



Charter Schools Accountability and Support
2012-2013

**HYDE LEADERSHIP CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2012- 2013 SCHOOL YEAR

Part 1: School Overview & History

School Overview and History

Hyde Leadership Charter School is an elementary, middle, and high school serving approximately 956 students¹ in grades K-12 during the 2012-13 school year. It opened in 2006-2007, and is under the terms of its second charter. The school's projected full grade span is K-12, which it reached in the 2012-2013 school year.² The school is located in DOE and private³ facilities in the Bronx within CSD 8.⁴ The lower and middle schools (grades K-8) are located at 730 Bryant Avenue and the high school (grades 9-12) is located at 830 Hunts Point Avenue.⁵

The tables below detail the school's performance on the NYC DOE Progress Report.⁶

Hyde Leadership Charter School

Progress Report Grade	2008-09	2009-10	2010-11	2011-12
Overall	A	C	B	D
Progress	A	D	C	F
Performance	A	C	C	B
Environment	A	A	A	A
Closing the Achievement Gap Points	6.8	0.8	3	3

High School Progress Report Results for Hyde Leadership Charter High School

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

Hyde Leadership Charter School enrolls new students in grades K-9. There were 1,803 students on the waitlist after the Spring 2012 lottery.⁷

The average attendance rate for the 2012-13 school year to date is 94.3%.⁸

On the 2011-12 NYC DOE School Survey, the school scored Average on the Safety & Respect section, Average on the Communication section, Average on the Engagement section, and Average on the Academic Expectations section. Seventy-two percent of the school's parents, 96.0% of the school's teachers, and 95.0% of the school's eligible students responded to the survey.⁹

The school was renewed in 2010-2011 for 5 years with conditions. The school was renewed under the condition that the school demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile

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 Location Code Generating System database.

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

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

⁸ Self-reported information from school-submitted data collection form.

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

or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th and 5th years after renewal. Based on the school NYS exam data for the 2011-2012 school year, the school has not yet met the terms of the conditional renewal.

Elizabeth Olney became the school leader in the Fall of 2010. She has been with the school since its inception in 2006.

The school has retained the Hyde Foundation to provide educational materials and various consulting and management services. The school pays the Hyde Foundation an annual fee of \$150,000 for the use of licensed educational models, program materials, training of new staff members and accreditation services. The school's three-year agreement with the Hyde Foundation began on July 1, 2010.

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 Framework¹⁰.

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

¹⁰http://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.

- Andrea McLean, DOE
- Keisha Womack, DOE
- Laurie Pendleton, Consultant

Part 3: Findings

Summary of Findings

Based on CSAS review, the findings are as follows. To date, Hyde Leadership Charter School:

- has not yet demonstrated academic achievement and progress (p. 6-12),
- has a partially developed governance structure and organizational design (p. 13),
- has partially developed a stable school culture (p. 13),
- is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices (p. 14),
- is compliant with some applicable laws and regulations and out of compliance with others (p. 15),
- have plans to partner with iMentor to provide support for their first graduating class of seniors, make changes to the K-8 curriculum, and hire a K-12 data manager (p. 16).

This review included a desk audit, a self-evaluation completed by the school, a visit and follow-up communication via phone and email. The school was visited on May 21, 2013.

Essential Question 1: Is the School an Academic Success?

High Academic Attainment and Improvement

To date, Hyde Leadership Charter School has not yet demonstrated academic achievement and progress.

- The school received an Overall Grade of D on its 2011-12 NYC DOE Progress Report, a grade of B on the 2010-2011 progress report, C on the 2009-2010 progress report and an A on the 2008-2009 progress report (See page 1.)
- The school received an Overall grade of D on its 2011-2012 NYC DOE Progress Report, with an F in Student Progress and a B in Student Performance.
- In 2011-2012, the percentage of students proficient on the NYS State exams were:
 - 39.5% on the NYS ELA assessment
 - 50.2% on the NYS Math assessment.
- The school's overall percentage of students proficient in ELA increased from 33.7% in 2010-2011 to 39.5% in 2011-2012.
- The school's overall percentage of students proficient in Math increased from 49.3% in 2010-2011 to 50.2% in 2011-2012.
- The school's overall proficiency scores were above its district of location, CSD 8, by 3.5 percentage points in ELA and 1.8 percentage points in Math.
- In 2011-2012, the school earned 3.0 'Closing the Achievement Gap' points of extra credit on the NYC DOE Progress Report.
- The school was renewed in 2010-2011 for 5-year term with conditions. The school was renewed under the condition that it demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th and 5th years after renewal. Based on the school NYS exam data for the 2011-2012 school year, the school has not met the terms of the conditional renewal. On the 2011-2012 NYC DOE Progress Report, the school's overall percentile was 9%. In other words, Hyde Leadership Charter School's overall score is greater than or equal to that of 9% of K-8 schools.¹¹

To date, Hyde Leadership Charter School high school grades have not yet demonstrated academic achievement and progress.

