



Charter Schools Accountability and Support  
2012-2013

**INWOOD ACADEMY FOR LEADERSHIP CHARTER SCHOOL  
ANNUAL COMPREHENSIVE REVIEW REPORT**

**2012-2013 SCHOOL YEAR**

# Part 1: School Overview & History

## School Overview and History

Inwood Academy for Leadership Charter School (Inwood Academy) is a middle school serving approximately 331 students<sup>1</sup> in grades 5-7 during the 2012-13 school year. It opened in 2010-2011, and is under the terms of its first charter. The school's projected full grade span upon renewal and approval is 5-12, which it's expected to reach in 2017-2018.<sup>2</sup> The school is housed in two locations in Manhattan within CSD 6<sup>3</sup>: public space<sup>4</sup> facilities located at 93 Nagle Avenue, the Ellwood Street Annex, and a private facility located at 108 Cooper Street.<sup>5</sup>

The table below details the school's performance on the NYC DOE Progress Report.<sup>6</sup>

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall				A
Student Progress				A
Student Performance				A
School Environment				A
Closing the Achievement Gap Points				3.9

Inwood Academy primarily enrolls new students in grade 5 but also accepts applications and fills open seats in grades 6 and 7. There were 279 students on the waitlist after the Spring 2012 lottery.<sup>7</sup>

The average attendance rate for the 2012-13 school year to date is 96.9%.<sup>8</sup>

On the 2011-12 NYC DOE School Survey, the school scored Well Above Average, compared to other citywide Middle Schools on the Academic Expectations, Engagement, and Safety & Respect sections of the school survey and Above Average on the Communication section. Eighty-eight percent of the school's parents, 100.0% of the school's teachers, and 98.0% of the school's eligible students responded to the survey.<sup>9</sup>

Christina Reyes is the school leader and has been since the school's founding.

Inwood Academy Leadership Charter School is an independent charter school.

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

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

<sup>3</sup> NYC DOE Location Code Generating System database.

<sup>4</sup> NYC DOE internal data.

<sup>5</sup> Self-reported information from ongoing school monitoring.

<sup>6</sup> NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

<sup>7</sup> Self-reported information from school-submitted Data Collection Form.

<sup>8</sup> Self-reported information from school-submitted Data Collection Form.

<sup>9</sup> NYC DOE School Survey – <http://schools.nyc.gov/survey>

## Part 2: Annual Review Process Overview

### Rating Framework

The New York City Department of Education (NYC DOE) Charter Schools Accountability & Support Team (CSAS) performs a comprehensive review of each 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 Framework<sup>10</sup>.

CSAS also considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws,
- Board of Trustee meeting minutes,
- Annual Reports submitted by schools to New York State Education Department (NYSED),
- NYC DOE School Survey,
- Data collection sheets provided by schools,

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<sup>10</sup>[http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance\\_Framework\\_Fall\\_2012\\_Draft.pdf](http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance_Framework_Fall_2012_Draft.pdf), page 38-59

- 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**. 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:

- Richard Larios, DOE
- Gabrielle Mosquera, DOE
- Kamilah O'Brien, DOE

## Part 3: Findings

### Summary of Findings

Based on CSAS review the following findings are made. To date, Inwood Academy:

- has demonstrated academic achievement and progress (pp. 6-8).
- has a developed governance structure and organizational design (p. 9).
- has developed a stable school culture (p. 9).
- is in a strong position to meet near-term financial obligations and is financially sustainable based on current practice (p. 10).
- is compliant with some applicable laws and regulations but not others (p. 11).
- has plans to continue grade level expansion in its next charter term, should its application for renewal be approved, until the schools serves grades 5-12, and plans to be in permanent private facility space at that time (p. 12).

This review included a desk audit of public and school submitted documents but did not include a school visit in 2012-13.

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

To date, Inwood Academy has demonstrated academic achievement and progress.

