



Charter Schools Accountability and Support
2012-2013

**ROCHDALE EARLY ADVANTAGE CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2012-2013 SCHOOL YEAR

Part 1: School Overview & History

School Overview and History

Rochdale Early Advantage Charter School is an elementary school serving approximately 143 students¹ in grades K-3 during the 2012-13 school year. It opened in 2010-2011, and is under the terms of its first charter. The school's projected full grade span upon renewal and approval is K-5, which it's expected to reach in 2014-2015.² The school is located in private³ facilities in Queens within CSD 28.⁴

To date, the school has not yet received a NYC DOE Progress Report.

Rochdale Early Advantage Charter School enrolls new students in grade K. There were 415 students on the waitlist after the Spring 2012 lottery.⁵

The average attendance rate for the 2012-13 school year to date is 95.0%.⁶

On the 2011-12 NYC DOE School Survey, the school scored Above Average on the Safety & Respect section, Above Average on the Communication section, Average on the Engagement section, and Average on the Academic Expectations section. Participation was 88.0% for both the school's parents and teachers. Due to their ages, the school's students did not participate in the survey.⁷

Dr. Lena Richardson is the school principal. She has been with the school since inception.

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 Self-reported information from school-submitted data collection form.

⁶ Self-reported information from school-submitted data collection form.

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

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 Framework⁸.

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,
- Student, staff, and Board turnover,
- Authorized enrollment numbers, and

⁸http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance_Framework_Fall_2012_Draft.pdf, page 38-59

- 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 noncompliance with all applicable laws and regulations.

Staff Representatives

The following staff representatives participated in the review of this school's documents as detailed above and also participated on a full monitoring visit to the school that took place on May 7, 2013:

- Keisha Womack, DOE

Part 3: Findings

Summary of Findings

Based on CSAS review, the following findings are made. To date, Rochdale Early Advantage Charter School:

- has not yet demonstrated academic achievement and progress (p. 6).
- has a partially developed a governance structure and organizational design (p.7).
- has developed a stable school culture (p.7).
- is in a strong position to meet near-term financial obligations and is financially sustainable based on current practice (p.8).
- is compliant with some applicable laws and not others (p.9).
- intends to remain a K-5 school. The school will reach scale in the 2014-2015 school year (p.10).

This review, as noted previously, included a desk audit of submitted documents and a school visit by CSAS staff. CSAS visited the school on May 7, 2013.

Essential Question 1: Is the School an Academic Success?

To date in its first charter term, Rochdale Early Advantage Charter School has not yet demonstrated academic achievement or progress because it has not yet generated accountability data.

- At the time of this report, the school did not have a 2011-12 NYC DOE Progress Report grade or proficiency data.
 - The school is in its first year of testing and has not generated any data.

A representative from CSAS visited the school on May 7, 2013. Based on discussion, document review and observation the following was noted:

- School leadership reported that professional development, frequent observations and the implementation of a teacher-buddy program is provided in an effort to raise the school's pedagogical standards and meet the needs of all learners.
 - Various professional development sessions are embedded throughout the school schedule. Once a week, there is a professional development meeting with the principal in which all teaching staff is required to attend. The topics at this session are teacher defined. Weekly grade team meeting lunches are held. Once a month, a whole school, half-day professional development session is held. Generally, these sessions focus on common core standards and literacy development.
 - This year, the school implemented a teacher buddy program which pairs veteran teachers with new educators. The goal of the program is to provide support to new educators and share best practices.
- On May 7th, six classrooms were observed across all grade levels.
 - In most rooms, a single general education teacher was observed. Co-teaching was observed in two of the classrooms.
 - In most rooms, questioning which included basic recall, challenged students to demonstrate understanding and challenged students to analyze and apply were observed.
 - In all the rooms observed, the students were mostly to fully on task.
 - Differentiated instruction was evident in most of the classrooms. For example, in one of the third grade classrooms, students were working in groups based on their reading comprehension levels. The tasks appeared to be tailored to address the academic needs of the students.
 - Based on classroom observation debriefs, all classrooms had instruction that aligned with the school's current academic goals.
- On May 7th, one-on-one interviews were conducted with three teachers.
 - All teachers interviewed reported receiving informal observations on a regular basis.
 - All teachers reported the use of data collection and assessment to drive instruction. Each classroom had a purple data binder which stores student assessments. Teachers spoke to in-house and out of school professional development that has assisted in this method.
 - The information received from teachers was consistent with what was stated at the school leadership meeting. Additionally, teachers stated that school leadership has an open door policy and welcomes feedback from teaching staff.
 - All teachers stated that professional development was geared toward aligning school curriculum with common core standards.

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

Governance Structure & Organizational Design

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

- There are seven voting Board members on the school's Board of Trustees.
- The Board has been stable, experiencing less than 50% turnover since the last school year, as per the submitted minutes.
- Board votes consistently demonstrate a quorum, as recorded in meeting minutes.
- There are clear lines of accountability as evidenced throughout board minutes that have been submitted and the organizational chart. The Board's chairperson, school principal and school operations and business manager provide updates at each meeting.
- The Board has been inconsistent with reporting requirements. The CSAS office does not have a copy of the Board's bylaws.
- Based on documents received by CSAS, there appear to be no active committees on the Board.

