



**Department of
Education**

Carmen Fariña, Chancellor

**ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
RENEWAL REPORT**

**2014 – 2015 SCHOOL YEAR
JUNE 2015**

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Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Achievement First Endeavor Charter School	
Board Chair(s)	Claire Robinson
School Leader(s)	Stephanie Keenoy (ES), Tom Kaiser (MS), Paul Adler (HS)
Charter Management Organization (if applicable)	Achievement First, Inc.
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 13 (Grades K-8) and 17 (Grades 9-12)
Physical Address(es)	510 Waverly Avenue, Brooklyn (Grades K-8)
	1485 Pacific Street, Brooklyn (Grades 9-12)
Facility Owner(s)	DOE (the school sites are Charter Partnership buildings)
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	6/30/15
Current Authorized Grade Span	K-12
Current Authorized Enrollment	966
Proposed New Charter Term	5 years [July 1, 2015 – June 30, 2020]
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	997
Proposed Sections per Grade for New Charter Term	Grades K-1 and Grades 4-8: 3 sections per grade; Grades 2-3: 4 sections per grade; Grades 9-12: N/A

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	12	12	12	12	48
# Met	6	8	5	6	25
# Partially Met	0	0	0	0	0
# Not Met	3	2	1	3	9
# Not Applicable *	3	2	6	3	14
% Met	50%	67%	42%	50%	52%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	25%	17%	8%	25%	19%
% Not Applicable *	25%	17%	50%	25%	29%
% Met of All Applicable Goals	67%	80%	83%	67%	74%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School	34.2%	49.0%	17.4%	31.6%
CSD 13	34.4%	38.5%	20.8%	23.8%
Difference from CSD 13*	-0.2	10.5	-3.4	7.8
NYC	41.0%	45.0%	25.7%	27.9%
Difference from NYC *	-6.8	4.0	-8.3	3.7
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-18.6	-6.1	-13.7	1.0

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School	81.3%	91.8%	42.1%	56.5%
CSD 13	44.9%	48.6%	15.0%	22.2%
Difference from CSD 13*	36.4	43.2	27.1	34.3
NYC	56.7%	59.3%	27.3%	33.0%
Difference from NYC *	24.6	32.5	14.8	23.5
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	18.0	27.0	11.0	20.3

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School – All Students	71.0%	66.0%	61.0%	66.0%
Peer Percent of Range - All Students	61.6%	66.9%	35.8%	74.7%
City Percent of Range- All Students	57.7%	63.1%	37.8%	58.8%
Achievement First Endeavor Charter School – School's Lowest Third	75.0%	65.0%	74.5%	79.0%
Peer Percent of Range - School's Lowest Third	49.2%	28.2%	32.1%	85.7%
City Percent of Range - School's Lowest Third	40.6%	23.9%	30.8%	63.6%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School – All Students	84.0%	89.0%	71.0%	79.0%
Peer Percent of Range - All Students	100.0%	100.0%	69.4%	98.0%
City Percent of Range- All Students	93.0%	100.0%	73.3%	100.0%
Achievement First Endeavor Charter School – School's Lowest Third	89.0%	91.0%	78.0%	85.0%
Peer Percent of Range - School's Lowest Third	100.0%	100.0%	61.3%	96.2%
City Percent of Range - School's Lowest Third	100.0%	100.0%	60.6%	93.5%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	65.7%	38.7%	57.5%	41.3%
English Language Learner Students	-	40.0%	30.0%	63.6%
Students in the Lowest Third Citywide	53.2%	45.7%	53.3%	58.3%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	77.1%	87.1%	48.7%	61.7%
English Language Learner Students	-	60.0%	40.0%	63.6%
Students in the Lowest Third Citywide	75.0%	85.2%	70.0%	60.5%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Achievement First Endeavor Charter School is one of four charter schools run by the Achievement First, Inc. (Achievement First) Charter Management Organization (CMO) that share high school space at 1485 Pacific Street in Brooklyn. Of these four schools, the Achievement First network has formed two separate high school programs. One of these high school programs is Achievement First Brooklyn High School, which consists of the high school grades of two schools: Achievement First Endeavor Charter School and Achievement First Crown Heights Charter School, which are both authorized by the New York City Department of Education (NYC DOE) Chancellor and currently serve high school grades nine through twelve. Achievement First Brooklyn High School is a high school program created by the Achievement First CMO to allow the high school grades of two schools to share staff and resources.¹ Achievement First Brooklyn High School is not a legal entity or charter school, but rather the collection of the high school grades of two unique charter schools, Achievement First Endeavor Charter School and Achievement First Crown Heights Charter School. Beginning in the 2010-2011 school year, the NYC DOE began grouping the high school grades of these two Achievement First CMO schools together for accountability purposes, including the NYC School Survey, NYC DOE Progress Reports, and the 2013-2014 NYC School Quality Reports.

The high school graduation rate for 2013-2014 presented below reflects high school students from Achievement First Endeavor Charter School only.

For high school performance data reflecting all students at Achievement First Brooklyn High School (i.e. high school students enrolled in Achievement First Endeavor Charter School and high school students enrolled in Achievement First Crown Heights Charter School), including data on weighted Regents pass rates, credit accumulation, and closing the achievement gap metrics, please see Appendix B.

¹ The other Achievement First CMO high school program that shares space at 1485 Pacific Street is Achievement First University Prep, which consists of high school students enrolled in Achievement First East New York Charter School and Achievement First Bushwick Charter School.

HS Performance Compared to NYC Averages²

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School	-	-	-	71.4%
NYC *	-	-	-	68.4%
Difference from NYC	-	-	-	3.0

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

² School year 2013-2014 was the first year in which Achievement First Endeavor Charter School served twelfth grade students and, therefore, the first year in which the school had a graduating class.

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 5 year full-term renewal.

As part of the renewal application, Achievement First Endeavor Charter School submitted one material revision. The NYC DOE determination is as follows: regarding the material revision to increase the authorized maximum enrollment to 997 students during the next charter term, the NYC DOE approves this material revision contingent on the school continuing to backfill through grade nine. Under the school's current charter (which expires on June 30, 2015), enrollment was permitted up to 15% above the maximum authorized enrollment; in the renewal charter agreement, the 15% allowance over the maximum authorized enrollment has been eliminated for all NYC DOE Chancellor-authorized schools.

As part of the school's 2010-2011 charter renewal, the following conditions were placed on the school consistent with the terms of the renewal application:

- **Academic Conditions: 1 condition met in 2 of 3 applicable years**

Achievement of Renewal Conditions

Academic Condition	2010-2011	2011-2012	2012-2013	2013-2014
1. The school must 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 third, fourth and fifth years after renewal.	Met	Met	Not Met	N/A

A. Academic Performance

At the time of this school's renewal, Achievement First Endeavor Charter School (AF – Endeavor) has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

- 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;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for AF – Endeavor indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

As part of the Achievement First network, the mission of Achievement First Endeavor Charter School is to “deliver on the promise of equal educational opportunity for all of America’s children. [They] believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of [their] students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.” Achievement First Endeavor Charter School executes its mission by ensuring that it is developing its teachers to deliver high quality instruction, according to the Achievement First Essentials of Instruction rubric.

School Specific Academic Performance

The school entered its ninth year of operation with the 2014-2015 academic year. The school was last renewed in January 2011 for a full term expiring on June 30, 2015; as a result, the NYC DOE has four years of New York State (NYS) assessment data and four years of other academic data, such as data obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at AF – Endeavor over the retrospective charter term.

Annual aggregate math proficiency rates on the NYS assessments for AF – Endeavor have exceeded those of Community School District (CSD) 13, New York City and New York State during all four years of the current charter term. Annual aggregate English Language Arts (ELA) proficiency rates on the NYS assessments for AF – Endeavor exceeded those of CSD 13, New York City, and New York State in the most recent year, however the results over the retrospective charter term have been mixed, with the school outperforming the CSD and City in two of the four years for which data is available. The school has demonstrated the capacity to improve ELA proficiency rates over time.³

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 school year are not directly comparable.

