



**Department of
Education**

Carmen Fariña, Chancellor

Renewal Report
for Lefferts Gardens Charter School

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION
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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

Part 1: Summary of Renewal Recommendation

Charter School Background

Lefferts Gardens Charter School (LGCS) is an elementary school located in the Lefferts Garden neighborhood of Brooklyn. The school is located in a NYC DOE-operated building in Community School District 17. The school is co-located with P.S. 092 Adrian Hegeman.¹

The school is in its second charter term. The school entered into a collective bargaining agreement with the United Federation of Teachers in January 2015 and ends August 31, 2017. The employees are not subject to any union retirement or other benefit plan.

School Mission

Lefferts Gardens Charter School will utilize an environmental science program to develop academically motivated and civic-minded students to succeed in competitive high school and college programs. The proximity of several community-based environmental institutions provides a unique opportunity for learning that extends beyond the classroom. Graduates will leave with an understanding of the relationship among science, the environment, and the everyday world.

Lefferts Gardens Charter School	
School Leader(s)	Michael Windram
Board Chair(s)	Tara Harrison and Charlotte Bloomberg
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 17
Physical Address(es)	601 Parkside Avenue, Brooklyn, NY 11226
Facility Owner(s)	DOE
Enrollment ²	435
Grades Served	K-5

¹ According to NYC DOE Location Code Generation and Managements System.

² Students active in school as of October 14, 2015, according to ATS.

Renewal Recommendation

Lefferts Gardens Charter School was previously renewed for a 1.5 year short term in the 2014-15 academic year with the following conditions:

- In each year of the charter term, for each tested grade the percentage of students scoring at a Level 3 or above on the New York State ELA assessment must meet or exceed the Community School District of location percent proficient for each grade.
- In each year of the charter term, for each tested grade the percentage of students scoring at a Level 3 or above on the New York State math assessment must meet or exceed the Community School District of location percent proficient for each grade.
- As part of its oversight of Lefferts Gardens Charter School in its next term, the NYC DOE will require the school to submit to the NYC DOE English Language Arts and math interim assessment data for all grades a minimum of twice per year (baseline and end of academic year results) within 30 days of school receiving results for continued monitoring.
- By the time of evaluation for renewal, the School must have met or exceeded 70 percent of the applicable DOE mandated goals as set forth herein in Exhibit D in order to be eligible for renewal. Failure to meet at least 70 percent of the mandated goals may result in NYC DOE recommendation to the Regents for non-renewal at the conclusion of the charter term.

Lefferts Gardens Charter School has not satisfied all currently applicable conditions for future renewal.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends non-renewal of the charter agreement.

Lefferts Gardens Charter School	
School Opened For Instruction	2010-2011
Date of First Renewal	2014-2015
Date of Second Renewal	N/A
Current Charter Term Expiration Date	June 30, 2016
Current Authorized Grade Span	K-5
Current Authorized Enrollment	450
Proposed New Charter Term	N/A – the renewal recommendation is non-renewal
Proposed Authorized Grade Span for New Charter Term	N/A – the renewal recommendation is non-renewal
Proposed Authorized Enrollment for New Charter Term	N/A – the renewal recommendation is non-renewal

Part 2: Background on the Charter Renewal Process

Renewal Process

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than November 2, 2015.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in this document, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing Team.

Statutory Basis for Renewal

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851 (4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

Renewal Outcomes

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

Full-Term Renewal

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

Short Term Renewal

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

Non-Renewal

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may be recommended.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may appeal the non-renewal decision.

Part 3: Findings

An important note about meeting the standards of the framework:

We measure a school's ability to meet the standards of the framework by looking at aggregated outputs. Standards in Essential Question 1 are measured for all students who completed exams at all grade levels.

If a school met the standard each year of the charter term, the standard will be marked "Met." If a school met the standard in one or more years during the charter term, but did not meet the standard each year of the charter term, the standard will be marked "Partly Met." If a school did not meet the standard for any year during the charter term, the standard will be marked "Not Met."

Essential Question 1: Is the school an academic success?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Lefferts Gardens Charter School met or did not meet the standards for Essential Question 1:

- Primary Evidence: New York State (NYS) assessments including Regents, Grades 3-8 English Language Arts (ELA) and Math³, Grades 4 and 8 Science, and New York State Alternative Assessment (NYSAA); Graduation rates; Post-secondary enrollment; Charter school academic goals
- Secondary Evidence: NYC DOE School Quality Reports; College and Career Preparatory Course Index (CCPCI); College Readiness Index (CRI), NYS Mean Growth Percentile

At the time of renewal, Lefferts Gardens Charter School has not demonstrated academic success.

The school was last renewed in January, 2015. As a result, the NYC DOE has one year of NYS assessment data and one year of other academic indicator(s) to evaluate the academic achievement and progress of the students at Lefferts Gardens Charter School. For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.⁴ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

³ Grades 3-8 ELA and Math proficiency rates are based on attribution using BEDS day enrollment for the applicable school year.

