



Charter School Renewal Report  
Charter Schools Accountability and Support  
2011-2012

# **KIPP AMP CHARTER SCHOOL ANNUAL SITE VISIT REPORT**

**MARCH 2012**

## Part 1: Executive Summary

### **School Overview and History:**

KIPP AMP Charter School is a secondary school serving approximately 301 students from fifth through eighth grade in the 2011-2012 school year.<sup>1</sup> (KIPP AMP high school grade students attend the co-located KIPP HS at 625 West 133<sup>rd</sup> Street, NY, NY 10031. Only the KIPP AMP middle school grades were part of this school Annual Site Visit.) The school opened in 2005 with grade 5. The school is under the terms of its second charter, which expires April 14, 2015. The school plans to add a grade 12 next year and to begin adding elementary grades in 2013-14 or 2014-15. At scale, its full grade span will be K-12.<sup>2</sup> The school is currently housed in 2 locations: grades 5-8 are located in a Department of Education (DOE) facility in District 17, which is co-located with the Middle School for Academic and Social Excellence and The School of Integrated Learning; grades 9-11 feed into the KIPP NYC College Prep High School, which is located in a DOE facility in District 10 and is co-located with I.S. 195 Roberto Clemente and the New Design Middle School.<sup>3</sup>

The middle school typically enrolls new students in grades 5-8. There were 231 students on the waitlist after the Spring 2011 lottery.<sup>4</sup> The student body includes 83.9% Free and Reduced Lunch students, compared to 76.2% in District 17; 19.1% special education students, compared to 13.6% in District 17; and 0.3% English language learners (ELL), compared to 9.6% in District 17.<sup>5</sup> The average attendance rate for the school year 2011-2012 to date was 93.7%.<sup>6</sup> The school scored Average on the Academic Expectations, Communication, and Safety & Respect sections of the NYC DOE School Survey in 2010-2011, and Below Average on the Engagement section.<sup>7</sup>

The school earned a 'B' grade on the Elementary/Middle School NYC DOE Progress Report in 2010-11, a 'C' in 2009-10, and a 'B' in 2008-09.<sup>8</sup> The school is in good standing with state and federal accountability.<sup>9</sup>

Debon Lewis is in his first year as school leader at KIPP AMP, after working in the school the previous years as a KIPP leadership fellow.

KIPP AMP Charter School is part of the KIPP NYC network, a charter management organization (CMO). The CMO provides an overarching Superintendent and the Managing Director of Middle Schools Assistant Superintendent, school leadership support and evaluation, back office support, curriculum assessment; student assessment data gathering, and technology support, among other services. KIPP AMP, working with and through the network, manages student information via ATS and invoices the DOE. The annual budget is created in conjunction with the Board of Trustees of the school. KIPP AMP is solely responsible for complying with all requirements of grants for the school, the school's governing charter, and all applicable laws. KIPP AMP pays a fee to KIPP NYC equal to 10% of government revenues excluding E-rate.

### **Annual Review Process Overview:**

The New York City Department of Education (NYC DOE) Charter Schools Accountability and Support (CSAS) Office conducts an annual site visit of charter schools authorized by the NYC DOE. The site visit

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<sup>1</sup> Self-reported by school on Annual Site Visit Data Collection Form dated 3/2/2012

<sup>2</sup> NYC DOE ATS system, charter agreement and School Self-Evaluation Form (March 2012)

<sup>3</sup> NYC DOE Location Code Generating System database

<sup>4</sup> Self-reported by school on Annual Site Visit Data Collection Form dated 3/2/2012

<sup>5</sup> NYC DOE ATS system as of 4/3/2012

<sup>6</sup> Self-reported by school on Annual Site Visit Data Collection Form dated 3/2/2012

<sup>7</sup> NYC DOE School Survey – <http://schools.nyc.gov/survey>

<sup>8</sup> NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

<sup>9</sup> New York State Education Department - [www.nysed.gov](http://www.nysed.gov)

is designed to address 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, we also ask about the school's plans for its next charter term. The visits are conducted by representatives of the CSAS and last the duration of one school day. The annual site visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators and teachers. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security. The site visit is intended to provide a snapshot of the school and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on March 27, 2012:

- Richard Larios, Senior Director, NYC DOE CSAS
- Laurie Pendleton, Consultant to NYC DOE CSAS