In 2012-2013, 42.1% of AF - Endeavor’s students were proficient in math on the NYS assessments. AF - Endeavor’s math proficiency was greater than or equal to that of 71% of all elementary/middle schools citywide and 50% of elementary/middle schools in CSD 13. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools), AF - Endeavor outperformed 70% of similar schools. In 2012-2013, 17.4% of AF - Endeavor’s students demonstrated proficiency on state assessments in ELA. With this level of proficiency, AF - Endeavor outperformed only 37% of all elementary/middle schools citywide, 0% of elementary/middle schools in CSD 13, and only 27% of its peer schools.⁴

The following year, in 2013-2014, the percent of students at AF - Endeavor who were proficient in math on the NYS assessments rose significantly to 56.5%. AF - Endeavor’s math proficiency was higher than 83% of all elementary/middle schools citywide. When compared to peer schools, AF - Endeavor outperformed 80% of similar schools and outperformed 67% of CSD 13 elementary/middle schools. In 2013-2014, the percent of students at AF - Endeavor who demonstrated proficiency on NYS assessments in ELA also rose significantly, to 31.6%. With this level of proficiency, AF - Endeavor outperformed 66% of all elementary/middle schools citywide, 33% of elementary/middle schools in CSD 13, and 70% of its peer schools.

In 2013-2014, AF - Endeavor’s ELA median adjusted growth percentile was 66.0% with a City Percent of Range of 58.8%, placing the school in the 58th percentile of all elementary/middle

³ Prior to the introduction of the Common Core Learning Standards (CCLS) in 2012-2013, AF – Endeavor had increased its ELA proficiency rates between 2010-2011 and 2011-2012. After introduction of the CCLS, the school again increased proficiency for ELA in the second year of CCLS-aligned NYS assessments.

⁴ Please note that while AF – Endeavor was classified as a middle school for the 2012-2013 NYC DOE Progress Report, the 2012-2013 percentile rankings provided in this report reflect the school’s current classification as an elementary/middle school such that the schools in AF – Endeavor’s peer, CSD, and city comparison groups remain the same.

schools citywide.⁵ The school's peer and Community School District percentiles were 80% and 67%, respectively. This means that two-thirds of other elementary/middle schools in CSD 13 and four-fifths of other elementary/middle schools in AF - Endeavor's peer group had an ELA median adjusted growth percentile less than AF - Endeavor's median adjusted growth percentile in 2013-2014.

In 2013-2014, AF - Endeavor's math median adjusted growth percentile was 79.0% with a City Percent of Range of 100.0%, placing it at the 99th percentile of all elementary/middle schools citywide. The school's peer group and CSD percentiles were 97% and 100%, respectively. This means that all other elementary/middle schools in CSD 13 and nearly all other elementary/middle schools in AF - Endeavor's peer group had a math median adjusted growth percentile less than AF - Endeavor's median adjusted growth percentile in 2013-2014.

As noted above, AF - Endeavor is one of two Achievement First CMO charter schools that share high school resources and staff. The high school grades of these schools are collectively known as Achievement First Brooklyn High School. For more information on the academic performance of Achievement First Brooklyn High School in the aggregate, please see Appendix B. The high school graduation rate and Regents pass rate information presented below reflects only high school students registered to AF - Endeavor.

For the 2013-2014 school year, AF - Endeavor's four-year graduation rate was 71.4%. This rate was higher than the citywide average by 3.0 percentage points.

For AF- Endeavor students who took Regents exams in 2013-2014, more than 85% passed three of four Regents exams taken in that year. Passage rates for the Regents exams administered were as follows: Comprehensive English (93.1%), U.S. History (96.3%), Chemistry (51.6%), and Living Environment (87.5%).

Over the four years that data is available for the retrospective charter term, AF - Endeavor has met 74% of its applicable academic charter goals.^{6,7} AF - Endeavor met six of nine applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school's goal achievement rate has varied from year to year, but has been above 50% in each of the four years of its current charter term. The school's achievement rate did fall, however, in the most recent year from 83% in 2012-2013 to 67% in 2013-2014.

In the school's Annual Comprehensive Review (ACR) for 2013-2014, it was noted that the school had demonstrated a responsive education program by developing a data-driven approach to

⁵ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 58.8% indicates that the school's ELA median adjusted growth percentile was above the average but less than one standard deviation above the average (that 58.8% of the range around the average represented scores lower than that of AF - Endeavor), while a citywide percentile of 58% indicates that AF - Endeavor's ELA median adjusted growth percentile was higher than 58% of all elementary/middle schools citywide.

⁶ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

⁷ It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

instruction, including the daily collection of data through the use of exit tickets to identify students who may need targeted intervention.⁸ In a visit to the school in May 2012, reviewers noted that both school leaders and teachers use data to drive improvement, with data analysis being a part of the school culture.⁹ Along with the Achievement First interim assessments and the use of regular “Data Days,” described as days “during which teachers and leaders review the results of assessments and make adjustments accordingly to unit plans to address skill gaps,” it was noted that the school would identify interventions for students performing below grade level to provide extra support in the elementary grades and rely more on Collaborative Team Teaching (CTT) in the middle school grades to meet the needs of all learners.¹⁰

On its 2012-2013 NYC DOE Middle School Progress Report, AF - Endeavor received an Overall Grade of B, as well as a B grade in the Student Progress and Student Performance categories and an A grade for School Environment. This ranked AF - Endeavor in the 63rd percentile of all middle schools citywide and represented a decline in overall performance from the prior year. On its 2011-2012 NYC DOE Middle School Progress Report, AF - Endeavor received an Overall Grade of A as well as A grades in all three other categories, Student Progress, Student Performance, and School Environment. This ranked AF - Endeavor in the 93rd percentile of all middle schools citywide. As its Overall Grade, the school also earned an A in school year 2010-2011.¹¹

As previously noted, AF - Endeavor is one of two Achievement First CMO charter schools that feed into Achievement First Brooklyn High School. AF - Endeavor did not receive a high school Progress Report for the 2012-2013 school year that reflected performance, progress, and environment for the high school students specifically registered to AF – Endeavor. However, a Progress Report was produced for Achievement First Brooklyn High School based on the high school performance data of students enrolled at both Achievement First CMO schools that collectively make up Achievement First Brooklyn High School. For more information on the Progress Report for Achievement First Brooklyn High School, please see Appendix B.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school’s grade. The grade in this section was primarily based on median adjusted growth percentiles,¹² which measure students’ growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

⁸ Achievement First Endeavor Charter School Annual Comprehensive Review Report 2013-2014

⁹ Achievement First Endeavor Charter School Annual Site Visit Report 2011-2012

¹⁰ Achievement First Endeavor Charter School Annual Comprehensive Review Report 2013-2014

¹¹ For purposes of the NYC DOE Progress Report, Achievement First Endeavor Charter School was classified as a middle school for the 2010-2011, 2011-2012, and 2012-2013 school years.

¹² 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 NYC DOE 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 NYC DOE 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.

On the 2013-2014 NYS assessments, 60.5% of AF - Endeavor's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level of growth places AF - Endeavor in the 84th percentile of all elementary/middle schools citywide. In the same year, 58.3% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level of growth places AF - Endeavor in the 72nd percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 61.7% of AF - Endeavor's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level of growth places AF - Endeavor in the 95th percentile of all elementary/middle schools citywide. In the same year, 41.3% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level of growth in ELA, however, places AF - Endeavor in only the 13th percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 63.6% of AF - Endeavor's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting math scores. This level of growth places AF - Endeavor in the 95th percentile of all elementary/middle schools citywide. In the same year, 63.6% of the school's ELL students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting ELA scores; this level of growth places AF - Endeavor in the 97th percentile of all elementary/middle schools citywide.

Please see Appendix B for high school closing the achievement gap data, which reflects high school students from both Achievement First CMO schools that collectively make up Achievement First Brooklyn High School.

B. Governance, Operations & Finances

Achievement First Endeavor Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Achievement First Endeavor School's Board of Trustee bylaws;
- Achievement First Endeavor School's Board of Trustee meeting minutes;
- Achievement First Endeavor Charter School's self-reported staffing data;
- Achievement First Endeavor Charter School's financial disclosure forms;
- Achievement First Endeavor Charter School's five-year projected budget;
- On-site review of Achievement First Endeavor Charter School's financial and operational records;
- Achievement First Endeavor Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Achievement First Endeavor Charter School's 2014-2015 staff handbook;
- Achievement First Endeavor Charter School's 2014-2015 student and family handbook; and
- Achievement First Endeavor Charter School's FY15 budget.