- Inwood Academy has two years of state assessment data at the time of this report.
- The school received an Overall grade of A on its only graded NYC Progress Report to date (see page 2).
- Inwood Academy also received an A in Student Progress and an A in Student Performance on its first NYC DOE Progress Report.
- In 2011-12, the school earned 3.9 Closing the Achievement Gap points on its Progress Report.
- In 2011-12, 40.8% of its students scored a level 3 or 4 on the NYS ELA assessment and 61.3% of its students scored a level 3 or 4 on the NYS Math assessment.
- Its overall ELA percent proficient increased from 25.7%, to 40.8%, from 2010-11 to 2011-12, an increase of 15.1 percentage points.
- Its overall Math percent proficient increased from 55.5% to 61.3% from 2010-11 to 2011-12, an increase of 5.8 percentage points.
- The school's overall proficiency when comparing same grades served as its district of location, CSD 6, was above the district in 2011-12, by 6.3 percentage points in ELA and by 9.1 percentage points in Math.

Progress Toward Attainment of Academic Goals<sup>11</sup>

- In 2011-12, as reported in its Annual Report to the New York State Education Department (NYSED), Inwood Academy met 2 of 5 applicable charter identified academic performance goals, did not meet 2, with one result mixed.

Based on document review, the following was noted:

- School leadership reported academic growth as reflected in the school's internal assessment, the NWEA (Northwest Evaluation Association), Fall to Winter results, which demonstrated gains of 19, 17 and 5 percentage point increases in proficiency for grades 5, 6, and 7 respectively in Math and gains of 12, 18, and 5 percentage point increases in proficiency for grades 5, 6, and 7 in Reading.
- While noting that its Special Education and English Language Learner (ELL) students gained an average of 4 and 9 percentage points, respectively on percent of students at Level 3 or above from 2010-11 to 2011-12, the school expanded its Academic Intervention Team from five to nine staff members to increase support to at-risk students, including students in the bottom quartile and those "at-risk of complacency"—their top quartile.

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<sup>11</sup> Goal analysis is considered a neutral point for the purposes of this evaluation

<b>Inwood Academy for Leadership Charter School Percent of Students Scoring at or above Level 3 - Whole School</b>					
	<b><u>ELA</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>
Inwood Academy for Leadership CS				25.7	40.8
CSD 6*				38.4	34.5
	<b><u>Math</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>
Inwood Academy for Leadership CS				55.5	61.3
CSD 6*				51.0	52.2