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## Part 2: Findings

### Areas of Strength:

- The school's leadership team under its new principal has made substantive changes that have introduced greater consistency in behavioral expectations and, according to leadership and interviewed staff, an improved learning environment.
  - Classrooms observed on the day of the visit had few behavioral interruptions and students appeared to be on task and respectful to their teachers, peers, and visitors.
  - Teachers interviewed shared their satisfaction with clearer school-wide discipline policies, which they believe have led to a more positive school culture. According to teachers, this focus on more consistent expectations has "made it easier to teach and easier to learn."
  - The school is using a proactive approach to identifying and working with the handful of students who continue to defy the rules. The leadership team reports the use of behavior intervention plans; for example, some students have a delayed start time to avoid issues that happen during arrival, and they have created a buddy system for students who are repeat offenders.
  - Although suspensions are up (28 to 55 from last year to this),<sup>10</sup> the school leadership attributes this higher rate to a more consistent application of the school discipline policy. Suspended students are provided instructional packets equivalent to expected work for school day and receive tutoring support at local library or school.
- The school's new leadership team has introduced a stronger focus on instructional practice to ensure higher levels of student achievement.
  - The school hired an additional Dean of Teaching and Learning to provide increased coaching, instructional support and professional development to teachers. The two Deans of Teaching and Learning meet regularly with the Principal and receive direct network support from KIPP NYC.
  - Teachers interviewed on the day of the visit reported the school has implemented "a lot of systematic, consistent, well-developed initiatives with an emphasis on instruction and instructional support."
  - Teachers have access to network approved lesson plans created and shared by successful KIPP NYC teachers.
  - Teachers receive feedback based on the KIPP Framework for Excellent Teaching. This framework provides a rubric and teachers are given feedback in each area which clearly details pluses and needed changes with a detailed discussion of why. The framework includes four domains, or elements: Self and Others, Classroom Culture, The Teaching Cycle, and Knowledge. Each element has identified strands with corresponding attributes, (For example, The Teaching Cycle includes the following strands: Big Goals, Long-term and Unit Planning, Lesson Planning, Rigor, Lesson Execution, Ratio, Pacing and Timing, Assessment, and Analysis and Action.)The feedback is based on the indicators for a given strand within an element and also contains clear direction on improvement with due dates.
  - Deans provide feedback on lesson plans on a weekly basis for new teachers and bi-weekly for returning teachers. The Deans also provide weekly professional development that is designed to increase teachers' technical abilities and knowledge base.
- The effective use of data is an increasing strength of the school through network resource support and structured protocols for data reviews.
  - The school administers quarterly interim assessments in English Language Arts (new to school this year) and Math (for the second year) developed by KIPP NYC to help track student progress. KIPP NYC is tracking the predictive value of these assessments, which they believe will provide very useful data in subsequent years.

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<sup>10</sup> Self-reported by school on Annual Site Visit Data Collection Form dated 3/2/2012

- At the time of the visit, the school reported its interims showed students making gains in ELA at grade 5, 7, and 8, with grade 6 performing a little lower than the others. Math interims showed much higher gains in grades 7 and 8 than in 5 and 6 (though network wide the third math interim showed a decline at grade 6).  
The school participates in Data Days three times a year following the administration of these interim assessments. On Data Days, the Deans of Teaching and Learning present school-wide views of the results of the interim assessments and lead activities that help teachers do a “deeper dive” using a structured protocol designed to help teachers learn how to use data. As a result of this work, teachers complete a data-driven instructional plan that is shared with their coach. Interviewed teachers report that these Data Days are helpful and have led to intentional adjustments to instruction. For example, an interviewed teacher described the process of pulling a small group of students aside based on the results of data analysis three times a week during independent practice.
- The KIPP NYC network provides a data dashboard that allows teachers to see how other schools performed on the same assessments. The leadership team believes this resource has changed the teachers’ beliefs about why students succeed or fail and has changed the focus from what students are or aren’t doing to adult behavior that might influence student success through more focused and responsive instruction.
- The school leadership analyzes data from teachers’ grade books, exit tickets (which teachers are expected to complete three times a week), progress reports, and student class work to determine if lesson targets were met.
- Additional assessments used by the school to track student achievement include Fountas and Pinnell, the QWA, a quarterly writing passage, Northwest Evaluation Association’s Measures of Academic Progress (NWEA-MAP) Assessments and the Gates-MacGinitie Reading Test.
- Interviewed teachers were very positive about the changes in the school from last year.
  - Teachers report that there is a change in focus from last year, beginning with clearly communicated expectations at the start of the year. One teacher shared, “The boat’s been turned around and pushed forward.” Teachers agreed this was the result of “a lot of work, a lot of [professional development], a lot of deliverables.”
  - Interviewed teachers spoke positively about improved behavior, the additional support, and an intentional focus on instruction and are positive about how these improvements will likely result in a decline in staff turnover.
- The school has an engaged and supportive relationship with the KIPP NYC network, which, as noted throughout, provides leadership, operational, and resource support to the school.