- Hyde Leadership Charter School has not yet received a graded NYC DOE High School (HS) Progress Report because it will graduate its first cohort at the end of the 2012-13 school year. Its first graded HS Progress Report will be released in the fall of 2013 for the 2012-13 school year.
- As reported in the ungraded 2011-12 NYC DOE HS Progress Report, Hyde Leadership Charter School high school students took 8 Regents exams, with the following results:
 - Integrated Algebra: 76% passing
 - Geometry: 55% passing
 - Algebra 2/Trigonometry: passing rate not available¹²
 - Comprehensive English: 86% passing
 - U.S. History: 88% passing
 - Global History: 72% passing
 - Chemistry: 54% passing
 - Living Environment: 82% passing.
- According to the 2011-12 NYC DOE HS Progress Report, 52% of students who took the Comprehensive English Regents exam achieved the CUNY-identified college-ready threshold; 10% of students who took the Integrated Algebra exam and 13% of students who took the Geometry exam achieved the CUNY-identified college-ready threshold.

¹¹ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>.

¹² If less than 15 students take a particular Regents exam the results are not included on the PR.

- According to the 2011-12 NYC DOE HS Progress Report, 90.4% of first-year students, 92.1% of second-year students, and 92.5% of third-year students earned 10+ credits.

Progress Towards Attainment of Academic Goals.¹³

- According to its 2011-12 Annual Report to the New York State Education Department (NYSED), the school met 3 of 6 of its Academic Goals applicable to high school grades. The remaining three goals are not applicable at this time.

Representatives of the CSAS team visited the school on May 21, 2013. Based on discussion, document review, and observation the following was noted:

- On the day of the visit, the team observed 12 classrooms. These observations included classrooms at most grade levels, several ICT classrooms, and one classroom led by a single general education teacher.
 - In most classrooms, station teaching, lead & assist and team teaching were observed.
 - In most classrooms, questioning was observed to ask for basic recall and challenge students to demonstrate understanding. In a few classrooms, the CSAS representatives observed questions that asked students to analyze and apply information.
 - Sample questions include: “Who can use the word supplement?”, “Can you think of an object that is ‘invaluable?’”, “Who can use ‘degrees of meaning’ with the vocabulary words we are studying today?”
 - In most classrooms, checks for understanding included teacher observation of student work, peer review and exit tickets. In one classroom, the teaching team quickly sorted exit tickets to determine student misconceptions regarding a math concept. In another classroom, a teacher stopped independent practice to do an assessment of student attainment of the concept.
 - Differentiation at the middle school was observed in the form of differentiated instructional techniques as opposed to differentiated work products. The CSAS representatives observed some team teaching pairs effectively working together to meet student needs by checking in with students, meeting with small groups, and providing individualized instruction.
 - In some classrooms, the pacing of lessons was slow, which led to some students becoming disengaged.
 - In all rooms, effective management was observed, including, respectful interactions between teachers and students, students following classroom behavior expectations, and teachers effectively redirecting minor misbehavior. In the lower school, behavioral expectations and the “Hyde Words” were posted.
- On the day of the visit, CSAS representatives conducted interviews with seven teachers.
 - All teachers interviewed described the use of a variety of assessments, including Fountas & Pinnell, STAR Reading and STAR Math, Children’s Progress Academic Assessment (CPAA) and Achievement Network (ANet). Most teachers commented that they appreciated the structured use of the ANet data and have applied the process to other types of data. According to the teachers, the data from ANet is most often used to identify areas in need of re-teaching as well as creating groups for small group instruction and identifying students in need of additional support.
 - All teachers reported an evaluation process that was in line with the description shared by the leadership team. Teachers self-evaluate based on the Marshall Rubric and meet with supervisors for a goal setting meeting early in the fall.
 - All teachers also had mid-year and end-of-year meetings to discuss progress towards goals.
 - Although the Leadership Team reported that each teacher is observed a minimum of five times a year, many of the teachers interviewed reported fewer observations. Teachers shared they would appreciate more frequent observations and feedback from their supervisors.