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

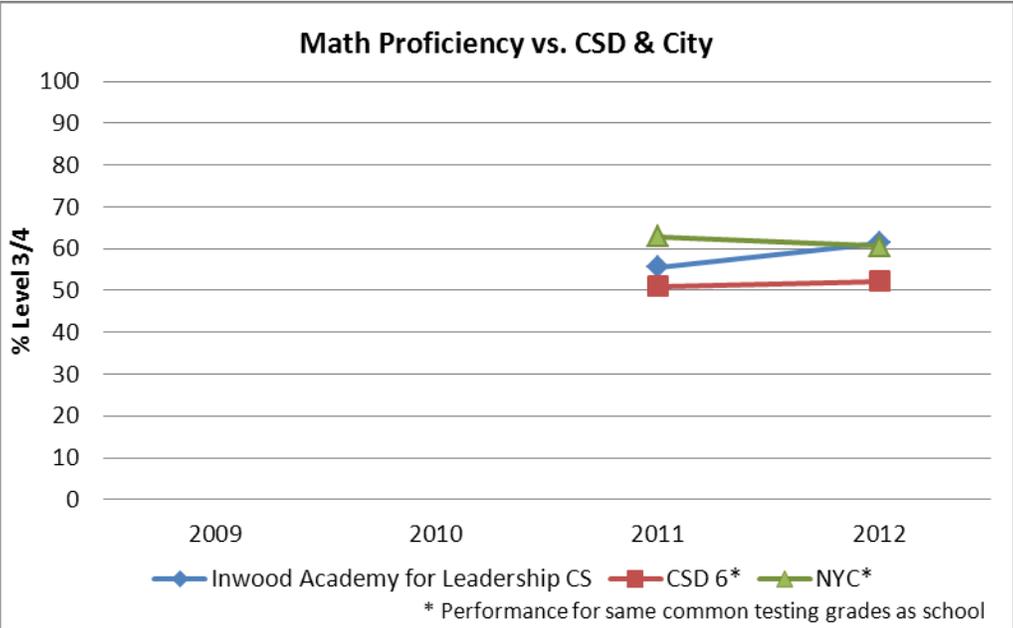
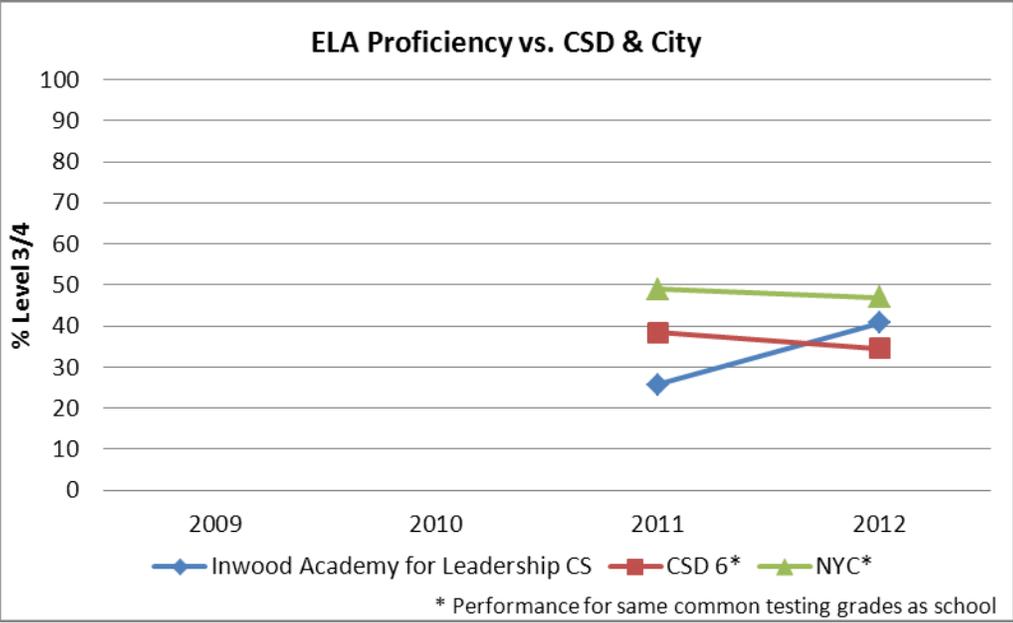
<b>Percent of Students Scoring at or above Level 3 - By Grade</b>				
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Grade 5

	<b><u>ELA</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>
Inwood Academy for Leadership CS				25.7	37.0
CSD 6*				38.4	37.6
	<b><u>Math</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>
Inwood Academy for Leadership CS				55.5	53.7
CSD 6*				51.0	54.1

Grade 6

	<b><u>ELA</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>
Inwood Academy for Leadership CS					44.5
CSD 6*					31.4
	<b><u>Math</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>
Inwood Academy for Leadership CS					68.8
CSD 6*					50.2



## **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 school organization design.

- The Board currently has 9 members, all voting. Approximately 4 new members were added during the 2011-12 and 2012-13 school years. As recorded in meeting minutes, Board votes consistently demonstrate a quorum.
- As evidenced by the Board calendar and meeting minutes submitted, the Board held 1 annual meeting and 9 additional meetings in the 2011-12 school year.
- There are clear lines of accountability between the Board, school leadership, and school staff as evidenced by the school's organizational chart and school leadership's regular updates on academic, financial, and operational performance to the Board and its committees, as recorded in Board meeting minutes.
- The Board has at least one additional committee not outlined in its bylaws (Facilities), which is active.

Based on monitoring and document review, the following was noted:

- The Board has hired a project management consultant and a private fundraising consultant to help identify/finance a permanent private facility for the school.