⁴ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

Comparative Academic Performance

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates exceed comparable community school district (CSD) rates			
NYS ELA exam proficiency rates exceed comparable Citywide rates			
NYS ELA exam proficiency rates exceed comparable DOE-defined comparison group rates ⁵			
NYS Math exam proficiency rates exceed comparable CSD rates			
NYS Math exam proficiency rates exceed comparable Citywide rates			
NYS Math exam proficiency rates exceed comparable DOE-defined comparison group rates			
NYS Science exam proficiency rates exceed comparable CSD rates			
NYS Science exam proficiency rates exceed comparable Citywide rates			
NYS Science exam proficiency rates exceed comparable DOE-defined comparison group rates ⁶		N/A	
NYS ELA Regents exam pass rates exceed Citywide rates		N/A	
NYS Math Regents exam pass rates exceed Citywide rates		N/A	
NYS Science Regents exam pass rates exceed Citywide rates		N/A	
Graduation rates ⁷ exceed Citywide rates		N/A	

Academic Growth

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates increase			
NYS Math exam proficiency rates increase			
NYS Regents exam pass rates increase		N/A	
Graduation rates increase		N/A	

⁵ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the NYC DOE’s school quality resources for a current definition.

⁶ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “NA” for all Chancellor-authorized charter schools.

⁷ The NYC DOE evaluates all applicable graduation rates.

Closing the Achievement Gap

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates for English Language Learners (ELLs) exceed CSD rates			
NYS ELA exam proficiency rates for ELLs exceed Citywide rates			
NYS Math exam proficiency rates for ELLs exceed CSD rates			
NYS Math exam proficiency rates for ELLs exceed Citywide rates			
NYS ELA exam proficiency rates for Students with Disabilities (SWD) exceed CSD rates			
NYS ELA exam proficiency rates for SWD exceed Citywide rates			
NYS Math exam proficiency rates for SWD exceed CSD rates			
NYS Math exam proficiency rates for SWD exceed Citywide rates			
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ⁸ exceed CSD rates			
NYS ELA exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed CSD rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Regents exam pass rates for ELLs exceed Citywide rates		N/A	
NYS Regents exam pass rates for SWD exceed Citywide rates		N/A	
NYS Regents exam pass rates for students eligible for FRPL exceed Citywide rates		N/A	
Graduation rates for ELLs exceeds Citywide rates		N/A	
Graduation rates for SWD exceeds Citywide rates		N/A	
Graduation rates for students eligible for FRPL exceeds Citywide rates ⁹		N/A	

College & Career Readiness (for grades 9-12 only)

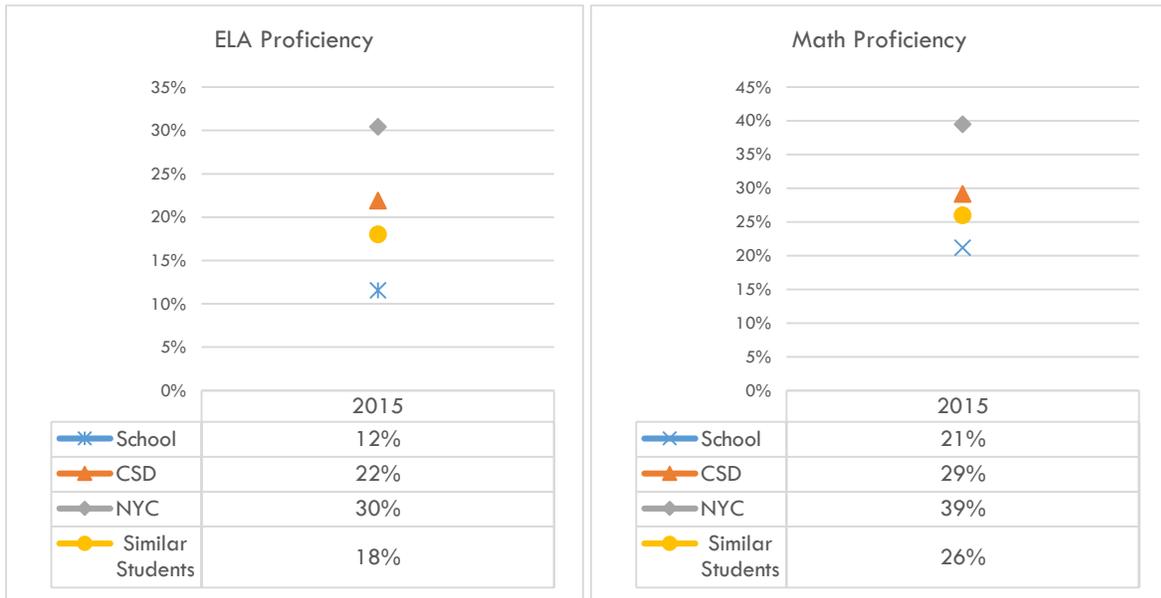
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Postsecondary enrollment rates exceed Citywide rates ¹⁰		N/A	
College & Career Preparatory Course Index exceeds Citywide average		N/A	
College Readiness Index exceeds Citywide average		N/A	