Over the course of the school's current charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The current level of membership, 15 members, is consistent with the minimum of five and the maximum of 15 members established in the Board's bylaws. There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and by regular updates at the Board meetings, as recorded in Board meeting minutes. Claire Robinson, the current Board Chair, has been on the Board since 2007.

The Board's bylaws require an Executive Committee, a Finance Committee and an Education/Accountability Committee. The 2014-2015 Board roster and minutes reviewed for the current school year indicate that these committees are currently active and that other active Board committees include a Family Engagement Committee and a Development Committee. Additionally, Board minutes make reference to an Academy Committee and a Professional Growth Plans (PGP) sub-committee. Board rosters from other years of the charter term do not reference any committees.

Minutes from one meeting held in 2010-2011 were available for review. Additionally, minutes from six Board meetings held in 2011-2012, minutes from six meetings held in 2012-2013, and minutes from five meetings held in 2013-2014 were also available for review. All meetings held during those times met quorum. Additionally, five meetings have been held to date in the 2014-2015 school year, all of which met quorum.

Over the course of the school's current charter term the school has developed a stable school culture. The school is currently led by three different principals, one at each school level: Stephanie Keenoy at the elementary school, Tom Kaiser at the middle school, and Paul Adler at the high school. Ms. Keenoy has been at the school since 2011. Mr. Kaiser has been with the school since 2006 and has been the middle school principal since 2009. Additionally, Mr. Adler has been at Achievement First Brooklyn High School since its first year of operation, 2009-2010.

In the 2013-2014 school year, the turnover rate for instructional staff was at its highest during the current charter term at 34%. Instructional staff turnover ranged between this high of 34% and a low of 12% during the charter term. The average turnover rate across all years of the current charter term was 24%.¹³

Average daily attendance for students during the retrospective charter term (2010-2011 through 2013-2014) was 97.3% in the school's elementary and middle school grades and 97.9% in the school's high school grades;¹⁴ the school met its attendance goal of 95% in all four years of the retrospective charter term.

Overall, the school is in a weak position to meet near-term financial obligations. The school has only \$26,975 of unrestricted cash on hand to meet current liabilities totaling \$1,767,022. Unrestricted cash on hand represents only one day of operating expenses. The school experienced some issue with cash flow as a result of paying down approximately \$300,000 in debt. Overall, there are concerns about the financial sustainability of the school based on its current practices. However, as of the FY14 financial audit, the school's aggregate deficit has decreased by 6% over the course of the charter term.

There was no material weakness noted in the four independent financial audits from FY11 to FY14.

C. Compliance with Charter, Applicable Law and Regulations

Over the retrospective charter term, Achievement First Endeavor Charter School has been compliant with some applicable laws and regulations but not others.

Over the current charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 15 members. However, none of the 15 current Board members have submitted conflict of interest and financial disclosure forms as part of the 2013-2014 Annual Report.¹⁵

¹³ Self-reported information from school-submitted data collection form in March 2015

¹⁴ Reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system. The high school attendance data presented in this report reflects all students at Achievement First Brooklyn High School, not simply those enrolled at AF – Endeavor.

¹⁵ Source: New York State Education Department Annual Report

The Board consistently submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.

NYS Charter law requires the school to post annual audits to its website. Currently, there are financial audits available on the school's website for FY12 and FY13 but not for any other years of the charter term.

The Board has not consistently submitted new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and if necessary, approval. During the charter term, documents were not submitted per the required timeframe for twelve board members.

Currently, meeting minutes are available on the school's website for Board meetings that have taken place in the current school year (2014-2015) but not for any prior school year during the course of the charter term.

All staff members have appropriate fingerprint clearance.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The school is currently employing 17 uncertified teachers.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be in compliance with federal law.

D. Plans for Next Charter Term

Achievement First Endeavor Charter School does not plan to expand grade levels, but the school has submitted a request to make the following material revision to its charter as part of its next charter term: increase maximum authorized enrollment from 966 to 997 students.

Part 2: School Overview and History

Achievement First Endeavor Charter School is an elementary/middle/high school serving 981 students¹⁶ in kindergarten through grade twelve during the 2014-2015 school year. It opened in the 2006-2007 school year with fifth grade and is under the terms of its second charter. The school's authorized full grade span is for kindergarten through grade twelve, which it reached during the current charter term in the 2014-2015 school year. The school's current charter term expires on June 30, 2015.¹⁷ The school does not currently offer a public universal Pre-Kindergarten program in New York City. The school is located in two NYC DOE¹⁸-owned buildings; though as Charter Partnership buildings, the buildings are both operated by the charter entity. The school serves its elementary and middle school grades in Community School District 13 in Brooklyn and its high school grades in Community School District 17 in Brooklyn. The school's high school grades are co-located with the high school grades of schools operated by multiple charter management organizations and include students from Achievement First Bushwick Charter School, Achievement First East New York Charter School, Williamsburg Collegiate Charter School, Excellence Boys Charter School, Kings Collegiate Charter School, and Achievement First Crown Heights Charter School; together the high school grades of Achievement First Endeavor Charter School and Achievement First Crown Heights Charter School form Achievement First Brooklyn High School.¹⁹

As part of the Achievement First, Inc. network, the mission of Achievement First Endeavor Charter School is to “deliver on the promise of equal educational opportunity for all of America’s children. [They] believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of [their] students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in our communities.” The school sees its teachers as the strongest drivers of student achievement, and believes to have success in the mission depends on the school’s ability to develop its teachers. The school sets out to provide rigorous and engaging instruction through the use of the Achievement First Essentials of Instruction rubric, which sets clear, observable criteria to set expectations for teachers and guide them towards a higher quality of instruction.

The school is part of the Achievement First, Inc. network, a charter management organization. The CMO provides schools in the network with an overarching Chief Academic Officer and a Regional Superintendent, school support, teacher and staff recruitment, talent development, back office support, and curriculum and assessment, among other services. The CMO charges a 10% management fee annually, based on per pupil revenue.

Achievement First Endeavor Charter School’s Board of Trustees is led by Clair Robinson, who has served on the Board since July 2008. The Principal for the elementary school, Stephanie Keenoy, has led the elementary school since the school began phasing in elementary grades in the 2011-2012 school year. Tom Kaiser has been the middle school Principal since the 2009-2010 school year. Paul Adler is the Principal of Achievement First Brooklyn High School, into which Achievement First Endeavor Charter School students feed, and has been the Principal since the opening of the high school program.

As self-reported by the school, AF – Endeavor typically enrolls new students in all grades up through grade nine (the school does not enroll new students in grades ten through twelve), though kindergarten and grade five are considered the primary entry grades. There were 1,045 students on the waitlist after the Spring 2014 lottery; 1,135 new applications were received for the 2014-2015 school year. The school reports backfilling students from the waitlist during the school year.²⁰

Over the charter term, the school enrolled and served students as follows, with average class size and section count noted for the most recently completed school year, 2013-2014.

¹⁶ ATS data as of October 31, 2014

¹⁷ NYC DOE internal data

¹⁸ NYC DOE internal data

¹⁹ The high school grades of Achievement First East New York Charter School and Achievement First Bushwick form Achievement First University Prep. Please note that neither Achievement First Brooklyn High School nor Achievement First University Prep is a legal charter school entity.

²⁰ Self-reported information collected through the 2014-2015 DOE Annual Charter School Survey

Enrollment

Grade-Level Annual Enrollment *	2010-2011	2011-2012	2012-2013	2013-2014
Kindergarten	-	89	92	89
Grade 1	-	88	88	92
Grade 2	-	-	77	94
Grade 3	-	-	-	90
Grade 4	-	-	-	-
Grade 5	89	97	93	90
Grade 6	80	87	89	94
Grade 7	65	75	82	84
Grade 8	61	45	71	80
Grade 9	28	31	29	57
Grade 10	-	23	31	31
Grade 11	-	-	21	32
Grade 12	-	-	-	16
Total Enrollment	323	535	673	849

* Enrollment figures reflect ATS data as of October 31 for each school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

Additional Enrollment Data

School Year 2013-2014 Information	Section Count	Average Class Size
Kindergarten	3	30
Grade 1	3	31
Grade 2	4	24
Grade 3	4	23
Grade 4	-	-
Grade 5	4	23
Grade 6	5	19
Grade 7	4	21
Grade 8	3	27
Grade 9	**	**
Grade 10	**	**
Grade 11	**	**
Grade 12	**	**
Students Admitted Through The Lottery	180	

* Lottery information is based on self-reported data from the 2013-2014 DOE Annual Charter School Survey. Section counts are based on self-reported information collected as part of the school's Renewal Application. Average Class Sizes for kindergarten through grade eight were determined by dividing ATS enrollment as of October 31, 2013 by the appropriate grade-level section count.

