



Charter Schools Accountability and Support
2012-2013

**BROOKLYN SCHOLARS CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2012-2013 SCHOOL YEAR

Part 1: School Overview & History

School Overview and History

Brooklyn Scholars Charter School is an elementary and middle school serving approximately 494 students¹ in grades K-7 during the 2012-2013 school year. It opened in 2009-2010, and is under the terms of its first charter. The school's projected full grade span, pending renewal and approval, is K-8, which it is expected to reach in 2013-14.² The school is located in private³ facilities in Brooklyn within CSD 19.⁴

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

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall			B	C
Student Progress			C	C
Student Performance			C	B
School Environment			A	C
Closing the Achievement Gap			0	0.8

Brooklyn Scholars Charter School enrolls new students in grades K through 5. There were 1,632 students on the waitlist after the Spring 2012 lottery.⁶

The average attendance rate for the 2012-2013 school year to date is 96.0%.⁷

2011-2012 NYC DOE School Survey Results were Average for Academic Expectations and Below Average for Communication, Engagement and Safety & Respect. Participation in the School Survey was below the citywide averages for Parents (23% versus 53%), Teachers (16% versus 82%), and above citywide average for Students (100% versus 82%).⁸

The current school leader, Desiree Kirton, has been at the school since it was founded.

Brooklyn Scholars Charter School is part of the National Heritage Academies (NHA) network, an education management organization. NHA is responsible and accountable to the Board of Trustees for the administration, operation, and management of Brooklyn Scholars Charter School. This includes the school's instructional program, professional development training for staff, instructional materials and supplies, and all business and accounting administration. The fee structure is based on NHA retaining all excess revenues after all expenses and services for the school have been paid.

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

² NYC DOE internal data.

³ NYC DOE internal data.

⁴ NYC DOE Location Code Generating System database.

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

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

⁷ Self-reported information from school-submitted data collection form.

⁸ NYC 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 Framework⁹.

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,

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

- Data collection sheets provided by schools,
- Student, staff, and Board turnover,
- Authorized enrollment numbers, and
- Annual financial audits.

A school's governance structure & organizational design and climate & community engagement are rated as **Developed, Partially Developed, or Not Yet Developed**. 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 incompliance with all applicable laws and regulations.

Staff Representatives

The following experts participated in the review of this school (and/or visited the school on April 10, 2013):

- Sonya Hooks, DOE
- Andrea McLean, DOE
- Keisha Womack, DOE

Part 3: Findings

Summary of Findings

Based on CSAS review, the school:

- has partially demonstrated academic achievement and progress (pp. 6-9).
- has a developed governance structure and organizational design (p. 10).
- has developed a stable school culture (p. 10).
- is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices (p. 11).
- is in compliance with applicable laws and regulations (p. 12).
- has plans to continue to grow, reaching its intended full grade span of K-8 in the next academic year, serving 700 students (p. 13).

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 April 10, 2013.

Essential Question 1: Is the School an Academic Success?

The school has partially demonstrated academic achievement and progress.

- The school most recently received an overall grade of C on the NYC DOE Progress Report, with a C in Progress and B in Performance (see page 2).
- The school has consistently outperformed the CSD in both ELA and Math proficiency rates; in 2012, the schools proficiency rate in ELA was 53.5% (versus 35.5% in the CSD) and 54.2% in Math (versus 47.3% in the CSD)
- In the most recent year, the school saw gains in the proficiency rates in ELA, but not in Math; the Performance grade on the Progress report moved from a B to a C
- The schools received 0.8 point for Closing the Achievement on its 2011-2012 Progress Report.

Progress Towards Attainment of Academic Goals¹⁰

- The school met 3 of its 6 charter-identified academic goals, 2 others were partially met, and 1 was not met.