¹³ Goal Analysis is considered a neutral point and is not used as part of the evaluation.

- All teachers appeared to appreciate the many opportunities for attending Professional Development (PD) outside the school and to the ability to request to attend PD opportunities that align with their goals and the school's mission. Most shared that they felt the PD offered in-house does not align with their needs and is not of the highest quality.
- Teachers interviewed reported planning at the grade level but described a lack of vertical alignment or planning across grade levels at the K-8 level and between the middle school and high school.
- Although the Special Education team clearly articulated the process for identifying students who are in danger of not making adequate progress, teachers at different grade levels described the process in a variety of ways.
- Some teachers interviewed expressed concerns about the attrition of teachers and the impact of high turnover on staff morale.

Hyde Leadership Charter School

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

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School	68.2	27.5	33.7	39.5
CSD 8*	58.5	30.1	31.6	36.0
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School	84.9	49.5	49.3	50.2
CSD 8*	66.8	40.6	45.1	48.4

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

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

Grade 3

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School		32.4	27.0	28.4
CSD 8*		38.6	36.3	39.2
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School		42.6	29.7	27.0
CSD 8*		46.1	45.7	50.2

Grade 4

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School			40.0	36.0
CSD 8*			40.7	42.8
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School			69.3	49.3
CSD 8*			55.0	58.1

Grade 5

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School				46.7
CSD 8*				43.2
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School				62.7
CSD 8*				60.7

Grade 6

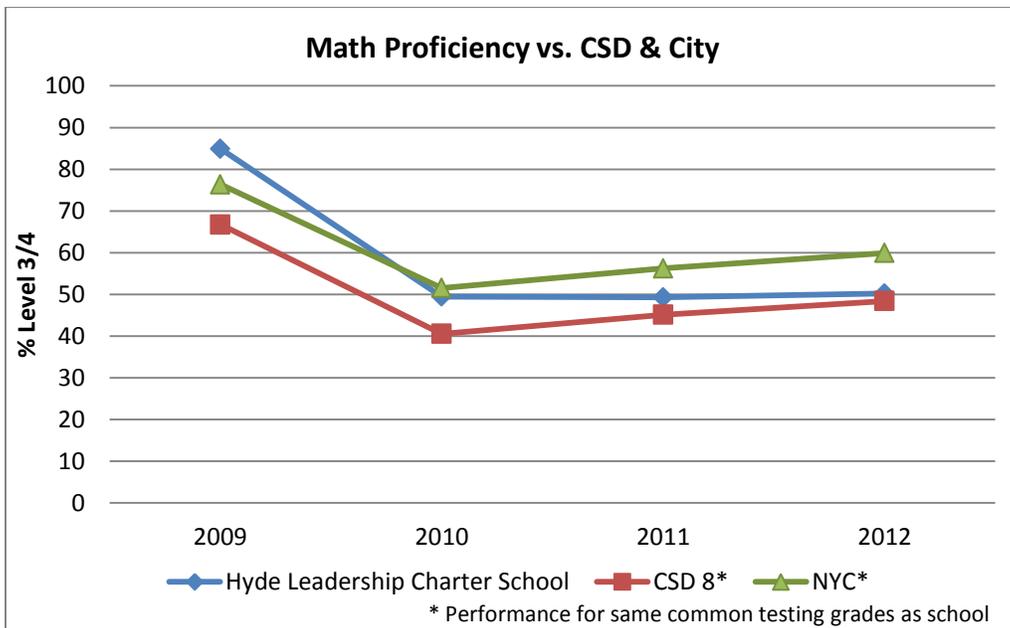
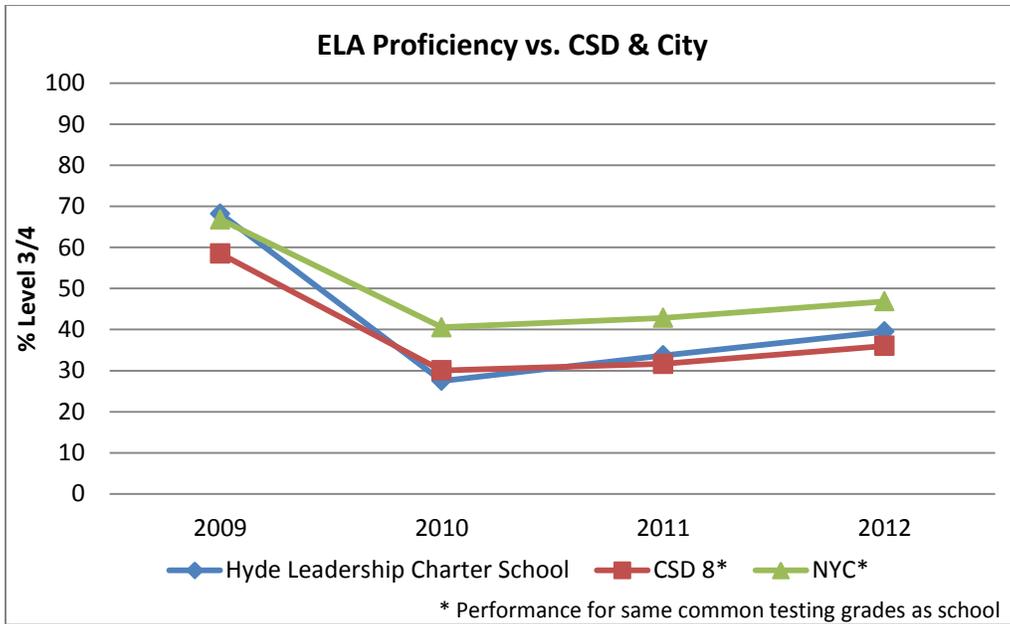
<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School	66.3	40.0	38.4	40.3
CSD 8*	65.4	29.3	33.7	34.1
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School	83.8	52.0	45.2	48.1
CSD 8*	64.6	41.9	41.6	43.2

Grade 7

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School	74.7	19.4	40.3	36.1
CSD 8*	62.6	25.7	22.6	30.6
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School	86.5	63.9	66.2	63.9
CSD 8*	71.7	41.6	41.3	42.5

Grade 8

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School	64.1	18.4	23.1	49.3
CSD 8*	47.5	26.6	24.9	26.3
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Hyde Leadership Charter School	84.6	39.5	35.9	50.7
CSD 8*	64.0	32.6	42.1	35.8



2011-2012 High School Regents Performance Results			
Hyde Leadership Charter School			
Regents Exams	Average Score	% Passing	% at college ready threshold
Mathematics			
Integrated Algebra	69	76%	10%
Geometry	66	55%	13%
Algebra 2/Trig	.	.	.
ELA			
English	75	86%	52%
Social Studies			
US History	76	88%	
Global History	68	72%	
Science			
Chemistry	64	54%	
Physics	.	.	
Earth Science	.	.	
Living Environment	74	82%	
Languages			
Languages Other Than English	.	.	

Source: 2011-12 NYC DOE Progress Reports

* College-Ready thresholds only apply to Math and ELA results; if less than 15 students take a particular Regents exam the results are not included on the PR.

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.

- In accordance with its bylaws, the Board has seven voting members. The bylaws state that there can be no fewer than five and no more than fifteen trustees.
- The Board has clear lines of accountability from school leadership to the Board as evidenced by distribution and presentation of Principal's Report, and as recorded in meeting minutes.
- There was no Board turnover in school year 2012-2013.
- The Board votes consistently demonstrate quorum as evidenced in meeting minutes.
- The Board has not held the required number of board meetings outlined in its bylaws. In accordance with its bylaws, the Board is required to hold at least 10 regular meetings during the school year. The Board has submitted only six meetings' worth of minutes to CSAS.

School Climate & Community Engagement

The school has partially developed a stable school culture.

- School leadership, as defined by the school, did not experience turnover in school year 2012-13.
- The school's student turnover is 6.16%¹⁴. The school, according to its 2011-12 Annual Report to NYSED, met all of its goals applicable to student attrition and enrollment stability.
- The school's staff turnover rate in 2012-13 was 18.94%. Twenty-five staff members did not return from the previous school year¹⁵.
- On the 2011-12 NYC DOE School Survey, the school scored Average on the Safety & Respect section, Average on the Communication section, Average on the Engagement section, and Average on the Academic Expectations section.
- At 96%, the school's staff response rate on the 2011-2012 NYC DOE School Survey was higher than the citywide response rate of 82 %.
- At 72%, the school's parent response rate on the 2011-2012 NYC DOE School Survey was higher than the citywide response rate of 53%.
- At 95%, the school's student response rate on the 2011-2012 NYC School Survey was higher than the citywide response rate of 82%.