⁸ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

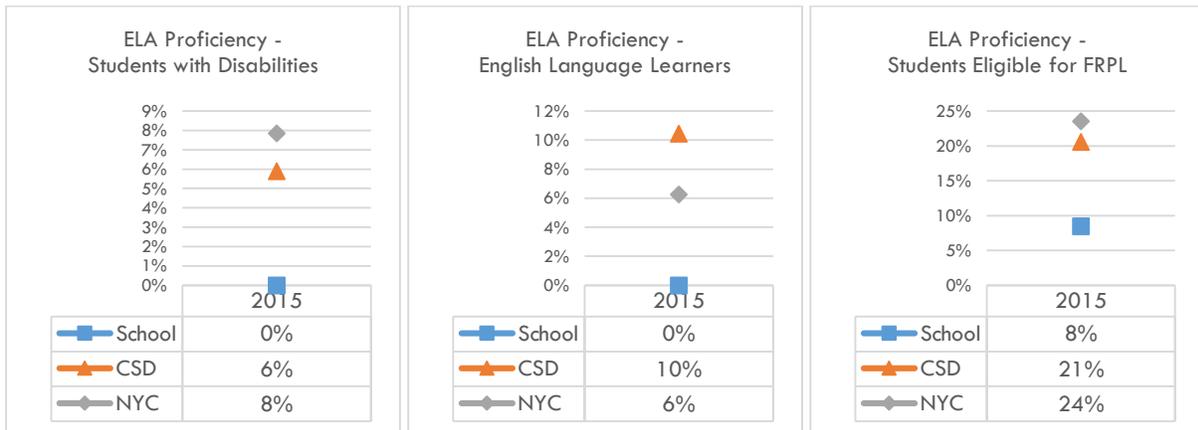
⁹ The NYC DOE does not report Citywide graduation rates for students eligible for FRPL; this standard will be marked “NA” for all Chancellor-authorized charter schools.

¹⁰ The NYC DOE evaluates all applicable postsecondary enrollment rates.

Overall Proficiency¹¹

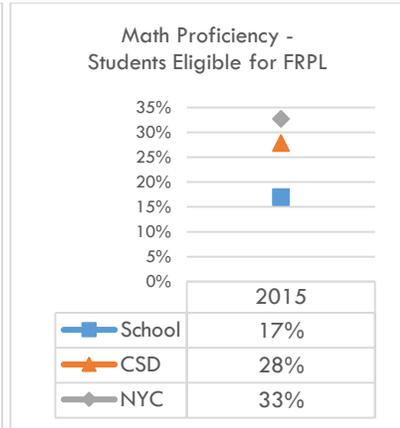
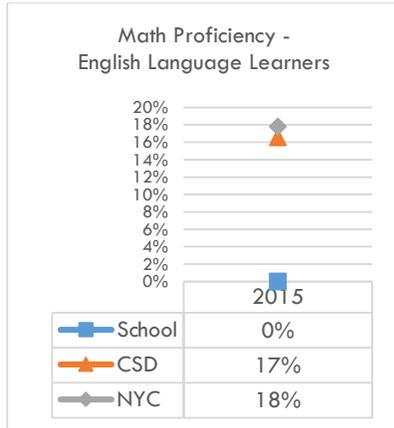
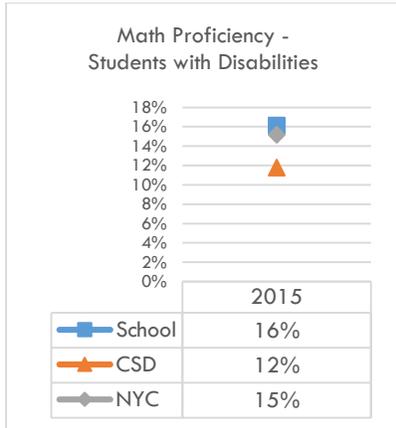


Closing the Achievement Gap – English Language Arts



¹¹ Due to the length of the prior charter term (1.5 year), this school only has one year of assessment data available. For a comparison of the school's current academic results to the previous year's academic results, please see Appendix F. Note that Appendix F is provided for informational purposes, not evaluative purposes.

Closing the Achievement Gap – Math



Essential Question 2: Is the school effective and well run?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Lefferts Gardens Charter School met or did not meet the standards for Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

At the time of this school's renewal, Lefferts Gardens Charter School has demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

Curriculum

In the 2014-15 school year the school adopted EngageNY for ELA and Math to reflect the rigorous standards of the CCLS. As a result of the 2014-15 ELA exam results, the school started offering extended reading intervention groups for students who are reading below grade level; these extended reading intervention groups are in addition to the literacy intervention blocks offered throughout the day. In Math, the school continues to use EngageNY after seeing improved results on the 2014-15 Math exam. The school has an environmental science program, which is integrated into the curriculum, through partnerships with community-based environmental institutions, and field studies. The weekly field study trips to community-based environmental institutions allow students to extend their understanding of environmental science beyond the classroom walls.

Assessments and Use of Data

The school began a partnership with the Achievement Network (ANET) in the 2013-14 school year to provide interim assessments. As a result of the 2014-15 NY State exams, the school increased the quality and quantity of interim assessments provided by ANET to identify areas for instructional focus. In preparation for the 2015-16 school year, teachers reviewed ANET assessments along with the Cognitive Rigor Matrix to develop a deeper understanding of what standards students need to meet and how to teach those standards. The school has a scheduled Data Day at the end of each six-week assessment cycle when an ANET representative is onsite to help teachers analyze student performance data, identify learning trends, planning interventions and which lessons need to be re-taught.

Enrichment Opportunities

The school has relationships with local community-based environmental organizations, such as the Brooklyn Botanical Gardens, Prospect Park Zoo, and Construction Kids. The school does not have any formal after-school, Saturday school or summer school enrichment programming.

Special Populations

The school serves a significant percentage of students who fall in one of the special populations categories: English Language Learners, Students with Disabilities or Free and Reduced Priced Lunch. As a result of the increased special populations, the school added three members to the academic intervention team in the 2015-16 school year: one SETTS (Special Education Teacher Support Services) teacher and two academic intervention specialists to support these students. These staff members were in addition to the Director of Student Learning who was hired in 2014-15 and has an extensive background in special education. The school continues to provide a special education program that has three Integrated Co-Teaching classes in every grade, with one general education teacher and one special education teacher. The school continues to use a three-tier intervention plan to provide consistent and tracked intervention services.

Staffing

The Principal, Director of Operations, Director of Student of Student Learning, Director of Student Support, and Director of Science & Arts have all been with the school since before the 2014-15 school year, and the leadership team faced no turnover during the 2014-15 school year. Despite the school's 1.5 year renewal, the school had low rates of teacher turnover; in the 2014-15 school year, only 8 or 18% of staff members resigned or were terminated.

Professional Development

The school is continuing to use Bloom's Taxonomy, which was introduced in the 2014-15 school year, and is a framework for thinking about different types of learning. This year, the school is focused on integrating Bloom's Taxonomy with Webb's Depth of Knowledge, which forms the Cognitive Rigor Matrix and provides a common language to understand rigor in assessments, units, lessons and tasks. School leadership reported that they are using the Cognitive Rigor Matrix to introduce more rigorous learning tasks, such as synthesis, analysis and evaluation in the classroom. In the 2015-16 school year, the school began using an "Accountable Talk" framework to allow students more frequent opportunities for discussion and higher order thinking in classrooms. The school has Professional Learning Teams that meet daily as a way for teachers to collaborate and discuss challenges and successes they are facing, as well as share materials and resources with one another.

Supportive Environment

The school is continuing to use a behavior management system called Kickboard to track student behavior and streamline communication between staff and parents. As a result of the increased suspension rate in the 2014-15 school year, the school implemented the Collaborative and Proactive Solutions model, which encourages teachers to approach student behavioral issues with a proactive mindset, rather than a punitive mindset. Despite the school's 1.5 year renewal, the school retained 80% of their students. On the most recent NYC DOE School Survey, the school had response rates that were higher than the City.

School Culture

Over the course of the school's charter term, the school has developed a stable school culture. The school has an active parent-teacher association, which met 12 times over the course of the charter term. The school began Parent University workshops for parents to learn more about the school and actively engage with school leaders. In addition, the Parent Committee held five events in the 2014-15 school year to help strengthen the school community and allow parents an opportunity to contribute to the family atmosphere at the school.

Public Hearing

On December 1, 2015, a public hearing was held to solicit comments from the school community. 170 members attended; 29 speakers were in favor of the school's renewal and six speakers were in opposition of the renewal.

Governance

Over the course of the school's charter term, the Board of Trustees has developed its governance structure. The Board currently has seven active members (excluding the principal), which is consistent with the minimum of five members and maximum of 11 members established in the Board's bylaws. The Board held the minimum number of required meetings in the most recent year, but has not posted its meeting minutes on the school's website. There are clear lines of accountability between the Board and school leadership as evidenced by meeting minutes. Refer to Appendix A for detail on members, committees, etc.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix C. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll and retain students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch

(FRPL), as per the NYS Charter Schools Act, please see Appendix D.

Detail on OSDCP's findings for Essential Question 2 is below.

Supportive Environment

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School program differentiates instruction for SWD			
School program differentiates instruction for ELLs			
School schedule and program offers defined opportunities for remediation and acceleration			
School utilizes an interim assessment system			
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer			
Parent, staff, and student responses on the NYC DOE School Survey exceed Citywide averages			
Student attendance rate exceeds CSD average			
Student attendance rate exceeds Citywide average			
Improved student retention rate over course of charter			

Partly Met Standards – Supportive Environment

- Parent responses on the 2014-15 NYC DOE School Survey were below the Citywide average for one question.

Operational Stability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School has an operations manual			
School meets all DOE deadlines for annual reporting requirements			
School meets all DOE deadlines for the Annual NYC DOE Charter School Survey			
School meets all DOE deadlines for renewal application documents			
School has documented teacher evaluation procedures			
School has documented professional development opportunities			
School has a formal process for evaluating progress against charter school goals			
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff			
Board has developed a succession plan for board and school leadership			
Board has access to legal counsel			
Board meetings consistently meet quorum			

Partly Met Standards – Operational Stability

- The school did not meet DOE deadlines for annual reporting requirements in 2014-15.

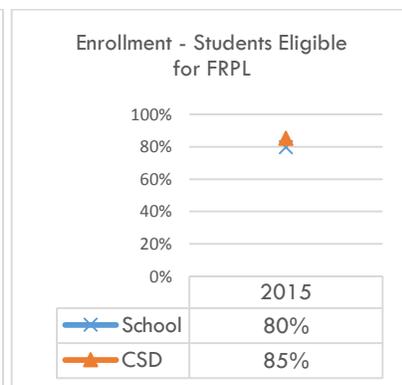
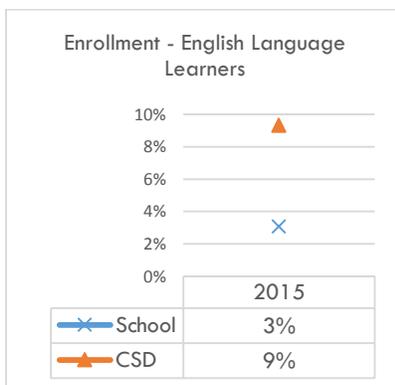
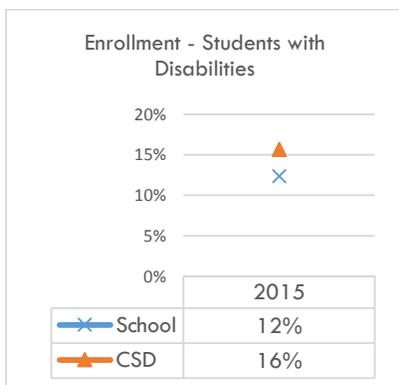
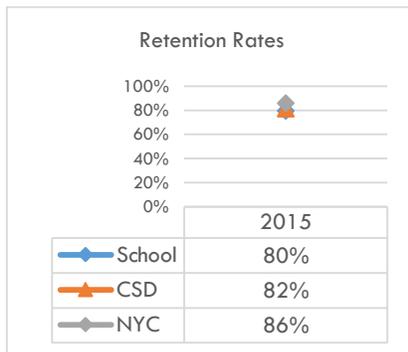
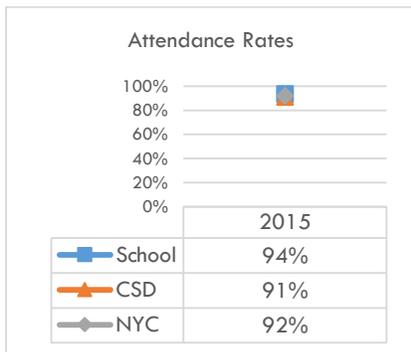
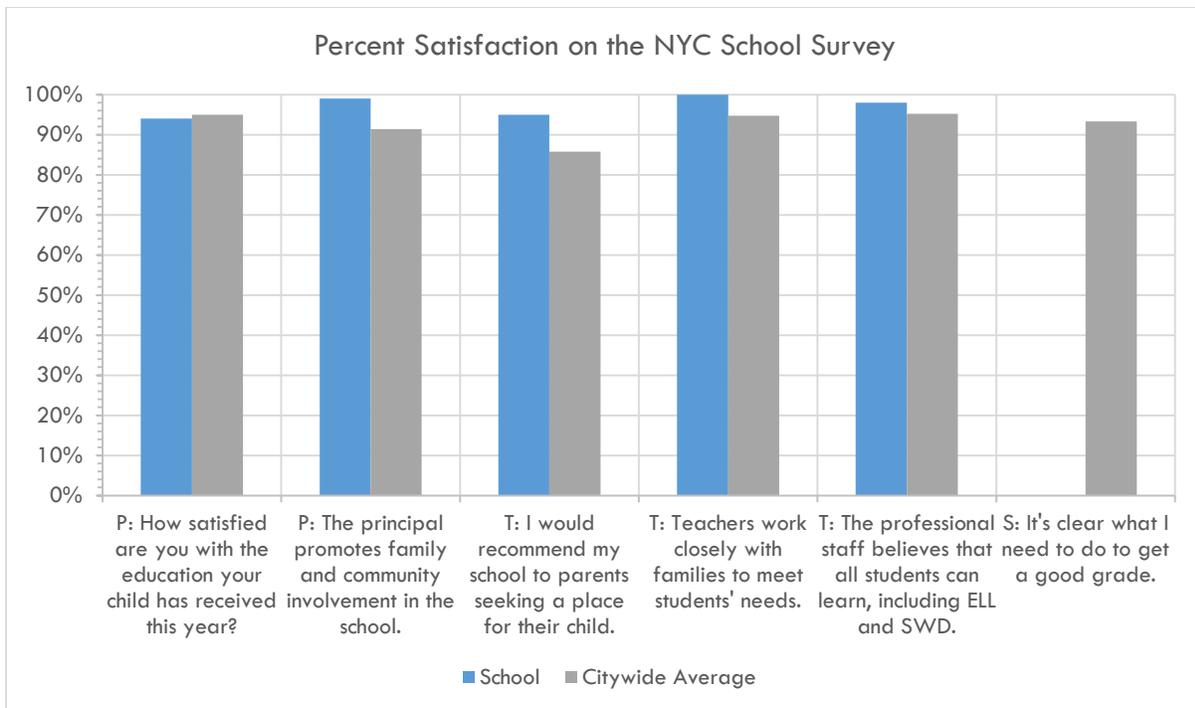
Compliance (with all applicable laws & regulations)