Representatives of the CSAS team visited the school on April 10, 2013. Based on discussion, document review and observation the following is noted:

- The school is part of the National Heritage Academies (NHA) organization, and, as such, the school's curriculum, assessment processes, and instructional practices have been aligned to Common Core State Standards by NHA.
- The school has implemented a leadership model to give classroom teachers ongoing professional development through weekly focus walk-throughs, daily observations, and weekly one-on-one meetings.
- The school collects, analyzes, and uses data to ensure that students who are experiencing difficulty mastering standards are provided additional assistance.
 - The assessment NWEA is administered 3 times a year.
 - School utilizes a mock testing program aligned to state standards.
- The school provides differentiated instruction through flexible student groupings and intervention services, these include:
 - Workshop interventions,
 - Supplemental personnel, including paraprofessionals, within classrooms,
 - Extended learning opportunities (Saturday Academy/after-school tutoring) offered to struggling students.
- Many classrooms across all grades were observed at the time of the visit, and the following was noted:
 - In most classrooms, direct instruction was the observed method of delivery.
 - In most classrooms, teacher questioning of students focused on basic recall or explanation, with some evidence of questioning that challenged students to demonstrate higher order thinking.
 - Teachers used a variety of techniques to check for understanding, including questioning, observation, polling, and formal assessments.
 - Some evidence of differentiation, such as scaffolded questioning, was observed.
- Most students were consistently on task and engaged in lessons.

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

Brooklyn Scholars Charter School

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

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School		42.3	41.3	53.5
CSD 19*		35.7	37.1	35.5
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School		69.2	73.1	54.2
CSD 19*		46.1	45.6	47.3

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

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

Grade 3

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School		57.7	28.8	30.8
CSD 19*		39.3	36.3	33.7
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School		69.2	59.6	21.2
CSD 19*		44.5	41.7	42.2

