



Charter Schools Accountability and Support  
2012-2013

# **HYDE LEADERSHIP CHARTER SCHOOL-BROOKLYN ANNUAL COMPREHENSIVE REVIEW REPORT**

## **2012-2013 SCHOOL YEAR**

## Part 1: School Overview & History

### School Overview and History

Hyde Leadership Charter School-Brooklyn is an elementary school serving approximately 266 students<sup>1</sup> in grades K-3 during the 2012-2013 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-12, which it is expected to reach in 2021-2022.<sup>2</sup> The school is located in public<sup>3</sup> facilities in Brooklyn within CSD 19.<sup>4</sup>

The school has not yet earned a grade on the NYC DOE Progress Report.<sup>5</sup>

Hyde Leadership Charter School-Brooklyn enrolls new students in grades K, 1, 2, and 3. There were 344 students on the waitlist after the Spring 2012 lottery.<sup>6</sup>

The average attendance rate for the 2012-13 school year to date is 92.5%.<sup>7</sup>

On the 2011-2012 NYC DOE School Survey, the school scored Slightly Below Average on the Safety & Respect section, Average on the Communication section, Average on the Engagement section, and Slightly Below Average on the Academic Expectations section. Sixty percent of the school's parents and 61.0% of the school's teachers responded to the survey.<sup>8</sup>

The current school leadership team consists of Sandra DuPree, Ed.D., Executive Director, who has been there since the school was founded; Christine DePina, Head of School; Rebecca Chatterman, Director of Operations; Temeka Osborne, Director of Special Education; Lauren Walcott, Director of Family Education; Kathryn Quijano, Literacy Specialist; Brezhnev Sanches, Dean of Students; and Sandra Santana, ELL Coordinator.

Hyde Leadership Charter School-Brooklyn has retained the Hyde Foundation to provide educational materials and various consulting and management services. The school pays the Hyde Foundation 3% of the school's annual per pupil funding allocation.

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<sup>1</sup> Enrollment based on ATS data from 3/8/13.

<sup>2</sup> NYC DOE internal data.

<sup>3</sup> NYC DOE internal data.

<sup>4</sup> NYC DOE Location Code Generating System database.

<sup>5</sup> NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

<sup>6</sup> Self-reported information from school-submitted data collection form.

<sup>7</sup> Self-reported information from school-submitted data collection form.

<sup>8</sup> 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 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 New York City 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 and high school graduation rates compared to the city,
- 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 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<sup>9</sup>.

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 NY SED,
- NYC DOE School Survey,
- Data collection sheets provided by schools,
- Student, staff, and Board turnover,

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<sup>9</sup>[http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance\\_Framework\\_Fall\\_2012\\_Draft.pdf](http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance_Framework_Fall_2012_Draft.pdf), page 38-59

- 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**. These ratings indicate whether there are concerns about 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 experts participated in the review of this school and/or visited the school on May 22, 2013:

- Sonya Hooks, DOE
- Andrea McLean, DOE
- Keisha Womack, DOE
- Simeon Stolzberg, Consultant

## Part 3: Findings

### Summary of Findings

Based on CSAS review, the school:

- has not yet demonstrated academic achievement and progress, because it has not yet generated accountability data (i.e. no state assessment results and no graded Progress Report) (pp. 5-6).
- has a partially developed governance structure and organizational design (p. 7).
- has a partially developed a stable school culture (p. 7).
- school is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices (p. 8).
- is in compliance with some applicable laws and regulations but not others (p. 9).
- has plans to grow to include grades K – 4 for a total of 330 students (p. 10).

This review included a desk audit, a self-evaluation completed by the school, a visit and follow up communication via phone and email. CSAS visited the school on May 22, 2013.

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

The school has not yet demonstrated academic achievement and progress.

- At the time of this report, the school did not have a 2011-2012 NYC DOE Progress Report grade.
- This is the school's first year with a state testing grade and results for the school's 3<sup>rd</sup> grade students are not yet available.

Representatives of the CSAS team visited the school on May 22, 2013. Based on discussion, document review and observation the following is noted:

- School leadership reported that their focus this year is preparing their 3<sup>rd</sup> grade students for state tests and aligning other grades to more rigorous expectations.
  - The school has made curriculum changes, including introduction of a new math program and a switch to a balanced literacy structure for English language arts.
  - The school continues to use the co-teaching model, which allows for small group instruction.
  - Regular assessments are administered and results are increasingly used to inform instruction and interventions. For example, the school uses Fountas and Pinnell to monitor reading levels and administers school-developed interim assessments; students are provided with after-school tutoring and the duration and subject is based on assessment data. The school is implementing PowerSchools next year and plans to incorporate all school data, including academic, behavior and attendance.
  - The school has enhanced interventions and supports for struggling students, including the use of programs such as LLI and Foundations by academic intervention teachers.
  - The school has focused professional development on implementation of new curriculum and instruction programs, the Common Core, and use of data. The use of consultants and specialists allows for differentiated support for faculty.
  - The school has continued to develop systems for meeting the needs of at-risk students. It offers ICT and SETTS as well as related services for students with disabilities, has an in-house counselor, and hired an ELL coordinator this year who pushes in and pulls small groups.
- On May 22<sup>nd</sup>, CSAS representatives observed twelve lessons, including three specials.
  - Co-teaching, using a variety of strategies, was observed, including lead and assist, team teaching, parallel teaching and station teaching. Observed instruction was consistently aligned with the school's model.
  - Most lessons were organized and purposeful. Though lessons had explicit objectives, in some cases there were more activities than learning outcomes.
  - Questioning focused predominantly on basic recall; there was limited questioning that challenged students to demonstrate higher order thinking.
  - Teachers used a variety of techniques to check for understanding, including observation, class-work, performance-based activities, rubrics and individual white boards. In one class students had rubrics on their desks to check their own mastery. However, in a number of classes questioning only elicited a response from a small number of students and it was unclear that all students had grasped the focus skill.
  - Most classes used small group instruction and/or scaffolded questioning to differentiate instruction.
  - Students were generally well-behaved and attentive, though in some instances slow instructional pacing contributed to students going off task. Most teachers were effective in re-directing students back to the learning activity.
- On May 22<sup>nd</sup>, CSAS representatives conducted one-on-one interviews with six teachers.
  - All interviewed teachers reported the use of data collection and assessment to inform instruction. They corroborated the use of interim assessments and noted the use of data primarily to inform Guided Reading. One teacher noted the use of color coded results to drive analysis and planning.

