: College-Ready threshold only applies to Math and ELA results; if less than 15 students take a particular Regents exam the results are not included on the PR.

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

Governance Structure & Organizational Design

To date, the school's Board of Trustees has a developed governance structure and organizational design.

- The Board's membership has been stable, with no attrition in 2011-12 and two new members added in 2012-13.
- As recorded in meeting minutes, Board votes consistently demonstrate a quorum.
- The Board currently has 7 voting members. The officer positions outlined in the Board's bylaws are filled, as recorded in meeting minutes and the school's Board roster.
- As evidenced by the Board calendar and Board minutes, the Board held 4 regular meetings.
- There are clear lines of accountability between the Board, the network leadership, school leadership, and school staff as evidenced by the school's organizational chart and school/network leadership's regular updates on academic, financial, and operation performance to the Board, as recorded in Board meeting minutes.
- According to its bylaws, the Board has an executive committee and such committees as deemed necessary, which currently includes an Audit and Development committee.

School Climate & Community Engagement

To date, KIPP Infinity has developed a stable school culture.

- KIPP Infinity Charter School's elementary school co-principals, Stephanie Adams and Lindsay Fry, have been in their positions since the school began serving elementary grades in 2010-11. The school's middle school principal, Allison Willis Holley, began serving in this position in 2012-13 after the school's founding principal, Joseph Negron, returned to a teaching position at the school. The school's high school principal, Natalie Webb, has been with the school since it began serving high school grades.
- According to the school's ACR Data Collection Form, 6 of 53 instructional staff, 11%, did not return to KIPP Infinity from the end of the last school year to the start of the 2012-13 school year.
- According to the school's ACR Data Collection Form, the average daily student attendance to date for 2012-13 is 94%.
- On the 2011-12 NYC DOE School Survey, KIPP Infinity scored Well Above Average compared to other Elementary/Middle/High Schools in the Academic Expectations, Communication, and Engagement sections, and Above Average on the Safety & Respect section.
- Participation in the NYC DOE School Survey was higher than citywide averages for Parents (59% to 53%) and Students (88% to 82%) but below citywide averages for Teachers (71% to 82%).

Progress Toward Attainment of Accountability Goals[11]

- Student retention for KIPP Infinity students from 2011-12 to 2012-13, according the school's Annual Report to NYSED, was 98% of students who were enrolled on the last day of school returned the following September, which represents a met charter school goal.
- The school's average daily attendance rate for 2011-12, as reported in the school's NYSED Annual Report, was 95.8%, representing a met charter school goal. (See above for 2012-13 attendance to date.)
- Parent and Teacher satisfaction results, by achieving an above 7.5 point score in all four sections, represent two met charter school goals; the school did not meet its 7.5 charter goal threshold for Student satisfaction in 3 of 4 sections.

[11] Goal analysis is considered a neutral point for the purposes of this evaluation.

Financial Health

To date, the school is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices.

- The school is in a strong position to meet all of its liabilities in the next 12 months.
- The school is in a position to cover all anticipated expenses for at least two and a half months without an infusion of cash.
- The school is meeting its enrollment target, indicating a stable budget.
- The school is meeting its debt obligation.
- The school is operating with a 7% surplus which it has built over the past three years.
- The school has continuously maintained a good debt to asset ratio, which has steadily declined.
- The school has maintained a positive multi-year cumulative cash flow over the past two years.
- The school has minimal debt and is in a strong position to meet its obligations.
- The school received a clean audit with no material findings on its most recent audited financial statements.

Essential Question 3: Compliance with Charter and All Applicable Laws and Regulations

To date, the School is compliant with some charter and applicable laws and regulations but not others.

- To date, the Board is in compliance with:
  - The Board's membership size falls within the range outlined in the school's charter and in the Board's bylaws.
  - The Board has held four board meetings, which is compliant with the meetings requirements outlined in its charter bylaws and required by state charter law.
  - All Board members have submitted conflict of interest and financial disclosure forms and do not demonstrate conflicts of interest.

- To date, the school is in compliance with:
  - The school has provided timely submissions of accountability reporting documents to the CSAS team.
  - The school has submitted required documentation for staff-fingerprint clearance and all staff members have appropriate fingerprint clearance.
  - The school has the required number of staff with AED-CPR certification.
  - The school has submitted appropriate insurance documents.
  - The school submitted its required immunization documentation and is in compliance with Department of Health standards of 98.8% for immunization.