Progress Towards Attainment of Accountability Goals¹⁶.

- As outlined in the school's charter, the school has a goal to receive a score of 7 or better in the four categories on the learning survey as well as to achieve a parent response rate of above 75%. The school only partially achieved this goal, as its parent response rate was 72%.
- According to the 2011-2012 Annual Report to NYSED, the school met its charter attendance goal. The school's attendance rate was 94.3%.

¹⁴ ACR Data Collection From, February 2013

¹⁵ ACR Data Collection From, February 2013

¹⁶ Goal Analysis is considered a neutral point and is not used as part of the evaluation.

Financial Health

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

- The school is in a strong position to meet all its liabilities over the next 12 months.
- The school is currently meeting its debt obligations.
- The school has a good debt-to-asset ratio and is currently operating within its means.
- The school has a strong cash flow, which has trended upward.
- The school can cover nearly two months of operating expenses without the infusion of cash.
- The school is operating at a surplus indicating an ability to create a strong reserve to support ongoing growth.
- The school is meeting its enrollment target.
- The lower school is currently co-located with a NYC district school and therefore does not have any lease payments. In March 2010, HLCS signed a 35-year lease for the high school building. For fiscal year 2013, the expected lease payments will total \$1,107,000. A provision of the lease requires the school to operate with a surplus equal to 20% of the annual rent. The operating lease contains predetermined increases in rents payable during the term of the lease. Deferred rent payable and actual rent paid to the lessor amounted to \$682,556 and \$940,646 as of June 30, 2012.
- The school has retained the Hyde Foundation to provide educational materials and various consulting and management services. The school pays the Hyde Foundation an annual fee of \$150,000 for the use of licensed educational models, program materials, training of new staff members and accreditation services. The three year agreement began on July 1, 2010. Upon expiration, there are automatic successive one-year renewal terms unless terminated by the School and/or the Hyde Foundation via written notice given within 90 days.
- The school received a clean audit with no material findings on its most recent audit financial statement.

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

The school is in compliance with some applicable laws and regulations and out of compliance with others.

- To date, the Board is in compliance with:
 - Board membership size falls within the range outlined in the school's charter and in the Board's bylaws.
 - The Board votes consistently demonstrate quorum, as evidenced by meeting minutes.
 - The Board bylaws state that there must be standing Executive, Nominating, Finance and Audit, and Education Committees. Through meeting minutes, it is evident that these committees are active.

- To date, the Board is not in compliance with:
 - The Board has not held the required number of board meetings outlined in its bylaws. In accordance with its bylaws, the Board is required to hold at least 10 regular meetings during the school year. The Board has submitted only six meetings' worth of minutes to CSAS.
 - The Board has been inconsistent with reporting requirements. The Board has only submitted meeting minutes for the July 2012, August 2012, September 2012, October 2012, November 2012 and December 2012 Board meetings.

- To date, the school is in compliance with:
 - The school has submitted required documentation showing that all staff members have appropriate fingerprint clearance.
 - The school has submitted required documentation and proof of teacher certification.
 - The school has submitted a school safety plan which has been shared with the entire school community.
 - The school is in compliance with NYS Section 917 law in regards to AED/ CPR certification.
 - The school has submitted appropriate insurance documents.

- To date, the school is not in compliance with:
 - The school's immunization rate is below the 98.8% threshold established by the NYC Department of Health. The immunization rate is currently 98.59%.

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:

- According to the school's Self-Evaluation, the school is now at full capacity as a K-12 school with 950 students. The school has partnered with iMentor to provide support for its first graduating class.
- The school is planning to make changes to its K-8 curriculum. The school plans to continue to implement Singapore Math in grades 6-8 and TERC Investigations in K-8. The school plans to work with outside consultants to evaluate its ELA curriculum in order to ensure vertical and Common Core alignment.
- The school plans to hire a K-12 data manager to ensure data-based decision making and to inform classroom and organizational decisions.

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