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

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

- Christina Reyes has been the school's leader since its founding in 2010 and has had a stable leadership team since that time.
- According to the school's ACR Data Collection Form, only 8 of the school's approximately 218 students enrolled at the end of school year 2011-12 did not return to the school in 2012-13, an attrition rate of less than 4%.
- Average daily attendance for 2012-13, as of submission of the school's ACR Data Collection Form, is 96.9%.
- Inwood's School Survey participation results were above citywide averages for all three constituencies: Parents (88% to 53%), Teachers (100% to 82%) and Students (98% to 82%).
- On its 2011-12 NYC DOE School Survey as compared to middle schools citywide, Inwood earned Well Above Average satisfaction results for the Academic Expectations, Engagement, and Safety & Respect sections, and Above Average results for Communication.
- According to the school's ACR Data Collection Form, 7 of the 23 instructional staffers from the end of the 2011-12 school year did not return or were not asked to return in 2012-13, for an instructional staff attrition rate of 30%.

#### **Progress Toward Attainment of Accountability Goals<sup>12</sup>**

- According to the school's 2011-12 Annual Report to NYSED, the average daily student attendance rate was 95%, representing a met charter goal. (See above for 2012-13 attendance to date.)
- According to its 2011-12 Annual Report to NYSED, the school met its charter goal relating to parent satisfaction but did not meet its goals relating to teacher and student satisfaction.

Based on monitoring and document review, the following was noted:

- The school's Director of School Culture returned to the classroom in 2012-13 and this position was then filled by one of the school's Special Education teachers.

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<sup>12</sup> Goal analysis is considered a neutral point for the purposes of this evaluation.

## Financial Health

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

- The school received a clean financial audit with no material findings.
- The school is in a strong position to meet all of its liabilities in the next 12 months.
- The school is in a position to cover all its future expenses for at least three months without an infusion of cash.
- The school is meeting its enrollment target, indicating a stable budget.
- The school is meeting its debt obligation.
- The school is operating with a 16% surplus indicating an ability to create a reserve to support ongoing growth.
- The school has a good debt to asset ratio that has declined over the past two years.
- The school has a strong cash flow that has trended upward.
- The school has minimal debt and is in a strong position to meet its obligations.
- The school has a fully funded escrow account.

Based on document review, the following was noted:

- The school was awarded \$825,000 via a federal (TIF4/PICCS4) grant this year, but the money is spread primarily over years 2014-2016.
- The school reported it had to spend significant money on their new facilities, including technology infrastructure, creation of kitchen/cafeteria area, and bathroom renovations despite the short-term nature of their lease.

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

To date, the school is compliant with applicable laws and regulations but not with others.

- The Board is in compliance with:
  - The Board has held the number of meetings outlined in its charter and required by state charter law.
  - The Board's membership size falls within the range outlined in the school's charter and in the Board's bylaws.
  
- The school is in compliance with:
  - The school has provided timely submissions of accountability reporting documents to the CSAS team.
  - The school has submitted required documentation for staff-fingerprint clearance and all staff members have appropriate fingerprint clearance.
  - The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
  - The school has the required number of staff with AED-CPR certification.
  - The school has submitted appropriate insurance documents.
  - The school submitted its required immunization documentation and is in compliance with Department of Health standards of 98.8% for immunization.
  
- The Board is not in compliance with:
  - The Board has not consistently reported changes in its membership (resignations and/or removals and additions).
  - Conflict of interest and financial disclosure forms for four Board members who were approved by the Board during 2011-12 and have been serving since that time were not sent to or approved by CSAS. CSAS received these materials in the spring of 2013 and has since approved all current Board members.
  
- The school is not in compliance with:
  - The school has a safety plan on file; however it held only two fire drills (on October 23 and November 19) prior to the December 1<sup>st</sup> deadline due to permissions challenges in the school's private facility. The school is required to have held 8 fire drills by that date. The school reported that it held 8 fire drills by the end of the 2012-13 school year.

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

As reported by the school leadership, the following was noted:

- If renewed and approved, the school plans to expand to high school grades in its next charter term. The school is currently investigating several "Early-College" and "College/Career-Ready" school models in preparation for its next prospective charter term.
- The school continues to seek out permanent private facility options for its next charter term and has shifted leadership team responsibilities to allow the school leader to spend significant time building community awareness and consensus around this issue.

## 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