#### **Areas of Growth:**

- The school should continue to focus on the improvement of instruction, particularly in ELA.
  - KIPP AMP’s ELA NYS assessment results in 2011 were below CSD 17 and city-wide averages for percentage of students scoring at Level 3 or above for grades 5, 6 and 7. The school’s grade 8 ELA results were the only ELA grade level averages of proficiency above district and city averages.
  - NYS Math results for the school were stronger: at grades 6-8, KIPP AMP students outscored CSD 17 and city averages of proficiency. Only in grade 5 Math did KIPP AMP students score below the district and the city.
  - The engagement of students observed on the day of the visit was inconsistent from classroom to classroom. In some classes, students were actively involved, answering and asking questions, participating in choral responses, and engaging with each other, while in other classes there was evidence of students being off task or disengaged in instruction.
  - In the majority of classrooms visited teachers relied heavily not just on direct instruction but on teacher dependent processes and procedures. The school may want to consider strategies to increase student ownership in learning by increasing the rigor of the tasks,

- increasing student to student interaction, and more consistently asking higher level questions that probe for understanding and challenge student thinking.
- On the day of the visit, there were few observed examples of intentional differentiation within visited classrooms and lessons. Instruction, questioning, and assignments were addressed to the whole class or common to all students. The school should continue working with staff to engage in more sophisticated uses of data focused on creating more targeted individual or small-group instruction, and creating more flexible, needs-based groupings.
  - As the school and network gain more experience with its interim assessments and analyze performance on them over time and compare same student results on the corresponding NYS assessments to interim assessment results, the school will be able to mine more value as predictors of performance and for targeting student needs with greater reliability.
- The school should continue to enact measures to be in full compliance with the 2010 amended New York State Charter Schools Act and its requirements to meet or exceed enrollment and retention targets for students receiving Free or Reduced Price Lunch (FRL), students with disabilities and English Language Learners (ELL).
    - KIPP AMP's percentage of FRL students and students with disabilities exceeds the percentages for their district of location (83.9% FRL compared to 76.2%; 19.1% of KIPP AMP students have IEPs compared to 13.6% in the district).<sup>11</sup>
    - However, the school's student population includes only 0.3% ELLs, compared to 9.6% in District 17.<sup>12</sup> The school should follow-up with its plans to translate its application into French or Creole and to reach out to community-based organizations like CAMBA, the Caribbean-American Business Association. It should also continue to monitor the success of these efforts and explore new ways to improve ELL recruitment and retention.
  - The school is encouraged to continue to monitor school culture to ensure the climate continues to improve and to identify areas of potential concern as and if they emerge.
    - DOE School Survey results in 2011 were average to below average. The school reported improved satisfaction results from staff on their internal Healthy Schools survey results.
    - Teachers interviewed reported that the leadership must continue to work on staff morale and find ways to involve staff in the work. Several noted the change from the previous years (as cited above) and expressed a belief that turnover would be lower this year as a result but "more engagement" of staff would help.
    - The school should use DOE School Survey and its Healthy Schools surveys to target areas that can be improved in overall school culture and to confirm progress reported in interviews.
  - The KIPP NYC network and school leadership should continue to work with the NYC DOE Office of Portfolio Planning on its plans for the launch of KIPP AMP Elementary as they develop.

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<sup>11</sup> NYC DOE ATS system, data pulled April 2012

<sup>12</sup> NYC DOE ATS system as of 4/3/2012

## Part 3: Essential Questions and Accountability Framework

### The CSO 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 Office (CSO) 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 established in school charter
- Meet student progress goals established in school charter
- 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
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

## 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
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- 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
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic 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

- Special Education/ELL progress monitoring documentation
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

## 1d. Learning Environment

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

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a plan with 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:

- School mission and articulated values
- School calendar and class schedules
- 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)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal 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:

- 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 laws and conflict of interest regulations, 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 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 and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- If applicable, school relationship with a charter management organization is identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees
- Have timely and appropriate access to legal counsel
- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the effectiveness of the school's staff that is clearly defined in staff handbook
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide 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, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

## 2b. School Climate and Community Engagement

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

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- 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
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- 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

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
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- 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
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

## 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 student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as 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

- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

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 leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

### **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, 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
- 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
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

### 3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to those of their district of location<sup>13</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 with integrity enrollment process and annual waiting lists
- Employ 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
- Family/Student handbook
- Student discipline 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.

### 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 NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

<sup>13</sup> School-specific targets for enrollment and retention are to come from NY State Education Department

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 with Board, staff, parents, students or others, as appropriate

## 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:

- 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 (replication) Application
- 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:

- 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

- 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:

- 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
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors