



Charter Schools Accountability and Support
2012-2013

**TEACHING FIRMS OF AMERICA-PROFESSIONAL
PREPARATORY CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2012 – 2013 SCHOOL YEAR

Part 1: School Overview & History

School Overview and History

Teaching Firms of America – Profesional Preparatory Charter School (TFOA) is an elementary school serving approximately 198 students¹ in grades K-2 during the 2012-2013 school-year. It opened in 2011-2012, and is under the terms of its first charter. The school's projected full grade span is K-5, which it's expected to reach in 2015-2016 upon renewal and approval.² The school is located in public³ facilities in Brooklyn within CSD 16.⁴

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

Teaching Firms of America – Profesional Preparatory Charter School enrolls new students in grades K through 2. There were 473 students on the waitlist after the Spring 2012 lottery.⁶ The average attendance rate for the 2012-2013 school year to date is 92.3%.⁷

On the 2011-2012 NYC DOE School Survey, the school scored Above Average on the Safety & Respect section, Above Average on the Communication section, Above Average on the Engagement section, and Above Average on the Academic Expectations section. Eighty-three percent of the school's parents and 71.0% of the school's teachers responded to the survey.⁸

The school leadership is comprised of three Partners and an Executive Officer. Rafiq Kalam Id-Din serves as Managing Partner, Michelle Mathews as Pedagogy Partner, and Damien Dunkley as Stakeholder Partner. Agnes Maddox serves as Executive Officer. All Partners have been with the school since early 2011.

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 on 2/13/13.

⁷ Self-reported information from school-submitted data collection form on 2/13/13.

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 NYC DOE-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, CSAS inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during the 2012-2013 school year. The report outlines evidence found during this review.

As per the school's monitoring plan, CSAS may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

In addition, a school's charter goals are reviewed. The progress that a school has made towards achieving its goals at this particular point during its charter period is noted. However, as this is an interim review before the end of the charter term, progress towards goals is not used as part of this evaluation.

Essential Questions

Is the school an academic success?

To assess whether a school is an academic success, CSAS considers performance measures, including, but not limited to the following:

- Overall NYC DOE Progress Report score,
- New York State ELA and Math results and/or New York State Regents exams,
- ELA and Math proficiency compared to the district for elementary and middle schools, and graduation rates compared to the city for high schools,
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments, and
- Performance data pertaining to college and career readiness.

Academic success is rated as **Demonstrated, Partially Demonstrated, or Not Yet Demonstrated**. If a school does not yet have a NYC DOE Progress Report, it is rated as Not Yet Demonstrated.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally sound, viable organization, CSAS focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the NACSA (National Association of Charter School Authorizers) Financial 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 New York State Education Department (NYSED),
- NYC DOE School Survey,
- Data collection sheets provided by schools,
- Student, staff, and Board turnover,
- Authorized enrollment numbers, and

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

- Annual financial audits.

A school's Governance Structure & Organizational Design and Climate & Community Engagement are rated as **Developed, Partially Developed, or Not Yet Developed**. A school's Financial Health is rated to indicate whether there are concerns about the near-term financial obligations and the financial sustainability of the school.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, CSAS identifies areas of compliance and noncompliance with all applicable laws and regulations.

Staff Representatives

The following staff representatives participated in the review of this school's documents as detailed above and conducted a full visit to the school on May 16, 2013:

- Daree Lewis, DOE
- Maria Campo, DOE
- Jorge Cruz, DOE
- Simeon Stolzberg, Consultant

Part 3: Findings

Summary of Findings

Based on CSAS review, the following findings are made. To date, TFOA

- has not yet demonstrated academic achievement or progress, because it has not yet generated accountability data (i.e. no state assessment results and no graded NYC DOE Progress Report) (pp. 5-6),
- has a partially developed governance structure and organizational design (p. 7),
- has partially developed a stable school culture (p. 7),
- is in a weak position to meet near-term financial obligations but is financially sustainable based on current practices (p. 8),
- is in compliance with some applicable laws and regulations, but not others (p. 9),
- is considering plans to replicate and open additional elementary schools and/or expand the existing school into middle school grades (p. 10).

This review included a document review a school visit by CSAS staff, and follow up communication via phone and email. CSAS visited the school on May 16, 2013.

Essential Question 1: Is the School an Academic Success?

To date, TFOA has not yet demonstrated academic achievement or progress, because it has not yet generated accountability data (i.e. no state assessment results and no graded NYC DOE Progress Report).

- The school currently serves grades K-2, with the 2013-2014 school-year being the first year they will serve 3rd grade. The school year 2013-2014 will be the first year students take the New York State (NYS) ELA and Math tests.

Progress Towards Attainment of Academic Goals¹⁰.

- According to its 2011-2012 Annual Report to New York State Education Department (NYSED), the school has six academic-specific charter goals that pertain to their students' performance on the NYS Math, ELA, and Science assessments, as well as internal Terra Nova assessments. Currently these goals are not applicable, since the students have not yet taken the assessments.

Representatives of the CSAS team visited the school on May 16, 2013. Based on discussion, document review, and observation, the following was noted:

- Ten classroom observations, including core instruction, soccer, and art, were made by CSAS reviewers with the three school leaders:
 - Co-teaching was observed in most classes with a range of practices, including whole class, lead and assist and targeted small group instruction.
 - A range of questioning that included basic recall as well as some that challenged students to demonstrate understanding (i.e. explain or restate) and analyze and apply (i.e. compare or illustrate) was observed.
 - There was some checking for understanding observed, primarily through teacher observation and questioning within small group instruction. However, in some instances, students working independently struggled with their task without notice from an adult.
 - Multiple forms of differentiation, including leveled materials, texts and tasks, as well as targeted small group instruction, such as guided reading groups, was observed.
 - In most rooms, attentive students, who were more generally cognitively engaged in instructional activities, were observed. Teachers generally implemented purposeful lessons and most effectively re-directed students who were off-task.
 - The school has a Response to Intervention (RTI) program, but the approach was not described consistently by the staff that were interviewed.
 - There was little evidence that students with IEPs were receiving instruction from teachers certified or designated highly qualified in special education.
 - Based on classroom observation debriefs with instructional leaders, all classroom lessons had instruction that is aligned with the instructional model and priorities. While each classroom has discretion in the pedagogical methods employed, there was a consistent emphasis on student accountability.
- On the day of the visit, eleven teachers and apprentice teachers were interviewed.
 - All teachers interviewed reported use of data/assessments, including Developmental Reading Assessments, Interim Assessments and unit exams. They also reported that students are evaluated against the school's Leadership Index for desired character attributes.
 - Teachers stated that they were unaware of a systematic approach to their evaluation. Apprentice teachers were not clear on who exactly would be evaluating them, i.e., their lead teachers or the school's instructional leadership.
 - All teachers interviewed reported receiving professional development, including trainings on Friday afternoons and informal feedback from school leadership.
 - Teachers have considerable discretion in planning their lessons and reported that they are trusted and treated like professionals to make decisions about instruction within their classrooms.

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

- Many teachers noted the desire for more structure and more direction. As an example, some teachers felt the school does not have clear policies and procedures for handling student misbehavior.
- School leadership reported that:
 - The school has maintained a generally stable staff.
 - The school is continuing to refine its assessments and align them to the Common Core and state tests.
 - The school has a professional rubric against which teachers are evaluated. Using Instructional Methods and Professional Practices (IMAP) process, each quarter teachers are expected to present data about their own performance to their peers and school leaders. The Leadership Index applies not only to students, but to adults as well. School leaders indicated that they have held teachers accountable and not renewed some who did not meet their standards.
 - School leaders indicated that they are refining the school's internal academic goals; for instance, they have added growth measures.

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 Board has nine voting members, and experienced no turnover since last school year.
- The Board has held six board meetings to date, as demonstrated by board minutes submissions, which complies with the School's bylaws.
- The Board votes consistently demonstrate a quorum, as recorded in minutes.
- There are clear lines of accountability between Board and school leadership as evidenced by the school's organization chart and school leadership's reports to the Board, as recorded in board meeting minutes.
- The Board has no active committees, as recorded in board meeting minutes and the most recent Board roster.
- The Board is consistently late with submissions. To date, the Board has not submitted the following to CSAS:
 - Copy of Escrow Agreement as required by the NYC DOE Charter Agreement.

School Climate & Community Engagement

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

- The school leadership team has been with the school since its planning year and throughout its two operational years.
- During the 2012-2013 school year, the school has generally maintained a stable staff with four of twenty-two staff members choosing not to return or asked to not return. Additionally, two staff members have left during the 2012-2013 school year.
- Student turnover is below 10%, and student enrollment is maintained above projections.
- The school scored Well Above citywide averages of Early Childhood Schools for Academic Expectations, Communication, Engagement, and Safety & Respect on the 2011-2012 NYC DOE School Survey.
- The survey response rate on the 2011-2012 NYC DOE School Survey was 83% for Parents which is higher than the citywide average of 53%, while the survey response rate was 71%, for Staff, which is lower than the citywide average of Staff response rate of 82%.

Progress Towards Attainment of Accountability Goals¹¹

- At the time of the visit, student attendance was 92.2%, which is greater than the school's charter goal of 90%.

¹¹ Goal analysis is considered a neutral point and is not used as part of the evaluation.

Financial Health

Overall, TFOA is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices.

Based on the school's 2011-2012 Audited Financial Statements:

- The school is in a strong position to meet all of its liabilities in the next 12 months.
- The school can cover approximately one month of operating expenses without an infusion of cash.
- The school is meeting its enrollment target, indicating a stable budget.
- The school is meeting its debt obligations.
- The school is operating at a surplus of 10%, indicating an ability to create a strong reserve to support ongoing growth.
- The school's debt-to-asset ratio indicates that it has more assets than it has liabilities.
- The school has a strong cash flow.
- An independent audit performed showed no material findings.

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

To date, the school is in compliance with some 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 six meetings, the required number of meetings, as outlined in the Board's bylaws
- The Board minutes and agenda items have been made available for inspection by the public.

The Board is out of compliance with:

- The Board has not provided timely submission of accountability reporting documents.
- The Board members have not submitted required financial disclosure forms as part of the 2011-2012 NYSED Annual Report.

The school is in compliance with:

- The school has submitted required documentation for the safety plan, AED/CPR certification, fingerprint clearance, teacher certification, immunization completion rate, and appropriate insurance documents.
- The school is compliant with state requirements for teacher certification, and has the required number of staff for AED-CPR certification.

The school is out of compliance with:

- The school has not provided evidence that teachers providing Special Education services (as per IEP mandates) are certified or highly qualified in Special Education.

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 about the school's plan for its next charter term:

- In only its second year of operation, the school leaders are considering whether to replicate and open additional elementary schools and/or expand the current school into the middle school grades.

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 & 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 CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYCDOE CSAS, and where required, received CSAS 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