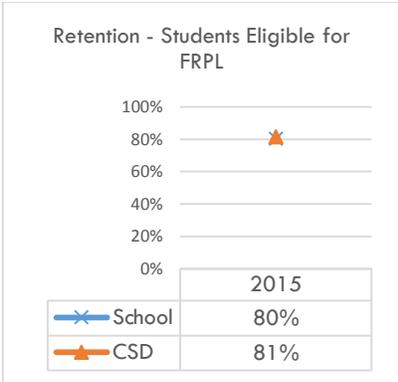
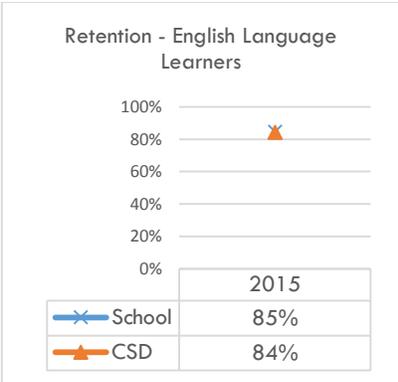
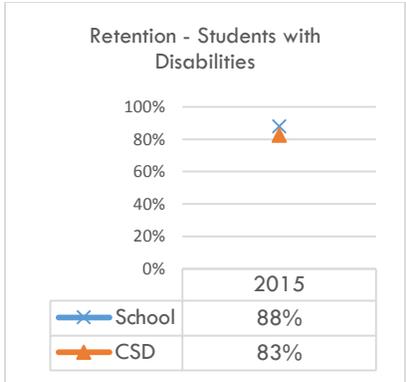
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School's SwD enrollment rate exceeds CSD rate			
School's ELL enrollment rate exceeds CSD rate			
School's FRPL enrollment rate exceeds CSD rate			
School's SwD retention rate exceeds CSD rate			
School's ELL retention rate exceeds CSD rate			
School's FRPL retention rate exceeds CSD rate			
School is in compliance with its charter and its charter agreement			
School is in good standing with authorizer			
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD			
School has required facility documents (lease, certificate of occupancy, fire and safety inspections)			
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)			
School is in compliance with employee fingerprinting requirements			
School has an appropriate safety plan			
School has appropriate insurance documentation			
School is meeting Department of Health immunization requirements			
School has submitted its Annual Report to NYSED and posted it online			
School has followed all applicable lottery and enrollment regulations			
Board held the required number of meetings			
School and board follows posting and procedural requirements of NYS Open Meetings Law			
School and board follows posting and procedural requirements of Freedom of Information Law (FOIL) ¹²			N/A

Partly Met Standards – Compliance

- The school has not posted all Board meeting agendas and minutes from 2014-15.

¹² The New York Charter Schools Act makes charter schools subject to FOIL (§2854[1][e]). The New York City Department of Education monitors charter school compliance with FOIL through the complaint process outlined in §2855(4) of the New York State Charter Schools Act. All complaints received through this process are investigated by the Office of School Design and Charter Partnerships. Noncompliance with any applicable laws and regulations, including FOIL, are addressed and documented.





Essential Question 3: Is the school financially viable?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Lefferts Gardens Charter School met or did not meet the standards for Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

At the time of this school’s renewal, Lefferts Gardens Charter School has demonstrated financial viability. An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

For detailed information on the school’s progress in meeting the financial goals outlined in its charter agreement, please see Appendix C. These goals relate to short- and long-term financial viability.