** Information for grades nine through twelve is not reported in the table above because the section count and average class size data available includes all students enrolled at Achievement First Brooklyn High School, not simply those students enrolled in AF – Endeavor.

Please see additional demographic data in Section 4 of this report for information regarding the enrollment of special populations at Achievement First Endeavor Charter School. This information includes enrollment data for the percentage of students eligible for Free or Reduced Price Lunch, English Language Learners and students with disabilities as compared to the CSD and citywide averages, as well as targets recently finalized by the NYSED.²¹

²¹ Beginning with the 2014-2015 school year, Board of Regents authorized charter schools, including those authorized by NYC DOE, will be held accountable to enrollment targets established by NYSED for students with disabilities, English Language Learner students, and students qualifying for Free or Reduced Price Lunch. Please note that the recently finalized targets are currently based on enrollment in the 2010-2011 school year and may be updated in the future.

Part 3: Renewal Report Overview

Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress during the current 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 evaluate and monitor the charter school's academic, fiscal, and operational performance. 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 the Office of School Design and Charter Partnerships and other staff from the NYC DOE.

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

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 (as appropriate for grades served):

- New York State ELA and math assessment absolute results;
- New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public 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 and operationally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP 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 National Association of Charter School Authorizer's Core Performance Framework.²²

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;
- 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.

²² Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

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 relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

Staff Representatives

The following experts participated in the review of this school, including the renewal visit to the school on February 4 – 5, 2015:

- Maria Campo, Senior Director, NYC DOE Office of School Design and Charter Partnerships
- Kaitlin Padgett, Director of Evaluation and Policy, NYC DOE Office of School Design and Charter Partnerships
- Ola Duru, Director of Operations, NYC DOE Office of School Design and Charter Partnerships
- David Frank, Director of Charter Policy, NYC DOE Office of School Design and Charter Partnerships
- Lynnette Aqueron, Education Administrator, Senior School Improvement Specialist, NYC DOE Office of Special Education
- Caitlin Robisch, Director of Analytics, NYC DOE Office of School Design and Charter Partnerships
- Paul Yen, Data Analyst, NYC DOE Office of School Design and Charter Partnerships

Part 4: Findings

Essential Question 1: Is the School an Academic Success?

At the time of this school's renewal, Achievement First Endeavor Charter School has demonstrated academic achievement and progress.

High Academic Attainment and Improvement

- The school has four years of academic performance data and four years of NYS assessment data at the time of this report. For detailed information on grade-level data on NYS assessments as well as other academic indicators, please see Appendices A and B.

NOTE: The 2012-2013 and 2013-2014 ELA and math proficiency percentages should not be compared directly with prior-year results. Unlike prior years, proficiency on the NYS assessments for ELA and math in 2012-2013 and 2013-2014 were based on the Common Core Learning Standards – a more demanding set of knowledge and skills necessary for 21st century college and career readiness.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School	34.2%	49.0%	17.4%	31.6%
CSD 13	34.4%	38.5%	20.8%	23.8%
Difference from CSD 13*	-0.2	10.5	-3.4	7.8
NYC	41.0%	45.0%	25.7%	27.9%
Difference from NYC *	-6.8	4.0	-8.3	3.7
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-18.6	-6.1	-13.7	1.0

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School	81.3%	91.8%	42.1%	56.5%
CSD 13	44.9%	48.6%	15.0%	22.2%
Difference from CSD 13*	36.4	43.2	27.1	34.3
NYC	56.7%	59.3%	27.3%	33.0%
Difference from NYC *	24.6	32.5	14.8	23.5
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	18.0	27.0	11.0	20.3

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Performance on the NYC Progress Report

Middle School Progress Report Grades	2010-2011	2011-2012	2012-2013	2013-2014
Overall Grade	A	A	B	Progress Reports were discontinued beginning with the 2013-2014 school year.
Student Progress	A	A	B	
Student Performance	B	A	B	
School Environment	A	A	A	

HS Performance Compared to NYC Averages

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014 ²³
Achievement First Endeavor Charter School	-	-	-	71.4%
NYC *	-	-	-	68.4%
Difference from NYC	-	-	-	3.0

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

Mission and Academic Goals

According to the Renewal Application submitted to the NYC DOE by AF – Endeavor Charter School, as well as annual reports submitted to the New York State Education Department, over each of the four years in the retrospective charter term, the school achieved/met academic goals as follows:

- 6 of 9 applicable charter goals in the first year of the charter,
- 8 of 10 in the second year,
- 5 of 6 in the third year,²⁴ and
- 6 of 9 in the fourth year.

²³ School year 2013-2014 was the first year in which Achievement First Endeavor Charter School served twelfth grade students and, therefore, the first year in which the school had a graduating class.

²⁴ It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that refer to comparative academic performance of the school (e.g. to the Community School District) were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in kindergarten through grade two in its analysis of progress towards goals.

Progress Towards Academic Charter Goals *

Academic Goals		2010-2011	2011-2012	2012-2013	2013-2014
1.	Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State ELA examination.	Not Met	Not Met	N/A	Not Met
2.	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the New York State ELA examination will be greater than that of all students in the same tested grades in the local school district.	Not Met	Met	Not Met	Met
3.	Each year, on the New York State ELA examination, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the previous state exam and 75% at or above Level 3 on the current state exam.	Not Met	Not Met	N/A	Not Met
4.	Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State math examination.	Met	Met	N/A	Not Met
5.	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the New York State math examination will be greater than that of all students in the same tested grades in the local school district.	Met	Met	Met	Met
6.	Each year, on the New York State math examination, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the previous state exam and 75% at or above Level 3 on the current state exam.	Met	Met	N/A	Met
7.	Each year, 75% of students enrolled in grades nine through twelve will accumulate 10 or more credits toward graduation.	Met	Met	Met	Met
8.	By the end of year four in the charter, 75% of the first cohort will have scored at least 65 on the New York State Regents examinations in ELA and Math.	N/A	Met	Met	Met
9.	Each year, at least 75% of high school graduates will receive a bachelor's degree within six years of graduating high school.	N/A	N/A	N/A	N/A
10.	Each year, the school will have an average daily attendance rate of at least 95%.	Met	Met	Met	Met
11.	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	N/A	N/A	N/A	N/A
12.	Each year, the school will receive a "B" or higher on the Student Progress section of the NYC DOE Progress Report.	Met	Met	Met	N/A

* Goals were self-reported by the school in the school's Renewal Application submitted to NYC DOE and 2013-2014 Annual Report documentation submitted to NYSED.

Responsive Education Program

As part of the renewal review process, representatives for the NYC DOE visited the school on February 4 – 5, 2015. Based on discussion, document review, and observation, the following was noted:

- **Alignment with Common Core:**
 - School leadership reported that the school began phasing in Common Core Learning Standards aligned scope and sequence documents in the 2013-2014 school year. The Achievement First network developed the curriculum around standards-based scope and sequence documents for each core subject and grade. The network also develops unit plans that link the CCLS with the interim assessments and lesson plans. The network places an emphasis on lesson plans, with most of the lessons (especially in ELA and math) being developed through the network's shared planning initiative.
 - In the 2013-2014 school year, school leadership reported that the school's interim assessments were aligned to the CCLS in both ELA and math.
 - School leadership reported that beginning with the 2012-2013 school year, alignment with the CCLS led the school to increased rigor, more time with non-fiction texts, and changes to the types of questioning that the teachers use in the classroom.