- Teachers reported regular grade team meetings that focused on instructional planning. They indicated that the curriculum has become less scripted and new scope and sequences, pacing guides, and curriculum programs allow them more flexibility.
- Teachers described regular opportunities for professional development, but some felt it was not always coherent. Some teachers wished there was more school-wide academic professional development and conversations.
- Most teachers reported being observed, including formal as well as during frequent “pop-in” visits. While the received feedback was appreciated, teachers did not indicate a coherent framework or priorities for teacher observation and evaluation. The use of the Danielson framework was mentioned, but not consistently.
- Teachers reported high morale and think highly of the current leadership.

## **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 governance structure and organizational design.

- The school currently has five members, in keeping with the number of Board Members required by the Board bylaws.
- The school was on track to meet the minimum number of board meetings as stated in their bylaws, 11 of 12 meetings held in the last year.
- There are clear lines of accountability between Board and school leadership, as evidenced by the school's organization chart and school leadership's updates on academic performance to the Board and its committees, as recorded in Board meeting minutes.
- The Board has active committees, as evidenced in Board meeting minutes.
- The Board has consistently provided CSAS with submission of accountability reporting documents, including its annual report and financial audits, as well as Board minutes.
- The Board does not consistently demonstrate quorum, as recorded in the Board meeting minutes.

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

The school partially developed a stable school culture.

- Turnover of school leadership (as defined by school) was stable this last year.
- The school has staff turnover at 23%. Last year 5 of 22 staff members chose not to return.
- The school scored Slightly Below Average on the Safety & Respect section of the NYC DOE School Survey, Average on the Communication section, Average on the Engagement section, and Slightly Below Average on the Academic Expectations section. 60% of the school's parents responded (greater than the 53% citywide parents response), and 61% of the school's eligible teachers responded (lower than the 82% citywide teacher response).
- The school has maintained enrollment of 269 throughout the year and student turnover over the past year was 10%.

Progress Towards Attainment of Academic Goals<sup>10</sup>

- The average attendance rate for the 2012-13 school year to date is 92.5%, which is below the school's charter goal for attendance.

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<sup>10</sup> 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 can cover over 3 months of operating expenses without the infusion of cash.
- The school is operating at a surplus indicating an ability to create a strong reserve to support ongoing growth.
- The school is currently co-located with a NYC district school and therefore does not have any lease payments.
- The school is slightly below its enrollment projections. At the time of the visit, the school was within 93% of its projected enrollment of 286 students.
- The school has retained the Hyde Foundation to provide educational materials and various consulting and management services. The school pays the Hyde Foundation 3% of the school's annual per pupil funding allocation. The Hyde Foundation is currently paid in two installments. The current agreement expires on June 30, 2015. The school paid the Hyde Foundation approximately \$81,000 and \$44,000 in fiscal years 2012 and 2011, respectively.
- 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**

The school is in compliance with applicable laws and regulations but not others.

The Board is in compliance with:

- Board membership size falls within the range outlined in the school's charter and in the Board's bylaws.
- The Board has held the required number of board meetings, as outlined in the Board's bylaws.
- Board minutes and agenda items have been posted for inspection by the public, for this school year up until February 2013.
- All Board members have submitted financial disclosure forms, included in the school's 2011-2012 Annual Report, and do not demonstrate conflicts of interest.

To date, 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 submitted required documentation and proof of teacher certification.
- The school has submitted appropriate insurance documents.
- The school's immunization rate is above the 98.8% threshold established by the NYC Department of Health.
- 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 regards to AED/ CPR certification.

To date, the school is not in compliance with:

- The school has not submitted appropriate insurance documents.

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

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

- The school will grow to include grades K – 4 for a total of 330 students.

## 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) 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 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

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| <p>school</p> <ul style="list-style-type: none"> <li>• Have a formal or informal character education, social development, or citizenship program that provides opportunities to develop as individuals and citizens</li> </ul>  |
| <p>Evidence for successful learning environments may include, but not be limited to, many of the following:</p> <ul style="list-style-type: none"> <li>• School mission and articulated values</li> <li>• Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)</li> <li>• Student attendance and retention rates</li> <li>• Student discipline data</li> <li>• DOE School Survey student results</li> <li>• DOE School Survey parent and teacher safety and respect results</li> <li>• Self-administered satisfaction survey results</li> <li>• Leadership, staff, and, if appropriate, student interviews</li> <li>• Classroom observations</li> <li>• Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)</li> </ul> |

**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