- To date, the Board is out of compliance with:
  - Based on a review of the Board meeting minutes, we were unable to verify that the Executive Committee outlined in the Board's bylaws and the Audit and Development committee(s) identified in Board rosters are active.

- To date, the school is not in compliance with:
  - KIPP Infinity Charter School is not compliant with state requirements for teacher certification. There are 13 uncertified core teachers as of February 2013.
  - It appears that KIPP NYC College Prep is not compliant with state requirements for teacher certification. There are a total 12 uncertified core teachers at KIPP NYC College Prep, as of February 2013; it is unclear how many of the KIPP NYC College Prep teachers are specifically part of KIPP Infinity teacher roster to verify certification.

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

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

- The school plans to continue serving students in grades K through 12 during its next prospective charter term.

Part 4: Essential Questions and Accountability Framework

The CSAS Accountability Framework

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

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

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 • Meet student progress goals • Are closing the achievement gap for at risk students, including special needs and ELL students • Are surpassing performance of DOE identified peer-schools • Are surpassing performance district and city proficiency or better averages • Are meeting other rigorous academic and non-academic goals as stated in school's charter
Evidence for success might include, but not be limited to, the following depending on school configurations: • Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations) • Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations) • Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations) • Grades 8-12 NYS Regent Exam Results • When applicable, NYSAA or other approved alternate assessments results • HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations) • 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 • Results on state accountability measures • Charter School Academic and Non-Academic Goals • NYC Progress Reports
1b. Mission and Academic Goals
Schools with successful missions and goals have many of the characteristics below: • Have an animating mission statement that staff, students and community embrace • Set ambitious academic and non-academic goals that entire school community knows and embraces • Have processes for regular monitoring and reporting on progress toward school goals • Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

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

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

1c. Responsive Education Program

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

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

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

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

1d. Learning Environment

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

- Have a strong culture that connects high academic and behavioral expectations in a way that motivates students to give their best effort academically and socially
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms were academic risk-taking and student participation is encouraged and supported

- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a formal or informal character education, social development, or citizenship program that provides opportunities to develop as individuals and citizens

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

- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Self-administered satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

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

2a. Governance Structure and Organizational Design

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

- Operate with a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations
- Have a capable Board of Trustees with appropriate blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals; it also has clear lines of accountability for leadership roles, accountability to Board, and, if applicable, relationship with a charter management organization
- Have timely and appropriate access to legal counsel
- Implemented a process for monitoring and evaluating the effectiveness of the school's organization and leadership structure
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers

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

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

2b. School Climate and Community Engagement

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

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

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

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs

2c. Financial and Operational Health

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

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

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

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

3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?
3a. Approved Charter and Agreement
Schools in substantial compliance with their charter and agreement have: • Implemented the key features of their charter as described in the original charter and as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc. • Ensure that update-to-date charter is publicly available to staff, parents, and school community • Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision
Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following: • Authorized charter and signed agreement • Charter revision request approval and documentation • School mission • School policies and procedures • Site visits • Board meetings, agendas and minutes • Leadership/board interviews
3b. Applicable Federal and State Law
Schools in substantial compliance with federal and state law have: • Met all legal requirements for Title I and IDEA regulations and reporting • Comparable enrollment of FRL, ELL and Special Education students to those of their district of location *or* are making documented good faith efforts to reach comparable percentages • Implemented school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations • Conducted independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists • Employed instructional staff with appropriate security clearances and certification requirements
Evidence for compliance with applicable federal and state law may include, but not be limited to, the following: • School reporting documents • School's Annual Report • Student recruitment plan and resources • Student management policies and promotion and retention policies • Student discipline records • Lottery policy, resources, and records; enrollment procedures and records • Staff roster, fingerprint clearance for all staff, certification status of all instructional staff
3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

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

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

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

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

4a. School Expansion or Model Replication

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

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

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

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

4b. Organizational Sustainability

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

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

Evidence for organizational sustainability may include, but not be limited to, the following: • Board roster and resumes • Board committees and minutes • School organization chart • Staff rosters • Staff handbook • Leadership and staff interviews • Budget
4c. School or Model Improvements
Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They: • Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success. • Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.
Evidence for successful improvements to a school's program or model may include, but not be limited to, the following: • Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term • Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term • Leadership and board interviews • MOUs or contracts with partners