- **Addressing the Needs of All Learners:**
 - The school supports at-risk learners through a Response to Intervention (RtI) program. After interim assessments are administered, approximately every eight weeks, Academic Deans and a Special Services Coordinator analyze the data against pre-set benchmarks and predetermined triggers to determine which students qualify for interventions during the next cycle. Interventions are re-evaluated at the end of each assessment cycle.
 - The school serves students with disabilities in the least restrictive environment, while providing services according to each student's Individualized Education Program (IEP). The school provides both a Special Education Teacher Support Services (SETSS)/ Resource Room as well as a few Integrated Co-Teaching (ICT) classes.
 - Given that the school currently has a small number of ELL students, the school utilizes the literacy interventions and RtI process to provide services to its ELL students.

- **Instructional Model and Classroom Instruction:**
 - School leadership reported that the school uses the Achievement First Teacher Career Pathway (TCP) system for its teacher evaluations and supervision. A teacher's evaluation is comprised of: 30% for observations of teaching, 40% for student achievement (in state-tested subjects), 15% for character development (as measured by student and family surveys created internally by the network), and 15% for contributions to the team (as measured by a peer survey).
 - School leadership reported that the school, as part of the Achievement First network, defines what it believes excellent instruction to look like through the network's Essentials of Instruction rubric. The rubric provides the instructional staff with stated, observable criteria that indicates defined performance levels for each category of instruction.
 - School leadership reported that the primary means for professional development at the school is through an established system of coaching, which is a network model implemented at the school level. The coaching is based on the Achievement First Essentials of Instruction rubric. Coaches conduct informal observations and provide feedback aligned with the rubric. Coaching also entails helping teachers analyze student work and data, as well as creating and working towards long-term goals. The school also holds Friday professional development time, including a grade-level team meeting block. The Academic Deans and grade-team leaders lead that meeting block.

During the renewal visit, 26 classrooms across kindergarten through grade eight were observed with the school's Principals, the Academic Deans, and the Deans of Students at both the elementary and middle school levels.

- In most of the observed classes, there was a single teacher delivering direct instruction. The other observed classes in both the elementary and middle schools that utilized co-teaching models mostly followed a lead and monitor, or occasionally a lead and assist model. Station teaching was also observed in some classes.
- Class-sizes observed ranged from 18 to 32 students, with one or two teacher(s) in all classrooms.
- Forms of questioning identified during the classroom observations included mostly basic fact recall and questioning that challenged students to demonstrate understanding, with some examples of questioning that challenged students to analyze and apply.
- In most classrooms, observed checks for understanding were done in the form of questioning, observing, and class work. In some classrooms, observed checks for understanding included exit tickets and polls.
- There was little evidence of differentiation of materials, tasks or products in most classes.
- In most observed classrooms, all students demonstrated awareness of classroom rules or procedures.
- In most observed classrooms, students were either fully on task or mostly on task. In some observed classes, approximately two to three students were off task. Teachers used tracking and hand signals to get students back on task.
- Based on debriefs with the school leadership team after classroom visits, most 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 12 teachers and two Academic Deans, two Directors of Operations, and two Directors of Special Services. The following was noted:

- Most interviewed teachers reported that they received professional development weekly on Fridays. Some interviewed teachers mentioned specific professional development topics such as discussing data from recent assessments, school culture and character virtues, parent engagement, targeted teaching skills, and differentiation.
- Several interviewed teachers mentioned the use of the Teacher Career Pathway as the method through which teachers are evaluated, and most were familiar with the TCP rubric. Some of the interviewed teachers reported that informal observations are conducted at least once a week by the teacher's coach, with follow up feedback given verbally. Most of the interviewed teachers reported that the formal observations occurred twice a year with a school leader and a second person, who may be a network representative or an external consultant. Most of the teachers interviewed mentioned the weekly meeting with their coach as a time when feedback is given and lesson plans are reviewed and student-level data is analyzed.
- Some interviewed teachers reported that they conduct quarterly interim assessments, which are network-created, followed by data days. The data days are when the instructional staff looks at student data to determine reading and intervention groups, and differentiate upcoming units. The teachers mentioned that the data analysis allows for them to see the big content gaps that need to then be reviewed and remediated. Some of the interviewed teachers reported that they give daily exit tickets to inform lesson plans and small group instruction.

One group of 10 fourth grade students and one group of nine seventh and eighth grade students were interviewed. Based on student interviews conducted during the February 4 - 5, 2015 visit to the school, the following was noted:

- The elementary school students interviewed reported that they know they have done a good job if the class gives them a shout out or when they see results in their report cards.
- The middle school students interviewed reported that teachers expect a lot of them academically and believe that going to college is important.

During the renewal visit to the school's Achievement First Brooklyn High School on November 18 – 19, 2014, NYC DOE representatives conducted interviews with one group of seven ninth and tenth grade students, and one group of three eleventh and twelfth grade students. The following was noted:

- The high school students interviewed reported that the school prepares them for college by providing them with a college-like environment including class discussion, teacher office hours, and a focus on writing assignments. The students also reported that the College Readiness

course helps them navigate the collegiate financial aid process and early decision application process.

According to the 2013-2014 NYC School Survey administered to elementary and middle school parents, 94% of parents agree or strongly agree “that the school has teachers who are interested and attentive when they discuss [their] child” and 97% of parents who responded to the survey agree or strongly agree “that the school has high expectations for [their] child.”²⁵

According to the 2013-2014 NYC School Survey administered to elementary and middle school teachers, 94% of teachers agree or strongly agree that “order and discipline are maintained at the school” though only 80% disagree with the statement that “at my school students are often harassed or bullied in school.”²⁶

²⁵ According to the 2013-2014 NYC School Survey for the elementary and middle school grades only, 47% of parent respondents strongly agree that AF – Endeavor has teachers who are interested and attentive when they discuss their child; another 47% agree with the statement. Similarly, 60% of parent respondents strongly agree that AF – Endeavor has high expectations for their child; another 37% agree with the statement.

²⁶ According to the 2013-2014 NYC School Survey for the elementary and middle school grades only, 58% of teacher respondents strongly agree that order and discipline are maintained at AF – Endeavor; another 36% agree with the statement. Of teacher respondents, 22% strongly disagree that students are often harassed or bullied in the school; 58% of teacher respondents disagree with the statement; 18% agree with the statement; and 2% strongly agree with the statement.

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

Governance Structure & Organizational Design

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

On March 18, 2015, as part of the renewal review process, a representative from the NYC DOE interviewed representatives of the school's Board of Trustees. Based on document review and observation, the following was noted:

- The Board currently has 15 members. This level of membership is consistent with the minimum of five members and maximum of 15 members established in the Board's bylaws.
- Officer roles specified in the Board's bylaws are Chair, Vice Chair and Treasurer. The positions of Chair and Treasurer are currently filled; however, the Vice Chair position is vacant and has been vacant throughout the entirety of the charter term.
- Minutes from one meeting held in 2010-2011 were available for review. Additionally, minutes from six Board meetings held in 2011-2012, minutes from six meetings held in 2012-2013, and minutes from five meetings held in 2013-2014 were available for review. All meetings held during those times met quorum. Additionally, five meetings have been held to date in the 2014-2015 school year, all of which met quorum. However, the current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year. The NYC DOE has communicated that the Board's bylaws need to be amended to meet the Board meeting requirements of the current Charter Schools Act.
- According to available meeting minutes, the Board is updated regularly on academics via the Principal's report and dashboard review. The Board is also updated on school finances. Additionally, most meeting minutes reviewed included an update on parent and family engagement.
- There are clear lines of accountability between the Board and school leadership team as evidenced by the school's organizational chart and as evidenced by updates on academic performance to the Board, as recorded in Board meeting minutes.
- The Board's bylaws require an Executive Committee, a Finance Committee, and an Education/Accountability Committee. The 2014-2015 Board roster and meeting minutes indicate that these committees are currently active and also that there are other active Board committees including a Family Engagement Committee and a Development Committee. Further, minutes make reference to an Academy Committee and a Professional Growth Plans (PGP) sub-committee. Neither Board rosters, nor minutes from Board meetings held in other years of the charter term, reference any committees.
- All current AF – Endeavor Board members have previously served on an Achievement First CMO school Board. The current AF – Endeavor Board is comprised of the same members of the other Achievement First CMO Brooklyn schools. Claire Robinson, the current Board Chair, has been on the AF - Endeavor Board since 2007. Further, Ted Coons and Justin Cohen have been on the Board since 2009 and 2010, respectively. Though all other Board members joined in August 2014, several have served on other Achievement First Boards in Brooklyn. For example, Gabe Schwartz and Priscilla Hall have served on the Achievement First Crown Heights Charter School Board since 2009 and 2007, respectively. Further, Jon Atkeson, Matt Tartaglia and Lee Gause have served on the Achievement First East New York Charter School Board since 2006, 2009 and 2012, respectively.
- The school is currently led by three different Principals, one at each school level: Stephanie Keenoy at the elementary school, Tom Kaiser at the middle school, and Paul Adler at the high school. Ms. Keenoy has been at the school since 2011. Mr. Kaiser has been with the school since 2006 and has been the middle school Principal since 2009. Additionally, Mr. Adler has been at Achievement First Brooklyn High School since its first year of operation in 2009-2010.