Grade 4

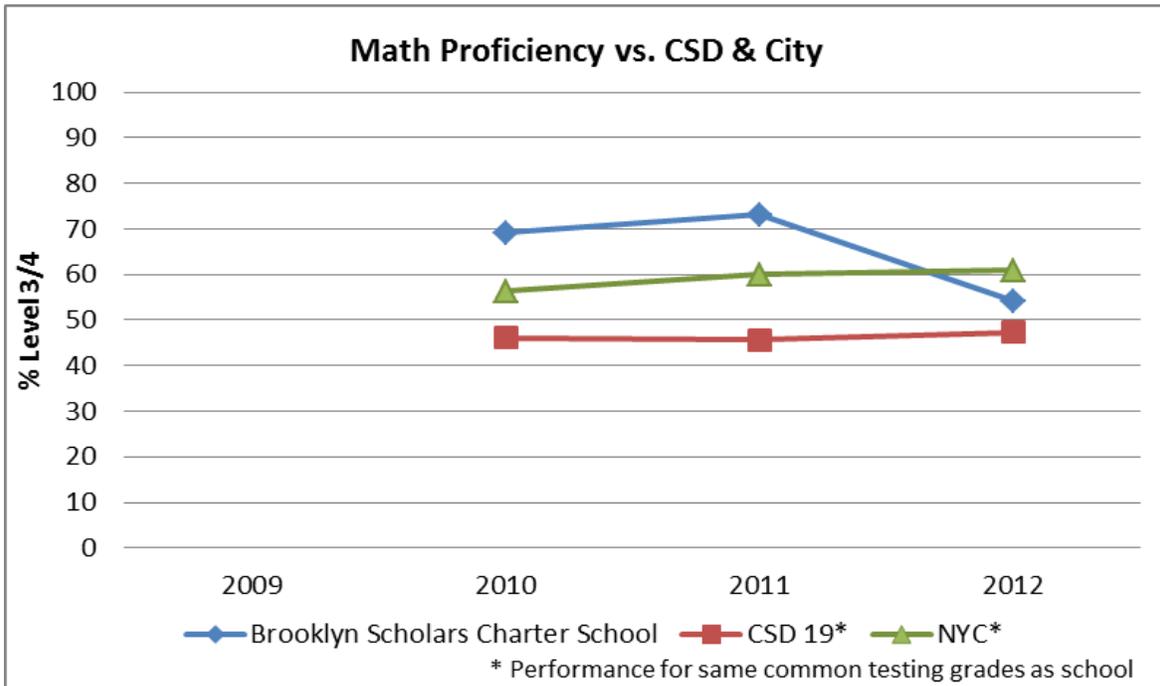
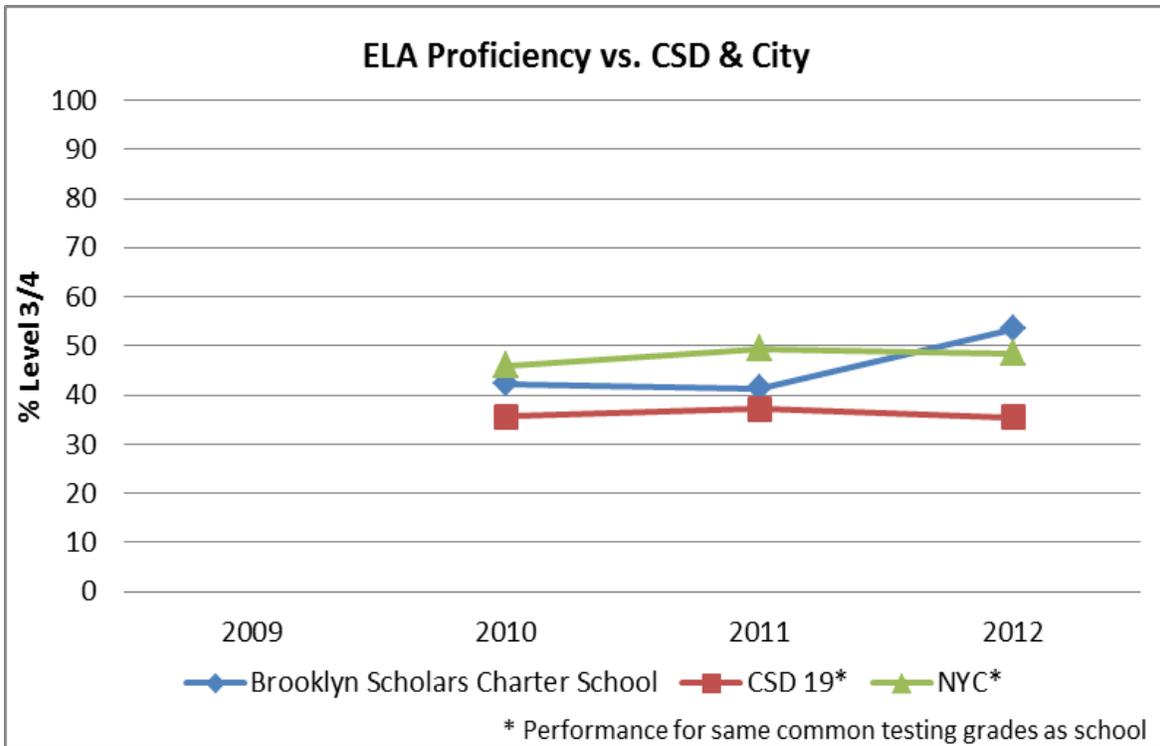
<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School		26.9	57.7	66.7
CSD 19*		32.1	40.2	39.2
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School		69.2	88.5	80.4
CSD 19*		47.7	49.8	51.2

Grade 5

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School			50.0	68.0
CSD 19*			34.8	38.8
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School			84.6	68.0
CSD 19*			26.0	25.0

Grade 6

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School				59.3
CSD 19*				30.3
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Brooklyn Scholars Charter School				55.6
CSD 19*				42.9



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

Governance Structure & Organizational Design

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

- The Board has been stable in membership and leadership. The school currently has six members, in keeping with the number of Board Members required by the Board bylaws.
- The Board has only lost one Board member since last school year.
- The school was on track to meet the minimum number of board meetings as stated in their bylaws.
- Board meetings consistently demonstrate a quorum, as recorded in the Board meeting minutes.
- Currently, officer positions, as outlined in the Board's bylaws, are filled.
- 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.

