



**BROOKLYN SCHOLARS CHARTER SCHOOL
RENEWAL REPORT**

**2013 – 2014 SCHOOL YEAR
MARCH 2014**

Table of Contents

Summary of Renewal Recommendation	2
I. Charter School Overview	2
II. Overview of School-Specific Data	2
III. Rationale for Recommendation	4
School Overview and History.....	7
Renewal Process Overview	9
Findings	11
Essential Question 1: Is the School an Academic Success	11
Essential Question 2: Is the School a Fiscally Sound, Viable Organization.....	15
Essential Question 3: Is the School Compliant with its Charter and All Applicable Law and Regulations?	19
Essential Question 4: What are the School’s Plans for the Next Charter Term?	20
Background on the Charter Renewal Process Overview.....	22
Authorizer Responsibility Under the NY State Charter Schools Act and the DOE Accountability Framework	23
Appendix A: School Performance Data.....	32
Appendix B: Additional Accountability Data	35

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Name of Charter School	Brooklyn Scholars Charter School
Current Board Chair(s)	Brittany Sessions
School Leader	Desiree Kirton
Management Company (if applicable)	National Heritage Academies
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 19
Physical Address	2635 Linden Blvd., Brooklyn 11208
Facility	Private
School Opened For Instruction	2009
Current Charter Term Expiry Date	2/9/2014
Maximum Grade Levels / Enrollment at Expiry Date	K-8 / 576
Proposed Charter Term	Two Years
Proposed Maximum Grade Levels / Enrollment at New Expiry Date	K-8 / 678

II. Overview of School-Specific Data:

Performance on the NYC DOE Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	-	B	C	D
Student Progress	-	C	C	D
Student Performance	-	C	B	C
School Environment	-	A	C	B
Closing the Achievement Gap Points	-	-	0.8	1.2

The College and Career Readiness grade was not introduced until the 2011-2012 school year.

Students scoring at or above Level 3, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	42.3%	41.3%	53.5%	16.9%
CSD 19	35.6%	37.2%	35.6%	14.1%
Difference from CSD 19	6.7	4.1	17.9	2.8
NYC	46.1%	49.4%	49.7%	26.6%
Difference from NYC	-3.8	-8.1	3.8	-9.7
New York State	52.5%	54.8%	55.2%	31.2%
Difference from New York State	-10.2	-13.5	-1.7	-14.3

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	69.2%	73.1%	54.2%	22.8%
CSD 19	46.1%	45.6%	47.3%	16.3%
Difference from CSD 19	23.1	27.5	6.9	6.5
NYC	56.3%	60.0%	61.8%	30.4%
Difference from NYC	12.9	13.1	-7.6	-7.6
New York State	64.6%	64.6%	65.7%	28.9%
Difference from New York State	4.6	8.5	-11.5	-6.1

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

Academic Goal Analysis (based on school's submission)					
	1st Year 2009-2010	2nd Year 2010-2011	3rd year 2011-2012	4th Year 2012-2013	Cumulative 4 Year Total
Total Achievable Academic Goals	3	10	10	5	28
# Met	2	4	5	4	15
# Partially Met	0	0	0	0	0
# Not Met	1	6	5	1	13
% Met	67%	40%	50%	80%	54%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	33%	60%	50%	20%	46%

III. Rationale for Recommendation

A. Academic Performance

At the time of the school's renewal, Brooklyn Scholars Charter School (Brooklyn Scholars) has partially demonstrated academic achievement and progress. While Brooklyn Scholars has a mixed track record of academic success, the school has outperformed its Community School District (CSD) in all years of operation.

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include, "(a) Improve student learning and achievement;" and "(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure." Data available for Brooklyn Scholars indicates that the school has partially made progress towards meeting these objectives.

Brooklyn Scholars strives to affect positive change in East New York by offering kindergarten through eighth grade students a rigorous educational program that prepares them for success in high school, college, and throughout life. The school aims to set high standards and promotes fundamental values such as integrity, achievement, excellence, and accountability.

The school entered its fifth year of operation with the start of the 2013-2014 academic year. Therefore, the New York City Department of Education (NYC DOE) has three graded NYC DOE Progress Reports and four years of New York State (NYS) assessment data to evaluate the academic achievement and progress of the students at Brooklyn Scholars. NYC DOE Progress Reports grade each school with an overall grade of A, B, C, D, or F and are based on the school's performance in each of these categories: student progress, student performance, school environment, with additional points for closing the achievement gap contributing to the overall grade. Scores are based on comparing school results in each category to a peer group of up to 40 schools with the most similar student population and to school results citywide.

Brooklyn Scholars has a mixed record of academic achievement. Brooklyn Scholars received an overall D grade on the 2012-13 NYC DOE Progress Report, as well as a D grade on the Student Progress section of the report; this represents a drop of one letter grade in both its overall grade and its Student Progress section grade from 2011-2012. Contributing to this decline are decreases in the math and English Language Arts (ELA) growth the school achieved with its students.

The Student Progress section of the NYC DOE Progress Report is the most heavily weighted of all sections; it constitutes 60% of a school's grade. The grade in this section is mostly based on median adjusted growth percentiles¹, which are a measure of how much a school's students perform on state tests relative to other students with the same prior score.