Detail on OSDCP’s findings for Essential Question 3 is below.

Short-term Financial Viability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Cash position – school has at least 60 days of cash on hand to cover operating expenses			
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months			
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment			
Debt management – school is meeting all current debt obligations			

Long-term Financial Sustainability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)			
Aggregated three-year total margin – school operates at a surplus over three-year period		N/A	
Debt to assets ratio less than 1.0 over the course of the previous charter term			
Aggregate assets to liabilities ratio greater than 1.0 over the course of the previous charter term		N/A	
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)			
Multi-year cash flow – positive cash flow over previous three fiscal years		N/A	

Appendix A: School Overview

Enrollment and Demographics



Programming, Admissions, and Lottery¹³

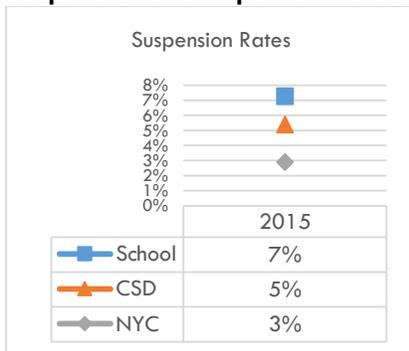
Number of Instructional Days	178
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	No
Summer Academic Program	No
Saturday Instruction	No
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-5
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	547
Number of Students Accepted via the Lottery (School Year 2015-16)	81
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

¹³ Based on self-reported data from the 2015-16 DOE Annual Charter School Survey.

Current Board of Trustees

Board Member Name	Position	Committee(s)
1. Charlotte Bloomberg	Co-Chair	Governance, Academic Excellence, Development
2. Tara Harrison	Co-Chair	Governance, Finance
3. Richard Maathey	Trustee	Technology, Finance
4. Jasen Nhambiu	Trustee	Governance, Technology
5. Tim Pratt	Secretary	Governance, Finance
6. Haady Taslim	Trustee	Academic Excellence
7. Renata Gomes	Trustee	Development
8. Michael Windram	Ex-Officio	Academic Excellence

Suspension and Expulsion Rates¹⁴



	2015
# of Suspensions	65
Suspension Rate	7%
# of Expulsions	0
Expulsion Rate	0%

Future Plans

As reported by school leadership and the school’s Board, the following was noted:

- The school did not apply for any material or non-material revisions to its charter.
- The school plans to continue to serve students in grades K-5.

¹⁴ Suspension rates include aggregated in- and out-of-school rates.

Appendix B: Academic Performance

Students scoring at or above Level 3 on NYS assessments:

Grade-Level Proficiency in English Language Arts	
2014-2015	
Lefferts Gardens Charter School	
Grade 3	13.3%
Grade 4	10.3%
Grade 5	10.9%
Grade 6	-
Grade 7	-
Grade 8	-
PERCENTAGE POINT DIFFERENCE FROM CSD 17	
Grade 3	-9.9
Grade 4	-15.7
Grade 5	-4.9
Grade 6	-
Grade 7	-
Grade 8	-

Grade-Level Proficiency in Math	
2014-2015	
Lefferts Gardens Charter School	
Grade 3	20.0%
Grade 4	23.1%
Grade 5	20.0%
Grade 6	-
Grade 7	-
Grade 8	-
PERCENTAGE POINT DIFFERENCE FROM CSD 17	
Grade 3	-10.5
Grade 4	-5.4
Grade 5	-8.3
Grade 6	-
Grade 7	-
Grade 8	-

Appendix C: Charter School Goals

According to annual reports submitted to NYSED over each year of the school's charter term, the school achieved/met its goals as follows:

- Academic Goals:¹⁵
 - 0 of 4 applicable academic charter goals in its most recent year
 - 0 of 4 applicable academic charter goals over the course of the charter term
- Operational Goals:
 - 3 of 5 applicable operational charter goals in its most recent year
 - 3 of 5 applicable operational charter goals over the course of the charter term
- Financial Goals:
 - 1 of 1 applicable financial charter goals in its most recent year
 - 1 of 1 applicable financial charter goals over the course of the charter term

Charter Goals		2014-2015
Academic Goals	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination	Not Met
	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State math examination.	Not Met
	For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year (relevant for schools serving grades 3-8).	Not Met
	For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is	Not Met

¹⁵ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	expected to demonstrate growth comparable to the CSD in the current year (relevant for schools serving grades 3-8).	
Operational Goals	Each year, the school will have an average daily attendance rate of at least 95 percent.	Not Met
	Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year.	Not Met
	Each year, 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following year.	Met
	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey.	Met
	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.	Met
Financial Goals	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Met

Appendix D: Enrollment & Retention of Special Populations

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

English Language Learner (ELL) Students

- Increased capacity of staff members through the hiring of an academic intervention specialist with specific expertise in the needs of English Language Learners
- The hiring of a bilingual speech therapist to meet the needs of our English Language Learners
- Direct mail advertising that mentions accommodations for ELL students
- Direct mail advertising in languages other than English
- Radio Ad on Haitian radio station
- Outreach to immigrant community
- Advertising and school materials are translated as needed
- A Google language translator dropdown will be added to the school website
- Develop relationships with trusted cultural centers in the community in an effort to attract more families who speak a language other than English
- Advertising materials will be distributed in the primary languages other than English spoken in the area

Students with Disabilities (SWD)

- Direct mail advertising that mentions special needs
- School website that mentions special needs
- Outreach to specialized feeder schools and programs
- Enhancing our program to increase our capabilities to serve students with special needs, including the addition of a Director of Student Learning, and a second SETTS provider
- Increased professional development for staff so that we maximize our academic program within our collaborative team teaching model.

Students Eligible for the Free or Reduced Price Lunch Program

- Direct mail advertising that mentions accommodation for FRPL students
- Meal program was covered at school open house, on application and during tours
- Support is offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program
- Recruitment occurred throughout neighborhoods surrounding the school and in the local district with
- higher levels for students who qualify for free and reduced lunch

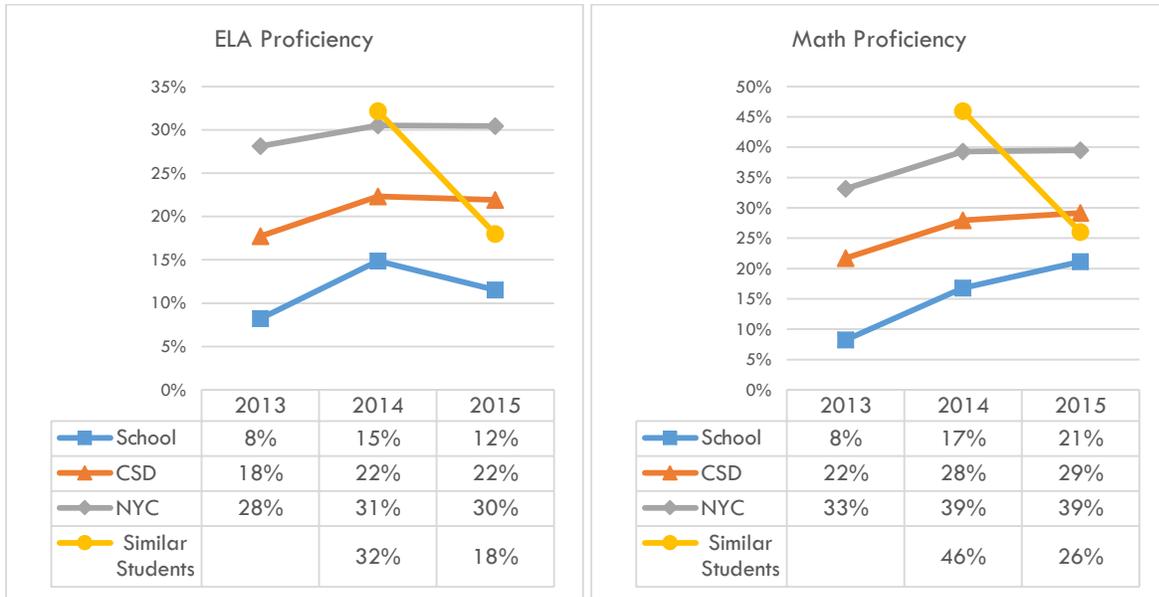
Appendix E: Additional Accountability Data

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the [2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools](#).

Appendix F: Historical Academic Performance

Due to the length of the prior charter term (1.5 year), this school only has one year of assessment data available for evaluative purposes. Below are the school's academic results from previous years, for purely informational purposes.



Grade-Level Proficiency in English Language Arts			
	2012-2013	2013-2014	2014-2015
Lefferts Gardens Charter School			
Grade 3	8.2%	8.0%	13.3%
Grade 4	-	21.9%	10.3%
Grade 5	-	-	10.9%
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-
PERCENTAGE POINT DIFFERENCE FROM CSD 17			
Grade 3	-9.5	-13.0	-9.9
Grade 4	-	-1.8	-15.7
Grade 5	-	-	-4.9
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-

Grade-Level Proficiency in Math			
	2012-2013	2013-2014	2014-2015
Lefferts Gardens Charter School			
Grade 3	8.2%	11.8%	20.0%
Grade 4	-	21.9%	23.1%
Grade 5	-	-	20.0%
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-
PERCENTAGE POINT DIFFERENCE FROM CSD 17			
Grade 3	-13.5	-15.7	-10.5
Grade 4	-	-6.4	-5.4
Grade 5	-	-	-8.3
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-