School Climate & Community Engagement

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

- The school has met its charter goal of having an annual average student attendance rate of at least 95% in all four years of the retrospective charter term. Average daily attendance for students over the course of the charter term is provided in the table below.²⁷

Average Attendance

Elementary and Middle School Attendance				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School*	96.6%	97.8%	97.6%	97.3%
NYC**	93.2%	93.9%	93.6%	93.2%
Difference from NYC	3.4	3.9	4.0	4.1
High School Attendance				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Brooklyn High School*	97.2%	98.2%	98.1%	98.0%
NYC**	85.5%	86.2%	86.1%	86.5%
Difference from NYC	11.7	12.0	12.0	11.5

* Attendance was taken from ATS.

** NYC attendance figures reflect average attendance across all general education district schools as reflected in ATS.

- The school has experienced increasing instructional turnover during the course of the charter term. In 2010-2011, 2011-2012, 2012-2013 and 2013-2014, the percentage of instructional staff who did not return, either by choice or request, at the start of the following school year was 12%, 24%, 26%, and 34%, respectively. There is little evidence that this turnover has affected student performance; however, it was highest during the retrospective charter term in the most recent academic year at 34%, or 24 of 70 instructional staff not returning by choice or by request.
- Student mobility is presented below for the charter term without comparison to other schools, the CSD, or NYC as final student retention goals were not yet finalized by the New York State Education Department for the retrospective charter term at the time of the creation of this report. Based on the NYC DOE's evaluation and not in comparison to any other school, the CSD, or NYC averages, the school has had minor challenges with retaining students.

Mobility

Student Mobility out of Achievement First Endeavor Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School	74	77	44	98
Percent of Students who Left the School	22.9%	14.4%	6.5%	11.8%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

²⁷ The table reflects average daily attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school years 2010-2011 through 2013-2014. The high school attendance information reflects attendance of all high school students at Achievement First Brooklyn High School, not simply those enrolled at AF – Endeavor. Please note that the school self-reported aggregate attendance rates in its Renewal Application which differ from the aggregate attendance recorded in ATS for all school years, though the differences are not significant. The school self-reported attendance rates 96.8%, 97.9%, 97.3% and 97.1% for school years 2010-2011, 2011-2012, 2012-2013 and 2013-2014, respectively.

- The NYC DOE has made changes to the NYC School Survey during the entirety of the retrospective charter term. Questions asked have been altered, added, or deleted from year to year. Also, beginning with the 2013-2014 NYC School Survey, survey categories will not be measured in total points out of 10 possible points. To allow for consistency during the evaluated charter term, selected questions, consistent with the NYC DOE OSDCP Accountability Framework were identified as relevant for charter schools. These are presented below for the elementary and middle school students, parents and teachers for the duration of the retrospective charter term. In the most recent year of survey results, 2013-2014, the percentage of elementary and middle school teachers agreeing or strongly agreeing was above citywide averages for all of four selected questions; however, the percentage of elementary and middle school parents agreeing or strongly agreeing was below citywide averages for all of the three selected questions. For the middle school students, the percentage agreeing or strongly agreeing was below citywide averages for two of the three selected questions and equal to the citywide average for the third selected question.
- NYC School Survey Response Rates should be comparable over time, however, as the measurement of these has remained consistent. Response rates for parents, teachers and students (if participating) are presented below for each year of the charter term. The response rates for AF – Endeavor middle school students were above NYC averages in all years. However, the response rates for AF – Endeavor elementary and middle school parents were above NYC averages in only three of the four school years in the retrospective charter term, with the response rate below the citywide average in the most recent year. The response rates for AF – Endeavor elementary and middle school teachers were above NYC averages in only two of the last four years, the first two years of the retrospective charter term. The response rates for both parents and teachers at AF – Endeavor have declined each year of the retrospective charter term.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree						
Survey Question		Achievement First Endeavor Charter School ****				Citywide Average
		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	68%	75%	47%	45%	62%
	Most students at my school treat each other with respect.	49%	64%	58%	47%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	87%	90%	83%	79%	79%
Parents	I feel satisfied with the education my child has received this year.	94%	96%	97%	94%	95%
	My child's school makes it easy for parents to attend meetings.	88%	90%	89%	88%	94%
	I feel satisfied with the response I get when I contact my child's school.	87%	93%	95%	94%	95%
Teachers	Order and discipline are maintained at my school.	100%	87%	100%	93%	80%
	The principal at my school communicates a clear vision for our school.	100%	101%	100%	98%	88%
	School leaders place a high priority on the quality of teaching.	92%	101%	96%	98%	92%
	I would recommend my school to parents.***	-	73%	97%	91%	81%

* Students in kindergarten through grade five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2009-2010 through 2012-2013 School Surveys.

*** This question was not introduced until the 2011-2012 School Survey.

**** Survey results are presented for students, parents and teachers of only elementary and middle school grades of AF – Endeavor. High school students enrolled at Achievement First Endeavor Charter School, as well as parents of high school students enrolled at Achievement First Endeavor Charter School and high school teachers, are not included in the above figures.

NYC School Survey Results

Response Rates					
		2010-2011	2011-2012	2012-2013	2013-2014
Students*	Achievement First Endeavor Charter School **	92%	97%	95%	93%
	NYC	83%	82%	83%	83%
Parents	Achievement First Endeavor Charter School	76%	64%	56%	40%
	NYC	52%	53%	54%	53%
Teachers	Achievement First Endeavor Charter School	100%	93%	77%	73%
	NYC	82%	81%	83%	81%

* Students in kindergarten through grade five do not participate in the NYC School Survey.

** Survey results are presented for students, parents and teachers of only elementary and middle school grades of AF – Endeavor. High school students enrolled at Achievement First Endeavor Charter School, as well as parents of high school students enrolled at Achievement First Endeavor Charter School and high school teachers, are not included in the above figures.

- The school’s charter goals include, “parents will express satisfaction with the school’s program, based on the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect.” The school met this goal in all applicable school years, 2010-2011, 2011-2012, and 2012-2013. This goal was not applicable for the 2013-2014 school year.
- The school’s charter goals include, “teachers will express satisfaction with school leadership and professional development opportunities as determined by the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.” The school partially met this goal in the 2010-2011 and 2011-2012 school years²⁸ and fully met this goal in the 2012-2013 school year. This goal was not applicable for the 2013-2014 school year.
- The school’s charter goals include, “students will express satisfaction with the school’s program, based on the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.” This goal was not met in 2010-2011. The school partially met this goal in the 2011-2012 and 2012-2013 school years.²⁹ This goal was not applicable for the 2013-2014 school year.

As part of the renewal process, representatives for 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:

- The school established a Parent Leadership Committee, which remains active throughout the year, having met at least 10 times per year during each year of the retrospective charter term according to school self-reported data.
- The NYC DOE conducted a public renewal hearing on February 4, 2015 at Achievement First Endeavor Charter School located at 510 Waverly Avenue, Brooklyn, NY 11238 for the school in an effort to elicit public comments. Approximately three participants attended the hearing with these three persons speaking in support of the school’s renewal and none speaking in opposition.
- The NYC DOE made randomized phone calls to parents/guardians from a roster provided by the school for students of all grades. Calls to school parents/guardians were made from December 2014 through January 2015 until 20 phone calls were completed. Of these calls, 85% provided positive feedback, 10% provided neutral feedback, and 5% provided negative feedback.