The NYC DOE notes that during the 2010-2011 and 2011-2012 academic years, in accordance to their original charter, the school added fifth and sixth grades. The school also increased enrollment by adding sections to existing grades. With this growth, the school took in an additional one hundred ninety-six students, effectively doubling the student population over the course of two academic years.²

¹ A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

² In 2010-2011, the school added a section (twenty-six students) to grade three and added a new grade five, with twenty-six students. In 2011-2012, the school added forty students to kindergarten, and one additional section to grades one, two and four and added a new grade six with twenty-six students.

While the school's overall grade on the NYC DOE Progress Report declined in every year that it has received a Progress Report, the school outperformed CSD 19 in both ELA and math in every year that it administered assessments. Based on its percent proficient in math and ELA, Brooklyn Scholars has ranked in the top 14% of all K-8 schools in CSD 19 in each of the last four years. Furthermore, on the 2011-2012 NYS assessment, the school was 3.8 percentage points above the citywide average in ELA proficiency, and saw a 12.2 percentage point gain from its previous year's result.

Over the four years that data is available for the charter term, Brooklyn Scholars has met 54% of its academic charter goals.³ The school has steadily increased its goal attainment since the 2010-2011 school year from forty to eighty percent. In addition, the school consistently met its charter goal of remaining in good standing with AYP status with state and federal accountability.

The school has partially developed a responsive education program and supportive learning environment. School leadership continuously works to ensure that necessary steps are taken to enhance student achievement, such as using analysis of assessment data for professional development and data-informed instruction. The school administers the NWEA MAP assessments measuring Reading, language usage and mathematics three times a year, fall, winter and spring.

Further, the NYC DOE notes that the school uses instructional methods and strategies which are designed to promote student engagement. Brooklyn Scholars employs a workshop model in kindergarten through second grade. In subsequent grades, Brooklyn Scholars uses guided instruction, collaborative learning, focused lessons and independent work. The school's learning environment is reinforced by the student creed, which is recited daily, summarizing the key tenets of the school's mission: achieving academic excellence, setting high expectations for the future, practicing respect for others and themselves, and committing to attending college.

Brooklyn Scholars offers an English Language Development (ELD) program for ELLs and a Special Education Program. The ELD program consists of two components; in-class Structured English Immersion (SEI) content area instruction program and supplemental English as a Second (ESL) instruction. The school's Special Education Program consists of Special Education Teacher Support Services (SETTS) in small group, pull out or push in models. Additional related services, such as speech and language services, occupational therapy, physical therapy and social work are provided.

Although Brooklyn Scholars continues to work to develop a supportive learning environment for all students, the school serves a significantly smaller percentage of English Language Learners (ELL) compared to CSD 19 and citywide averages. Brooklyn Scholars also serves fewer Students with Disabilities (SWD) than both CSD 19 and the citywide average. The school is taking action (as described in Essential Question 4 on page 21-22) to address the low enrollment of both ELL and SWD.

B. Governance, Operations & Finances

Brooklyn Scholars is a fiscally sound and viable organization.

Over the course of the school's charter term, the Board of Trustees has partially developed its governance structure and organizational design. Throughout most of its charter term, the Board has been out of compliance with the minimum number of Trustees and in compliance with active committees, as addressed in the Board's bylaws. The school currently has six members, which is below the minimal membership number of seven. The Board has demonstrated well-established

³ It should be noted that because of the move to Common Core standards in 2012-2013, the NYC DOE did not include goals that measure a school's actual performance relative to 75% absolute proficiency or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals. Goals that compared the school to the Community School District performance were included in the analysis.

and clear lines of accountability between itself and school leadership. School leadership regularly updates the Board and its committees on the school's academic performance.

Over the course of the school's charter term, the school has partially developed a stable school culture. In 2009-2010, the school received its first NYC DOE School Survey and received high levels of satisfaction on all four sections; Academic Expectations, Communication, Engagement and Safety & Respect. On all subsequent NYC DOE School Surveys, scores have been inconsistent. However, the school has demonstrated increasingly positive scores on the Communication and Safety & Respect sections.

As it pertains to charter goals, Brooklyn Scholars has met all of its attendance goals and continues to show progress towards meeting its authorized enrollment numbers.

Financially, the school is in a strong position to meet near-term financial obligations and is financially sustainable based on its current practices. There were no material weaknesses noted in the last four independent annual financial audits for years 2009-2010, 2010-2011, 2011-2012, or 2012-2013.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Brooklyn Scholars has been compliant with some applicable laws, but not others.

D. Plans for Next Charter Term

Brooklyn Scholars currently serves students in grades kindergarten through eighth grade. Based on the school's charter, the school would continue to grow to serve 678 students in the 2015-2016 school year, and serve 704 students by the 2018-2019 school year, adding additional sections until each grade serves 3 sections of students.

For the aforementioned reasons, the NYCDOE recommends a short term charter renewal of 2 years and 4 months (through June 30 of 2016).

Part 2: School Overview and History

Brooklyn Scholars Charter School (Brooklyn Scholars) is an elementary school and middle school, which currently serves approximately 576 students across kindergarten to eighth grade, as originally chartered.⁴ Brooklyn Scholars opened in the 2009-2010 school year, with kindergarten through fourth grade and is under the terms of its first charter. The school's authorized grade span is kindergarten through eighth grade: this was reached during its current charter term, which expires on February 9th, 2014.⁵ The school is located in a private facility in District 19, in Brooklyn.