School Climate & Community Engagement

To date, the school has developed a stable school culture.

- School leadership, as defined by the school, has experienced no turnover. The school leader has been with the school since inception.
- The school has experienced minimal turnover in instructional and support staff. Only one staff member chose not to return this school year. The school staff turnover rate is less than 5%. This school year, the school hired new staff to support the addition of two third grade classes. Additionally, teaching assistants have been hired to assist in kindergarten and third grade classrooms.⁹
- The school's staff response rate on the 2011-2012 NYC DOE School Survey was higher than 75%, scoring at 88%, which is an increase of 58% from the previous year. The average response rate for the city was 82%.
- The parent response rate on the 2011-2012 NYC DOE School Survey was higher than 75%, scoring at 88%, which is an increase of 20% from the previous year. The average response rate for the city was 53%.
- On the 2011-12 NYC DOE School Survey, the school scored above average on the Safety & Respect section, above average on the Communication section, average on the Engagement section, and average on the Academic Expectations section.
- The school has established clear opportunities for parents to become involved in the school community. The school hosts various events, including school fairs and information workshops about NYS testing for third grade parents.
- The school has maintained enrollment projections.

Progress Towards Attainment of Accountability Goals¹⁰.

- According to the 2011-2012 Annual Report to NYSED, the school met its charter attendance goal of 95%. The school's attendance rate was 95%.

⁹ ACR Data Collection Form, 2/20/13

¹⁰ Goal Analysis is considered a neutral point and is not used as part of the evaluation.

Financial Health

Overall, 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 its liabilities over the next 12 months.
- The school is currently meeting its debt obligations.
- The school has a good debt to asset ratio and is currently operating within its means.
- The school has a strong cash flow, which has trended upward.
- The school is maintaining its enrollment projections. Charter school per pupil funding in the school's main financial resource.
- The school can cover over 3 months of operating expenses without an infusion of cash.
- The school's multi-year cash flow is positive and cash flow has nearly doubled between the year of inception and the last fiscal year. The school received a clean audit with no material findings on its most recent audit financial statement.

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

To date, the Board is compliant with applicable laws and regulations.

- The Board of Trustees is in compliance with:
 - Board size is compliant with charter law. There are seven voting Board members on the school's Board of Trustees.
 - Board votes consistently demonstrate a quorum, as recorded in meeting minutes.

- To date, the Board is not in compliance with:
 - The Board has been inconsistent with reporting requirements. The CSAS office does not have a copy of the Board's bylaws.

- The School is in compliance with:
 - The school has submitted required documentation for staff-fingerprint clearance and all staff members have appropriate fingerprint clearance.
 - The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
 - The school has submitted appropriate insurance documents.
 - The school has submitted a school safety plan which has been shared with the entire school community.
 - The school is in compliance with NYS Section 917 law in regard to AED/ CPR certification. Currently eight staff members are listed as being AED/CPR certified, which is above state law requirements and above the recommended number of responders as established by the DOE.
 - The school's immunization rate is above the 98.8% threshold established by the NYC Department of Health.

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:

- School leadership states that parents have asked for the Board to consider the possibility of expanding to grade 8. At this time, school leadership intends to remain a K-5 school. The school will reach scale in the 2014-2015 school year. The school will have additional staffing and facility needs as the school continues to grow.
 - School leadership states that a school guidance counselor was expected to begin working on June 3rd. The guidance counselor will lead the school's newly created Crisis Intervention Support Team.
 - According to school leadership, the Board is reviewing the possibility of hiring an additional school leader, which may include but not limited to the addition of an assistant principal or an academic dean. Also, the school may add an additional operations staff member in an effort to divide the school's operational and fiscal management responsibilities, which are currently being managed by one staff member.
 - The Board is currently searching for additional school facilities. In the 2014-2015 school year, the school will need additional space beyond its current facilities.
- In the 2013-2014 school year, the school will begin to use an internal database to house student data. On the date of the visit, the selection of the database was still being decided.

Part 4: 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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 where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school

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

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

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

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

2a. Governance Structure and Organizational Design

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

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

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

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

2b. School Climate and Community Engagement

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

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

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

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

2c. Financial and Operational Health

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

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

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

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

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

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

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

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

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Site visits
- Board meetings, agendas and minutes
- Leadership/board interviews

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have:

- Met all legal requirements for Title I and IDEA regulations and reporting
- Comparable enrollment of FRL, ELL and Special Education students to those of their district of location *or* are making documented good faith efforts to reach comparable percentages
- Implemented school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conducted independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employed instructional staff with appropriate security clearances and certification requirements

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

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student discipline records
- Lottery policy, resources, and records; enrollment procedures and records
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

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