²⁸ This goal was evaluated based on elementary and middle school teacher responses for the retrospective charter term. If the school received fewer than 7.5 points in one or more of the Survey categories the goal was considered ‘partially met.’ In the 2010-2011 and 2011-2012 school years, the school received fewer than 7.5 points in the Engagement category.

²⁹ This goal was evaluated based on middle school student responses for the retrospective charter term. If the school received fewer than 7.5 points in one or more of the Survey categories the goal was considered ‘partially met.’ In the 2011-2012 and 2012-2013 school years, Achievement First Endeavor Charter School received fewer than 7.5 points based on middle school student responses in all categories except Academic Expectations.

Financial Health

Overall, the school is in a weak position to meet near-term financial obligations.

- Based on the fiscal year 2014 (FY14) financial audit and follow up, the school's current ratio of 0.51 indicated a risk that the school may be unable to meet its current liabilities.
- Based on the FY14 financial audit, the school had unrestricted cash on hand of \$26,975, which represents only one day of operating expenses. This indicates a risk that the school will be unable to cover its current liabilities totaling \$1,767,022 without an infusion of cash. The school experienced some issue with cash flow as a result of paying down approximately \$300,000 in debt.
- A comparison of the enrollment projections for the 2014-2015 budget to the actual enrollment as of October 31, 2014 revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY14 financial audit, the school had met its debt obligations.

Financial Sustainability

Overall, there are concerns about the financial sustainability of the school based on its current practices.

- Based on the financial audits from FY11 to FY14, the school operated at a 14% deficit, indicating the school may not be operating within its resources at the time of the FY14 audit. The school operated at a deficit for each measurable fiscal year in the current charter term. However, the aggregate deficit has decreased by 6% as of the FY14 financial audit.
- Based on the FY14 financial audit and follow up, the school's debt-to-asset ratio of 0.25 indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY14, the school had overall negative cash flow from FY11 to FY14, as well as negative cash flow in each measurable fiscal year in the current charter term.

There was no material weakness noted in the four independent annual financial audits for FY11 to FY14.

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

Over the charter term, Achievement First Endeavor Charter School has been compliant with some applicable laws and regulations, but not others.

As of the review in April 2015, the Board of Trustees for AF – Endeavor is in compliance with:

- **Membership size.** Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 15 members. The Board currently has 15 members.
- **Posting of minutes and agendas.** Agendas are available to the public prior to Board meetings via the school's website. There are agendas and minutes available on the school's website for the following meetings, all of which took place in the 2014-2015 school year: July 31, 2014; September 22, 2014; November 18, 2014, and January 22, 2015. The agenda for the March 18, 2015 meeting is available on the school's website.
- **Timely submission of documents.** The Board has consistently submitted the Annual Report to the NYSED by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. Charter law also requires the school to post annual audits to its website. Currently, there are financial reports posted for FY12 and FY13 but no other years of the current charter term.

As of the review in April 2015, the Board of Trustees for AF – Endeavor is out of compliance with:

- **Required number of board meetings.** The current Board bylaws indicate that the Board is to meet a minimum of six times each year and, while the Board met six times in 2011-2012 and 2012-2013, the Board only met five times in 2013-2014. Minutes for only one meeting held in 2010-2011 were available for review. Quorum was achieved at all of the meetings reviewed. The Board has met five times in the 2014-2015 school year, achieving quorum at each meeting, and is scheduled to meet three more times this year.
 - The current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year. The NYC DOE has communicated that the Board's bylaws need to be amended to meet the Board meeting requirements of the current Charter Schools Act.
- **Submission of all required documents.** None of the 15 current Board members have submitted conflict of interest and financial disclosure forms as part of the 2013-2014 Annual Report. Documentation has not been submitted for the current Board members as of the time of review.³⁰
- **Notification of Board Member Resignations/Submission of New Board Members for Approval.** The Board has not consistently submitted new Board member credentials within the required five days of change to OSDCP for review and, if necessary, approval. Though the school added 12 Board members to its roster in August 2014, the NYC DOE only learned of these additions during a meeting with another school in the Achievement First CMO network in November 2014. However, all documents needed for new member approval were submitted after November 2014.

As of the review in April 2015, the charter school is in compliance with:

- **Insurance.** The school has submitted appropriate insurance documents to the NYC DOE.
- **Application and Lottery.** For enrollment in the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 8, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.
- **Timely Submission of Invoicing and Reconciliation Documents.** Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.
- **Student Discipline Plan.** The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be in compliance with federal law.

³⁰ Source: New York State Education Department Annual Report

- **Immunization.** The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- **Fingerprint clearance.** All staff members have appropriate fingerprint clearance.
- **Fire Emergency.** At least one of the school leaders, at both buildings, was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- **Safety Documents.** The school has submitted the required safety plan; and the school has the required number of staff with AED/CPR certification.

As of the review in April 2015, the charter school is out of compliance with:

- **Teacher certification.** The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. The school is currently employing 17 uncertified teachers.

Enrollment and Retention Targets

- 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.
 - As of the creation of this report, charter school enrollment and retention targets as required by the NYS Charter Schools Act were still in a proposed status; these targets have since been finalized. The information presented below for enrollment is compared to NYC CSD and NYC averages, as well as the recently finalized current enrollment targets developed by NYSED. It should be noted that these targets were developed using a different methodology than that used to develop the school-specific enrollment rates for each special population as presented below.³¹
- In all years of operation, including the most recently completed school year 2013-2014, Achievement First Endeavor Charter School:
 - served a higher percentage of students qualifying for Free or Reduced Price Lunch compared to the CSD 13 elementary and middle school rate, the CSD 17 high school rate, and the citywide rate, the only exceptions occurring in 2010-2011 and 2012-2013;³² and
 - served a lower percentage of students with disabilities compared to the CSD 13 elementary and middle school rate, the CSD 17 high school rate, and the citywide rate; and
 - served a significantly lower percentage of English Language Learner students compared to the CSD 13 elementary and middle school rate, the CSD 17 high school rate, and the citywide rate.

³¹ Please see the following website for more information: <http://www.p12.nysed.gov/p12/enrollment-retention-targets.html>

³² In school year 2010-2011 the school served a lower percentage of students qualifying for Free or Reduced Price Lunch compared to the CSD 13 elementary and middle school rate. In addition, in 2012-2013 the school's percentage of students qualifying for Free or Reduced Price Lunch was less than the CSD 17 high school rate by 0.5 percentage points.

Enrollment of Special Populations³³

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current) ³⁴
Free and Reduced Price Lunch (FRPL)	Achievement First Endeavor Charter School	80.5%	84.9%	82.9%	83.5%	84.4%
	CSD 13	81.5%	78.7%	76.6%	74.4%	
	CSD 17	80.1%	81.3%	83.4%	82.3%	
	NYC	79.7%	81.7%	80.8%	80.2%	
Students with Disabilities (SWD)	Achievement First Endeavor Charter School	14.6%	13.1%	12.2%	13.1%	10.5%
	CSD 13	18.9%	15.7%	16.1%	18.9%	
	CSD 17	16.6%	14.2%	13.5%	13.3%	
	NYC	19.3%	17.7%	17.9%	18.9%	
English Language Learners (ELL)	Achievement First Endeavor Charter School	1.5%	0.9%	0.6%	0.4%	4.9%
	CSD 13	4.1%	5.2%	5.3%	5.7%	
	CSD 17	10.9%	9.9%	10.4%	10.4%	
	NYC	13.4%	14.8%	14.5%	13.9%	

Additional Enrollment Information				
	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	5-9	K-1, 5-10	K-2, 5-11	K-3, 5-12
CSD(s)	13 (Grades 5-8) & 17 (Grade 9)	13 (Grades K-1, 5-8) & 17 (Grades 9-10)	13 (Grades K-2, 5-8) & 17 (Grades 9-11)	13 (Grades K-3, 5-8) & 17 (Grades 9-12)

³³ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves kindergarten through grade five, comparisons of that school's special populations will only be made relative to kindergarten through grade five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

³⁴ Targets were identified for Achievement First Endeavor Charter School by using CSD 13 as the primary CSD and a grade range of kindergarten through twelve.