School Climate & Community Engagement

The school has developed a stable school culture.

- The school leadership has been stable with the same principal since the school's founding.
- The school's staff and student population has grown significantly this academic year, with 104 new students (78 in kindergarten, 26 in grade 4), 14 new teachers and 2 paraprofessionals with the majority being first year teachers. 2 new academic deans also joined the staff.
- Student turnover was less than 1% of students from last school did not return at the start of the 2012-13 school year, and less than 1% of students left the school between the start of the school year and February 2013¹¹.
- Student enrollment is maintained and student attrition is below projections.
- Brooklyn Scholar's 2011-2012 NYC DOE School Survey Results were Average for Academic Expectations and Below Average for Communication, Engagement and Safety & Respect compared to other elementary/middle schools in the city. Participation in this school's School Survey was below the citywide averages for Parents (23% versus 53%) and Teachers (16% versus 82%), and above citywide average Students (100% versus 82%)¹².

Progress Toward Attainment of Accountability Goals¹³

- As of February 2013, average daily attendance for students was at 96%, which is higher than the school's stated charter goal of an average daily student attendance rate of at least 95%.

¹¹ ACR Data Collection Form, January 2013

¹² NYC DOE School Survey, <http://schools.nyc.gov/survey>

¹³ 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.

- Brooklyn Scholars Charter School is part of the National Heritage Academies (NHA) network, an education management organization. NHA is responsible and accountable to the Board of Trustees for the administration, operation, and management of Brooklyn Scholars Charter School. This includes the school's instructional program, professional development training for staff, instructional materials and supplies, and all business and accounting administration. The fee structure is based on NHA retaining all excess revenues after all expenses and services for the school have been paid. Some of the services provided by NHA to the School are:
 - Implementation and administration of the school's educational program, including the selection and acquisition of instructional materials, equipment and supplies, and any and all extra-curricular and co-curricular activities and programs.
 - Management of all personnel functions, including professional development for the school's administrator and all instructional personnel and personnel functions.
 - All aspects of the business administration of the school, including maintenance of its federal income tax exemption status.
 - Arrangement of food, transportation and health services for the school.
 - Marketing and development for the school.
 - Procurement and maintenance of all insurance.
 - Fulfillment of payment and performance obligations that are identified as obligations of the Tenant under the lease between NHA and the school. The school has entered into a sublease agreement with NHA for a facility to house the school. The lease term is from July 1, 2009 through June 30, 2014. Annual rental payment required by the lease is \$2.13M payable in twelve payments of \$177,500.
 - NHA utilizes the Lawson standardized accounting software system to process all accounting transactions, including payroll, procurement, general ledger, grant accounting, fixed assets accounting and cash disbursements.
- The school does not currently have any outstanding debt obligation and is not in debt default.
- The school is currently in a position to meet its current obligations over the next 12 months.
- The school has a good debt to asset ratio and is currently operating within its means
- Through the management agreement between the school and NHA, any unexpected shortfalls in revenue and or increased expense will be covered by NHA. Any contribution to the school by NHA is provided as a contribution and is not considered a loan that the school must repay.
- The school is meeting its enrollment target.
- There were no major findings or deficiencies in the last two fiscal year audits. The school received a clean audit.

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

The school is compliant with applicable laws and regulations.

To date, 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.
- Board minutes and agenda items have been provided via the school's website for inspection by the public.
- Board and school have provided timely submission of accountability reporting documents to CSAS.
- All Board members have submitted conflict of interest and financial disclosure forms (and do not demonstrate conflicts of interest).

To date, the school is in compliance with the below:

- The school has submitted required documentation for staff-fingerprint clearance and all staff members have appropriate fingerprint clearance.
- The school has submitted required documentation and proof of 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 regards to AED/ CPR certification.
- 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 the school's leadership, the following is noted:

- The school will be at scale at the end of the 2013-14 school year, serving grades K-8.
- Student enrollment will be 700 students.
- The school will continue to add new instructional staff and leadership to support the new grade levels.

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 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