Brooklyn Scholars provides a structured learning environment for student academic success. The school sets out to be a positive change in East New York, building an organization with high standards and promoting fundamental values such as integrity, achievement, excellence, and accountability. As stated in the school mission, scholars are offered a rigorous educational program that prepares them for success in high school, college and throughout life, making college the rule and not the exception for students and families. Along with academics, the school also provides a moral focus each month to help scholars grow emotionally.

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

The school enrolls new students in grades kindergarten through eight, enrolling students to fill seats as necessary. There were 1464 students on the waitlist after the Spring 2013 lottery.⁶

Over the charter term, the school has served the following percentages of special populations of students⁷:

Special Populations

	Free Reduced Lunch				Students with Disabilities				English Language Learners			
	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
School	93%	92%	84%	90%	4%	7%	7%	7%	1%	1%	1%	0%
CSD 19	76%	80%	80%	83%	13%	14%	13%	14%	12%	11%	11%	10%
NYC	62%	65%	68%	70%	16%	16%	16%	16%	16%	16%	15%	15%

While Brooklyn Scholars has consistently maintained a higher percentage of FRL students compared to CSD 19 and citywide averages, the school serves a significantly smaller percentage of ELL compared to CSD 19 and citywide averages. Brooklyn Scholars also serves fewer SWD than both CSD 19 and the citywide average.

As it pertains to increasing the percentage of ELL students, the school is taking action (as described in Essential Question 4 on page 21-22) to address these low percentages and is aware that the school will be accountable to state-set targets.

⁴ ATS data from 10/10/13

⁵ NYC DOE internal data.

⁶ Self-reported on Data Sheet Submitted with Renewal Application dated 9/2013

⁷ Special Populations data is based on ATS snapshots as of October 31st of the given school year, with the exception of data for 2012-2013, which is based on an ATS snapshot as of October 26, 2012.

Brooklyn Scholars' Board of Trustees is led by Brittiny Sessions. The elementary and middle school is led by Desiree Kirton, who has been with the school since its inception. The school has three Deans of Instruction, each of whom is assigned to different grade levels: Ava Tucker oversees grades kindergarten through two, including SwDs and ELLs students; Roxanne Thomas oversees grades three through five; and Marsha Thomas oversees grades six through eight. Ava Tucker has been with the school for five years, Roxanne Thomas for three years, and Marsha Thomas for two years.

Part 3: Renewal Process Overview

Renewal Process

In the final year of its charter, a NYC DOE Chancellor-authorized charter school seeking renewal must demonstrate its success during the current charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to carry out an ambitious plan for the future.

As the school is approaching the end of its charter term, the NYC DOE performs a comprehensive review of the school's performance over the course of the charter. This renewal process is conducted through analyzing student performance data and collecting and evaluating school-submitted documents during the charter term. Evidence of a school's success is organized around the four essential questions that comprise the NYC DOE's Accountability Framework:

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?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges and the lessons learned.

Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, a report on student achievement data and a school visit by staff from the Charter Schools Accountability and Support (CSAS) team and other staff from the NYC DOE.

Upon review of all the relevant materials, a recommendation is made to the Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE 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.**

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.⁸

The NYC DOE 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 Surveys,
- Data collection sheets provided by schools,
- Student, staff, and board turnover rates,
- Audits of 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, the NYC DOE identifies areas of compliance and noncompliance with all applicable laws and regulations.

Staff Representatives

The following NYC DOE staff representatives participated in the review of this school, including the visit to the school on October 23rd and 24th, 2013:

- Sonya Hooks, Senior Director, Charter Schools Accountability and Support, NYC DOE
- Andrea McLean, Director of Oversight, Charter Schools Accountability and Support, NYC DOE
- Keisha Womack, Director of Operations, Charter Schools Accountability and Support, NYC DOE
- Elaine Gorman, Senior Superintendent, Division of Portfolio Planning, NYC DOE
- Jose Castro, National Association of Charter School Authorizers (NACSA) Fellow

⁸http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance_Framework_Fall_2012_Draft.pdf, page 38-59

Part 4: Findings

Essential Question 1: Is the School an Academic Success?

Over the charter term Brooklyn Scholars Charter School has partially demonstrated academic achievement and progress.

Academic Attainment and Improvement

The school has received three NYC DOE Progress Reports and has four years of New York State (NYS) assessment data at the time of this report. (For detailed information on the progress reports and grade-level data on NYS assessments, please see Appendix A.)

Performance on the NYC DOE Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	-	B	C	D
Student Progress	-	C	C	D
Student Performance	-	C	B	C
School Environment	-	A	C	B
Closing the Achievement Gap Points	-	-	0.8	1.2

Students scoring at or above Level 3, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	42.3%	41.3%	53.5%	16.9%
CSD 19	35.6%	37.2%	35.6%	14.1%
Difference from CSD 19	6.7	4.1	17.9	2.8
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Difference from New York State	-10.2	-13.5	-1.7	-14.3

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	69.2%	73.1%	54.2%	22.8%
CSD 19	46.1%	45.6%	47.3%	16.3%
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Difference from NYC	12.9	13.1	-7.6	-7.6
New York State	64.6%	64.6%	65.7%	28.9%
Difference from New York State	4.6	8.5	-11.5	-6.1

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

Mission and Academic Goals

Over its charter term, the school achieved: 2 of 3 applicable charter goals in the first year of the charter, 5 of 10 in the second year, 5 of 10 in the third year, and 4 of 5 applicable charter goals in the fourth year.⁹

Progress Toward Academic Charter Goals

	Met in 2009-10?	Met in 2010-11?	Met in 2011-12?	Met in 2012-13?
ELA: 75% of 3-8 graders enrolled for two or more consecutive years will perform at or above Level 3 on New York State ELA examinations.	N/A	No	No	N/A
Math: 75% of 3-8 graders enrolled for two or more consecutive years will perform at or above Level 3 on New York State Mathematics examinations.	N/A	No	No	N/A
Science: 75% of 3-8 graders enrolled for two or more consecutive years will perform at or above Level 3 on New York State Science examinations.	N/A	Yes	Yes	Yes
Math and Reading: Each year, more than 50% of students in grades K-2 who have been enrolled on BEDS day for at least two consecutive years will perform at or above the 50th percentile nationally on the Spring administration of the NWEA reading and mathematics assessment.	N/A	No	Yes	Yes
ELA: For years 2-5, grade-level cohorts of the same students will reduce by ½ the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's State ELA exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year's ELA exam, Brooklyn Scholars will demonstrate growth in the current year.	N/A	No	No	N/A
Math: For years 2-5, grade-level cohorts of the same students will reduce by ½ the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's State Math exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year's Math exam, Brooklyn Scholars will demonstrate growth in the current year.	N/A	Yes	No	N/A
ELA: The percent of students performing at or above Level 3 on the State ELA exams in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the CSD in which Brooklyn Scholars is located.	No	Yes	Yes	Yes
Math: The percent of students performing at or above Level 3 on the State Math exams in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the CSD in which Brooklyn Scholars is located.	Yes	Yes	Yes	Yes
From years 2-5, Brooklyn Scholars will receive a 'B' or higher on the Student Progress section of the NYC DOE Progress Report.	N/A	No	No	No
Brooklyn Scholar's AYP Status will be deemed "In Good Standing."	Yes	Yes	Yes	Yes

⁹ It should be noted that because of the move to Common Core standards in 2012-2013, the NYC DOE did not include goals that measure a school's actual performance relative to 75% absolute proficiency or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals. Goals that compared the school to the Community School District performance were included in the analysis.

Responsive Education Program

The school reports administering NWEA Primary Grade Assessment (PGA) and MAP assessments three times a year. The following data was reported by the school:

- On the NWEA MAP, the percentage of students making typical growth¹⁰ between fall 2012 through spring 2013 were: 63% in math, 60% in language usage and 59% in Reading.
- On the NWEA PGA, the percentage of students making typical growth between Fall 2012 through Spring 2013 were: 68% in math and 52% in Reading.

As part of the renewal review process, representatives of the NYC DOE visited the school on October 23rd and 24th, 2013. Based on discussion, document review, and observation, the following was noted:

- Alignment with Common Core
 - The school regularly monitors student performance data with internal assessments aligned to Common Core Learning Standards (CCLS).
 - Throughout the year, the school uses assessment data from NWEA PGA and MAP Interim assessments and internally developed assessments as predictive state testing performance data and to inform instruction.
 - School leadership reported that professional development has been focused on CCLS alignment.
 - School leadership has carefully selected curriculum to align with CCLS, deciding that different curricular resources were needed in the middle school to provide staff with tools that were better aligned to the CCLS. In grades 6-8, Big Ideas Math and Holt McDougal's Literature were being implemented during the fall of 2013.
- Addressing the Needs of All Learners
 - The school's English Language Development (ELD) program for ELLs includes two components:
 - In-class Structured English Immersion (SEI) content area instruction program and supplemental English as a Second (ESL) instruction.
 - In the school's Special Education Program students are provided Special Education Teacher Support Services (SETTS) in a small group, pull out or push in setting. Additional related services, such as speech and language services, occupational therapy, physical therapy and social work, are provided.
 - The school employs three paraprofessionals who provide instructional assistance to struggling students five days week. Paraprofessionals provide additional support to students three-times a week for English Language Arts and two-time a week for mathematics.
 - In the 2013-2014 school year, the school created the "Learning Hub", a room which is managed by the school's Academic Specialist.
 - Students who are performing at 30% or below on the Fall 2013 NWEA MAP assessment averages have been working in the Learning Hub on their identified skill deficiency.
 - School leadership reports using the Fountas & Pinnell Leveled Literacy Intervention System (LLI). The school's Academic Specialist works with paraprofessionals on implementation of the program.
 - Leadership also reports that the school is partnering with READ Alliance to provide kindergarten and first grade students over thirty-five hours of structured one-to-one tutoring and additional literacy support in after-school and summer programs.
- Instructional Model and Classroom Instruction
 - On the days of the visit, representatives from the DOE observed thirty-seven classrooms, across grades kindergarten through eight, along with the school's three Deans of Instruction.

¹⁰ Typical growth means the number of RIT (Rasch unit) points students grow on average. Due to it being an "average" number, most students have academic growth above or below that number. The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement.

- In most observed rooms, teachers followed a variety of instructional methods such as lead and monitor, lecture, independent practice and small group instruction. Observed classrooms had a single grade level teacher with occasional pull-outs.
- Class sizes ranged from 18 to 26, with one teacher in each classroom.
- In most observed rooms, forms of questioning included basic fact recall, challenging students to demonstrate understanding or challenging students to analyze and apply.
- In most observed rooms, teachers used a variety of methods to check for understanding, including exit slips, questioning, performance-based activities, classwork, teacher observation, and frequent use of student turn and talk.
- In all observed rooms, technology, such as Smart Boards, Elmo document cameras and computers, were actively used by teachers.
- In some rooms, differentiation of materials, tasks, and products, through small group instruction or independent practice, was observed.
- In most observed classes, students were responsive to teacher directions and instruction and those who were not, responded to teacher redirection without incident.
- In all observed classes, students were either fully on task or mostly on task. Off-task students were off task for a short duration or were redirected.
- Based on debriefs with the school's Deans of Instruction after classroom visits, all classrooms had instruction that aligned with the instructional model and current academic goals of the school.

Learning Environment

NYC DOE representatives conducted one-on-one interviews with twenty teachers from all grade levels. The following was noted:

- All interviewed teachers reported receiving school-based professional development throughout the school year and two days in the summer.
- All interviewed teachers reported receiving mandatory two-hour school-wide professional development every Monday. Professional development covers such things as classroom management, data analysis, and instructional workshops.
- All interviewed teachers reported being observed weekly and receiving both verbal and written feedback from Deans of Instruction during weekly check-ins.
- All teachers reported attending weekly grade team meetings. Teachers reported grade teams meet independently and also with the grade team Dean of Instruction.
- Some teachers mentioned the opportunity for additional professional development through online courses and by attending professional development with participating NHA schools.
- All interviewed teachers reported the collection of data in the classrooms through both formal and informal assessments (i.e. NWEA PGA and MAP, exit slips and student work). Teachers used this data to differentiate instruction and to establish student groups.
- Most teachers interviewed reported maintaining an updated classroom data binder to track individual student performance and inform instruction.

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

Governance Structure & Organizational Design

Over the course of the school's charter term, the Board of Trustees has partially developed its governance structure and organizational design.

On September 23rd, as part of the renewal review process, a representative of the NYC DOE attended a meeting of the school's board of trustees. Based on document review and observation, the following was noted:

- The Board has consistently achieved quorum, as recorded in meeting minutes.
- There are clear lines of accountability between the Board and school leadership as evidenced by the school's organization chart, Principal Report and School Leadership Team Report updates on academic performance to the Board and its committees, as recorded in Board meeting minutes.
- The Board has active and functioning committees, as required by its bylaws, including an Academic Accountability Committee and Finance and Administration Committee as recorded in meeting minutes. The Resource Development Committee and Governance Committee's currently do not have a minimum of three Trustees as required by the Board's bylaws.
- The Board's Vice President position has been vacant since February 2013.
- The Board currently has six active members, below the membership requirements outlined in the Board's bylaws (minimum of seven and maximum of nine). The Board lost a member in February 2013, and has been actively looking to increase board capacity.
- The Board is led by Brittney Sessions who has been with the school for five years, since inception.
- The elementary and middle school is led by Desiree Kirton, who has been with the school for five years, since the school's inception.
- The school has three Deans of Instruction, each assigned to grade specific levels: Ava Tucker, grades kindergarten through two, SwDs and ELLs; Roxanne Thomas, grades three through five; and Marsha Thomas, grades six through eight. Ava Tucker has been with the school for five years, Roxanne Thomas has been with the school for three years, and Marsha Thomas has been with the school for two years.

School Climate & Community Engagement

Over the course of the school's charter term, Brooklyn Scholars has partially developed a stable school culture.

- Over the charter term, the school has met its charter goal of having an annual average student attendance rate of at least 95%.

Average Daily Attendance	2009-10	2010-11	2011-12	2012-13
	95%	95%	95%	96%

- Sixty percent of instructional staff did not return, either by choice or request, at the start of the 2012-2013¹¹ school year.
 - Based on a school leadership survey of teachers who decided to leave the school between Spring and Fall 2012, 90% of those who left voluntarily provided the following reasons: 11% stated career change, 11% stated relocation, 11% stated that they took another job, 22% stated that the position was not a good fit and 45% stated 'other'.
- Over the course of the charter term, the NYC School Survey results and response rates were:

¹¹ Self-reported information from school-submitted data collection form on 9/2013.

Brooklyn Scholars Charter School NYC School Survey Results

	2008-09	2009-10	2010-11	2011-12	2012-13
Academic Expectations	-	-	Above Average	Average	Below Average
Communication	-	-	Well Above Average	Well Below Average	Average
Engagement	-	-	Well Above Average	Well Below Average	Below Average
Safety & Respect	-	-	Above Average	Well Below Average	Average

Brooklyn Scholars Charter School Response Rates Compared to Citywide Average

	Parents	Citywide	Teachers	Citywide	Students ¹²	Citywide
2009-10	-	-	-	-	-	-
2010-11	14%	52%	46%	82%	-	-
2011-12	23%	53%	16%	82%	100%	82%
2012-13	24%	54%	21%	83%	100%	83%

- The school's charter goals include, "parents will express satisfaction with Brooklyn Scholar's program, based on Brooklyn Scholar's Parent Survey in which at least 80% of all parents, including those that do not respond, provide a positive response to each of the survey items."¹³ The school has met this goal in each year of the charter term. (The school will only have met goal if 50% or more parents participated).
- The school's charter goals include, "at least 80% of teachers will express satisfaction with school leadership and professional development opportunities as determined by a school administered survey."¹⁴ The school has met this goal for the first three years of the charter term. (The school will only have met goal if 50% or more parents participated).

As part of the renewal process, representatives of the NYC DOE have collected evidence relevant to the school's climate and community engagement over the school's charter term. Based on discussion, document collection and review, and observation, the following was noted:

- An internal survey performed by the school indicated that parents of scholars believe Brooklyn Scholars has high expectations for their child. The school reports the following results from the survey: 98% of parents agreed in 2009-2010, 99% of parents agreed in 2010-2011, 98% of parents agreed in 2011-2012 and 97% of parents agreed in 2012-2013.¹⁵
- The school supports middle school parents and students in preparing for high school admissions.
 - In sixth grade, parents are invited to the school for a meeting that focuses on high school preparation such as application, offered programs and the citywide high school fair.
 - In seventh grade, the school holds information sessions on the high school admissions process and citywide high school fairs. Students also have the opportunity to participate in a mock high school application process.
 - In eighth grade, the school assists students in pre-selecting twelve high school programs to focus on during the citywide high school fair. Parents and students also attend high school tours organized by Brooklyn Scholars.
- The NYC DOE made randomized phone calls to parents from a roster provided by Brooklyn Scholars for students of all grades. Calls to school parents/guardians were made until twenty

¹² Student Response Rates on the NYC School Survey have not been applicable for this school over the course of the current charter term.

¹³ Self-reported information from school-submitted data collection form on 9/2013.

¹⁴ Self-reported information from school-submitted data collection form on 9/2013.

¹⁵ Self-reported information from school on 9/2013.

phone calls were completed. Of these calls, 100% provided positive feedback regarding the school.

- The NYC DOE conducted a public renewal hearing for the school in an effort to elicit public comments. Fifty-five participants attended the hearing, fourteen speaking in support of the school's renewal and none speaking in opposition.
- In the years since the 2010 amendment to NYS Charter Schools Act requiring charter schools to have an active parent association has been in effect, the school has been out of compliance.

Financial Health

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

- Implementation and administration of the school's educational program, including the selection and acquisition of instructional materials, equipment and supplies, and any and all extra-curricular and co-curricular activities and programs.
- Management of all personnel functions, including professional development for the school's administrator and all instructional personnel.
- All aspects of the business administration of the school, including maintenance of its federal income tax exemption status.
- Arrangement of food, transportation and health services for the school.
- Marketing and development for the school.
- Procurement and maintenance of all insurance.
- Fulfillment of payment and performance obligations that are identified as obligations of the tenant under the lease agreement between NHA and the school. The school is currently in a sublease agreement with NHA for a facility to house the school. The lease term is from July 1, 2009 through June 30, 2014. Annual rental payment required by the lease is \$2.13M payable in twelve payments of \$177,500.

Overall, Brooklyn Scholars Charter School is in a strong position to meet near-term financial obligations.

- Based on the Fiscal Year (FY) 2013 financial audit, the school's current ratio indicated a strong ability to meet its current liabilities.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment, as of October 31, 2013, revealed that the school had met its enrollment target supporting its projected revenue.
- As of the FY 13 financial audit, the school had met its debt obligations.

Overall, the school is financially sustainable based on its current practices.

- Through the management agreement between the school and NHA, any unexpected shortfalls in revenue and or increased expense will be covered by NHA. Any contribution to the school by NHA is provided as a contribution and is not considered a loan that the school must repay.

There was no material weakness noted in the last four independent annual financial audits from years 2009-2010, 2010-2011, 2011-2012, and 2012-2013.

Essential Question 3: Is the School Compliant with its Charter and All Applicable Law and Regulations?

Over the charter term, Brooklyn Scholars has been compliant with some applicable laws and regulations, but not others.

The Board is in compliance with:

- Required number of monthly meetings. The school's bylaws indicate that the Board will hold bi-monthly meetings (six) throughout the year. The Board has held over the required number of meeting, holding between nine and ten each year of the charter term.
- Submission of all required documents. All current Board members have submitted conflict of interest and financial disclosure forms and do not demonstrate conflicts of interest.¹⁶
- Availability of minutes and agendas. The Board has made all board minutes and agendas available to the public prior to, at, or after Board meetings by posting materials on the school's website.
- Timely submission of documents. The Board has provided timely submissions of accountability documents to the NYC DOE.

The Board is out of compliance with:

- Membership size. The Board currently has six active members which falls out of the range outlined in the school's charter and in the Board's bylaws (no less than seven, and no greater than nine).

The school is in compliance with:

- Submission of all required documents. The school has submitted the required private facility safety plan. The school is in compliance with AED/CPR certification requirements.
- Fingerprint clearance. Over the charter term, all staff has had the required fingerprint clearance.
- Certification of staff. The school is in compliance with NY State Charter Schools Act which relates to teacher certification. A school can have no more than 5 teachers or 30% of the teaching staff uncertified, whichever number is lower.
- Insurance requirements. The school has all appropriate insurance documents.

The school is out of compliance with:

- Parent association. The school is out of compliance with the 2010 amendment to NYS Charter Schools Act requiring charter schools to have an active parent association.

¹⁶ Source: New York State Education Department Annual Report.

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

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

- Brooklyn Scholars has reached its full growth, serving grades kindergarten through eight.
- The school will continue to add sections until the school serves 3 sections (or approximately 80 students) in each grade, serving 678 students by the 2015-2016 school year, and 704 students by the 2018-2019 school year.

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- In response to these amendments, the school is planning the following efforts to attract and retain these students.
 - Focus on recruitment:
 - The school has plans to hire an Admissions Representative dedicated to student recruitment. The person in this role will work with local organizations that serve diverse populations to distribute materials and/or hold meetings at these facilities.
 - The school plans to place advertisements in the following publications, in the native language: La Voz Hispana, Haiti Observateur, V Novom Svete, Weekly Sada - E Pakistan, World Journal, and The Akhon Samoy. In these publications, BSCS will specifically mention that the school provides services to students for whom English is their second language.
 - The school plans to create fliers in English and Spanish that invite families to attend enrollment information meetings. Fliers will speak to both the ELD and Special Education Programs. Flier distribution is planned throughout the community such as daycare centers, grocery stores, community centers, and churches.
 - Help ELL families and families with students with special needs understand how BSCS can support them:
 - During enrollment meetings, the school plans to share information about the ELL Program and its ability to meet the needs of ELL students. BSCS will provide families with specific English Language Development (ELD) strategies to help their children in school.
 - The school plans to hold information sessions for families of students with special needs to ensure that they are made aware of the school's programs. Parent meetings will continue to clearly identify the school's offering of a free and appropriate education (FAPE) to all students in the least restrictive environment (LRE).
 - Use internal and external resources to strengthen and reinforce their service offerings:
 - The school plans to continue to cultivate their relationship with the Committee for Special Education (CSE) to make materials and applications to Brooklyn Scholars available for distribution to interested parents by the CSE.
 - The school has plans to continue outreach to Resources for Children with Special Needs, an organization that assists youth with disabilities in all boroughs of New York City.
 - The school will also reach out to United We Stand – Points for Parents, an online community for families of children with disabilities.

- As the school plans on increasing the recruitment of Students with Disabilities and ELL students, steps are in place to ensure the preparedness of each general education teacher, special education teacher and related service provider who is responsible for implementing student IEPs. The school plans to continue ongoing professional development including:
 - Participation in the Special Education Collaborative workshops (e.g., Being Special Education Ready).
 - Direct consultation by the Special Education Collaborative in current practice, monitoring, and feedback of effectiveness of programming.
 - Weekly staff development and collaboration between general education and special education staff which will be facilitated by the school's dean and principal.
 - Weekly observations and coaching sessions between teachers (including general education and special education staff) and their dean.
 - Training for the entire school staff on the special education referral process.
 - Student At-A Glance Sheets provided to general education staff summarizing and describing student needs.
 - Monthly school visits from the Special Education Regional Manager to ensure that the staff's professional development needs are being met.
 - Documented special education expectations provided to staff describing each position's roles and responsibility.
 - Professional development provided annually on the topics of special education discipline, IEPs, staffing, effective programming, progress monitoring, and resources/tools for successful special education programming.
 - Professional development focusing on the research-based instructional methodologies and the language, culture, and heritage of the school's ELL students, as well as the ELD Program offered at the school.
 - Staff development to implement strategies for effective communication with parents of ELL students.

Part 5: Background on the Charter Renewal Process

Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.¹⁷

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.¹⁸

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹⁹ As one such charter entity, the New York City Department of Education institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.²⁰

¹⁷ See § 2850 of the Charter Schools Act of 1998.

¹⁸ See §§ 2851(4) and 2852 of the Act.

¹⁹ See §§ 2851(3) and 2851(4).

²⁰ See § 2852(5)

Part 6: Authorizer Responsibility Under the NY State Charter Schools Act and the DOE Accountability Framework

The New York State Charter Schools Act (“the Act”) states the following regarding the renewal of a school’s charter:

§2851.4: Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty-two of this article; provided, however, that a renewal application shall [also] include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the Board of Regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction. Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

The NYC DOE may recommend four potential outcomes for charter schools applying for renewal: full-term renewal, renewal with conditions, short-term renewal, or non-renewal.

Full-Term Renewal

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has yielded strong student performance and progress, has met the majority of its charter goals, has demonstrated financial stability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

Renewal with Conditions

In cases where a school has demonstrated mixed academic results or concerns about organizational viability, renewal is contingent upon changes to the prospective application or new charter, new performance measures, or both. These may include changes to curriculum, leadership, or board governance structure that are intended to yield improved academic outcomes during the next chartering period.

Short-Term Renewal

In cases where a school is up for renewal of its initial charter and has fewer than two years of state-assessment results, a renewal of three-years or fewer may be considered. In limited circumstances, a

school not in its initial charter or in its initial charter with more than three years of state assessment data, may be considered for a short-term renewal.

Non-Renewal

Schools that have not demonstrated significant progress or high levels of student achievement and/or are in violation of their charter will not be renewed.

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 built 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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

Appendix A: School Performance Data

Students scoring at or above Level 3, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	42.3%	41.3%	53.5%	16.9%
CSD 19	35.6%	37.2%	35.6%	14.1%
Difference from CSD 19	6.7	4.1	17.9	2.8
NYC	46.1%	49.4%	49.7%	26.6%
Difference from NYC	-3.8	-8.1	3.8	-9.7
New York State	52.5%	54.8%	55.2%	31.2%
Difference from New York State	-10.2	-13.5	-1.7	-14.3

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	69.2%	73.1%	54.2%	22.8%
CSD 19	46.1%	45.6%	47.3%	16.3%
Difference from CSD 19	23.1	27.5	6.9	6.5
NYC	56.3%	60.0%	61.8%	30.4%
Difference from NYC	12.9	13.1	-7.6	-7.6
New York State	64.6%	64.6%	65.7%	28.9%
Difference from New York State	4.6	8.5	-11.5	-6.1

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

% of Third Graders Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	57.7%	28.8%	30.8%	31.1%
CSD 19	39.3%	36.3%	33.7%	14.2%
Difference from CSD 19	18.4	-7.5	-2.9	16.9
NYC	46.5%	48.1%	49.0%	28.1%
Difference from NYC	11.2	-19.3	-18.2	3.0

% of Third Graders Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	69.2%	59.6%	21.2%	43.2%
CSD 19	44.5%	41.7%	42.2%	18.8%
Difference from CSD 19	24.7	17.9	-21.0	24.4
NYC	54.3%	54.8%	57.0%	33.1%
Difference from NYC	14.9	4.8	-35.8	10.1

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

% of Fourth Graders Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	26.9%	57.7%	66.7%	10.3%
CSD 19	32.1%	40.2%	39.2%	14.9%
Difference from CSD 19	-5.2	17.5	27.5	-4.6
NYC	45.6%	51.0%	52.4%	27.2%
Difference from NYC	-18.7	6.7	14.3	-16.9

% of Fourth Graders Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	69.2%	88.5%	80.4%	16.9%
CSD 19	47.7%	49.8%	51.2%	19.8%
Difference from CSD 19	21.5	38.7	29.2	-2.9
NYC	58.4%	62.3%	65.7%	35.2%
Difference from NYC	10.8	26.2	14.7	-18.3

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

% of Fifth Graders Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	-	50.0%	68.0%	7.8%
CSD 19	33.8%	34.8%	38.8%	16.6%
Difference from CSD 19	-	15.2	29.2	-8.8
NYC	46.2%	49.0%	52.2%	28.7%
Difference from NYC	-	1.0	15.8	-20.9

% of Fifth Graders Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	-	84.6%	68.0%	11.8%
CSD 19	44.7%	45.3%	52.9%	16.3%
Difference from CSD 19	-	39.3	15.1	-4.5
NYC	59.7%	62.9%	65.2%	29.6%
Difference from NYC	-	21.7	2.8	-17.8

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

% of Sixth Graders Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	-	-	59.3%	15.4%
CSD 19	27.0%	33.9%	30.3%	12.3%
Difference from CSD 19	-	-	29.0	3.1
NYC	40.1%	43.6%	45.3%	23.3%
Difference from NYC	-	-	14.0	-7.9

% of Sixth Graders Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	-	-	55.6%	23.1%
CSD 19	38.8%	44.8%	42.9%	15.4%
Difference from CSD 19	-	-	12.7	7.7
NYC	53.0%	56.0%	59.3%	28.8%
Difference from NYC	-	-	-3.7	-5.7

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

% of Seventh Graders Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	-	-	-	15.4%
CSD 19	24.0%	22.9%	31.2%	12.3%
Difference from CSD 19	-	-	-	3.1
NYC	38.2%	36.5%	43.3%	25.5%
Difference from NYC	-	-	-	-10.1

% of Seventh Graders Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	-	-	-	3.8%
CSD 19	39.3%	37.1%	37.6%	10.9%
Difference from CSD 19	-	-	-	-7.1
NYC	52.6%	55.5%	57.3%	25.0%
Difference from NYC	-	-	-	-21.2

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

% of Eighth Graders Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	-	-	-	-
CSD 19	22.4%	22.9%	23.4%	13.4%
Difference from CSD 19	-	-	-	-
NYC	37.5%	35.0%	39.0%	25.4%
Difference from NYC	-	-	-	-

% of Eighth Graders Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Brooklyn Scholars Charter School	-	-	-	-
CSD 19	30.7%	35.2%	33.8%	13.0%
Difference from CSD 19	-	-	-	-
NYC	46.3%	52.5%	55.2%	25.7%
Difference from NYC	-	-	-	-

All comparisons to either the CSD or NYC take into account only grades the school itself serves.

Appendix B: Additional Accountability Data

NYC DOE Progress Reports

[2012 – 2013 Academic Year](#)

[2011 – 2012 Academic Year](#)

[2010 – 2011 Academic Year](#)

NYC DOE Accountability Reports

[Annual Comprehensive Review 2012-2013](#)

[Annual Site Visit Report 2011-2012](#)

[Annual Site Visit Report 2010-2011](#)