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:

- The school does not plan to expand grade levels, having reached its full grade span of K-12 during its current charter term, but is requesting an increase in its maximum authorized enrollment.
- The 2010 amendments to the NYS Charter Schools Act require charter schools to attract and retain at-risk students, specifically students who are eligible for Free or Reduced Price Lunch, students with disabilities, and English Language Learner students, at rates proportional to schools in their districts of location. In response to this regulation, AF – Endeavor has demonstrated efforts to attract and retain these students.
 - In 2009, all Achievement First schools implemented an at-risk preference for low-income families. In 2014, Achievement First schools, including AF – Endeavor, amended its enrollment policy to extend the at-risk preference to students with disabilities and English Language Learners.
 - Recruitment efforts have included street teams that are parent-led and comprised of members who speak Spanish and Haitian Creole. Collectively, the street teams have logged nearly 240 hours of direct community outreach. Recruitment teams have also presented in Spanish at head start day cares and community organizations, including The Coalition for Hispanic Family Services, El Puente Bushwick Center, and the Hispanic Service Society.

Part 5: Background on the Charter Renewal Process

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 prior 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.

The NYC DOE does not automatically grant charter renewal, and no charter operator is entitled to renewal. Rather, a school must prove that it has earned renewal and is worthy of continuing the privilege of educating New York City public school students. To make such determinations, the NYC DOE Office of School Design and Charter Partnerships renewal team performs a comprehensive review of the school's academic, operational and fiscal performance over the course of the charter, which includes an analysis of the school's renewal application. This application is built around the four essential questions of the NYC DOE OSDCP Accountability Framework and includes a retrospective analysis of the school's prior track record as well as a prospective plan for the school. In reviewing this information, a school must be able to demonstrate that it can satisfy the four essential questions of the NYC DOE OSDCP Accountability Framework:

1. Is the school an academic success?
2. Is the school a fiscally and operationally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school's plans for its next charter term?

The school presents evidence to support its application for renewal by providing a compelling response to these overarching questions that demonstrates its students have made significant academic progress, is serving students equitably, has sustainable operations to be successful in the next charter term, and that the school has met the goals and objectives pledged in its current 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.

While the academic performance of students is the foremost determining factor of a school's success, a school's ability to demonstrate an effective educational program, a financially and operationally viable organization, and a strong learning community with support from stakeholders are also important factors that inform a renewal decision. For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Framework overview in Part 6 of this report.

Statutory Basis for Renewal

The New York State Charter Schools Act ("the Act") authorizes the creation of a system 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:

§2850:

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

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.³⁵

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.

(e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

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

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

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.³⁶ As one such charter entity, the New York City Department of Education ("NYC DOE") 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; and
- The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents of students with disabilities, English Language Learners, and

³⁵ See §§ 2851(4) and 2852 of the Act.

³⁶ See generally §§ 2851(3) and 2851(4).

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.³⁷

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.³⁸

³⁷ § 2851(4)(e) added with the 2010 amendments to the Act.

³⁸ See § 2852(5).

Part 6: NYC DOE OSDCP Accountability Framework

The Office of School Design and Charter Partnerships team may recommend to the Chancellor three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal.

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

Full-Term Renewal, With or Without Conditions

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 clearly and consistently demonstrated high academic attainment and/or consistent and significant student academic progress, has met the majority of its charter goals, has demonstrated financial stability, has demonstrated operational viability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

Short Term Renewal, With or Without Conditions

In cases where a school is up for renewal of its initial charter and has two years or fewer of state-assessment results, or where any school has demonstrated mixed academic results or has uncertain organizational or financial viability, a short-term renewal with or without conditions may be considered.

Non-Renewal

Renewal is not automatic. 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.

Grade Expansions or Enrollment Changes

A school may seek material charter revisions as part of the renewal process. In the case of a grade expansion or change in authorized enrollment, these material charter revisions are considered separately from the charter renewal. Charter renewal, with or without conditions, is not a guarantee of approval for a proposed material charter revision.

The NYC DOE OSDCP Accountability Framework

To help Chancellor-authorized charter schools better understand what we mean by success for charter schools, the OSDCP team 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 and operationally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school's plans for its next charter term?

Although academic performance is primary, the NYC DOE takes into account a wide variety of factors (as indicated by the framework strands and available evidence detail) when evaluating a school. These factors include academic, fiscal, operational and environmental indicators of a charter school's performance. Additionally, some of the indicators we evaluate relate to expected performance as defined in the New York State Charter Schools Act including evidence of improved student learning and achievement, special emphasis on expanded learning experiences for students who are at-risk of academic failure, use of different and innovative teaching methods, parent and student satisfaction, and enrollment and retention of special student populations. Further detail about the application of the framework to school reflection and evaluation is provided beginning on page 17 of the NYC DOE Chancellor-Authorized Schools Accountability Handbook for 2014-2015.

What follows is a framework that outlines strands, indicators, and potential evidence for each of the four essential questions. The framework identifies what OSDCP looks at in determining whether a school is successful enough to earn a new charter term, with or without conditions, and the duration of the charter term recommended by NYC DOE. As schools use the NYC DOE OSDCP Accountability Framework, they should remember that charter schools exist to deliver improved student achievement for the students they serve, particularly at-risk students, so the schools are high-quality choices for families. This reminder should help a school apply this framework to its own performance analysis, underscoring the state and city's commitment to superior academic performance as the most important factor in a school's performance, while also recognizing the importance of closing the achievement gap and offering high-quality learning opportunities for all students.

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 established in school charter
- Meet student progress goals established in school charter
- Meet other rigorous academic goals as stated on school charter
- Demonstrate increasing student achievement/growth
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing academic performance measures of DOE identified peer-schools
- Are surpassing academic performance measures compared with district/city proficiency averages

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 3-8 NYS Math Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 4 and 8 NYS Science Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- HS 4- and 6-Year Graduation Rates
- Grades 8-12 NYS Regent Exam Results
- 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
- When applicable, NYSAA or other approved alternate assessments results
- Results on state accountability measures
- Charter School Academic Goals
- School-reported internal assessments
- NYC DOE Progress Reports or School Quality Reports³⁹

1b. Instructionally Sound and 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 and Common Core Learning Standards
- Use instructional models and resources that are consistent with school mission and 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
- Utilizes 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 and supporting curricular tasks, programs and resources for effectiveness and fit with school mission and goals

³⁹ Beginning with the 2013-2014 school year, the NYC DOE replaced the DOE Progress Report with the DOE School Quality Report. The 2012-2013 school year is the last year NYC public schools will have a Progress Report score. The Progress Report and School Quality Report contain similar indicators of performance.

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Classroom observations
- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc.)
- Instructional leader and staff interviews
- Special Education/ELL progress monitoring documentation
- Professional development plans and resources
- Student/teacher schedules
- Student Intervention / Response to Intervention program description and resources
- Interim assessment results
- Data findings; adjusted lesson plans
- Self-assessment documentation

1c. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Provide a safe, respectful, and stable academic environment conducive to student learning (one with efficient transitions and safe hallways, cafeteria, yard, etc.)
- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best effort academically and to actively engage in their own learning and the life of the school
- 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
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Have formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- Classroom observations
- NYC DOE School Survey results (students, parents and teachers)
- 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 (referral, suspension, expulsion)
- Parent complaint/concern information
- Self-administered satisfaction survey results
- Interviews with school leadership, staff, and, if appropriate, students
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)
- School calendar and class schedules

2. Is the School a Fiscally and Operationally Sound, Viable Organization?

2a. Mission and Goals

Schools with a successful mission and goals have many of the characteristics below:

- Have an animated mission statement and clearly articulated goals (both academic and non-academic) that staff, students and community embrace
- Demonstrate an active self-evaluation process that involves regular monitoring, an examination of practices based on outcomes against goals, and reporting on progress towards school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for a successful mission and goals might include, but not be limited to, the following:

- Mission Statement
- School charter and external documents (student/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
- Stakeholder interviews (board, parents, staff, students, etc.)

2b. Leadership and Governance Structure

Schools with successful leadership and governance structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful 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 Law and conflict of interest laws, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- 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
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- Have timely and appropriate access to legal counsel
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provides regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook and core operational policies
- School calendar
- Professional development plans
- Stakeholder interviews (board, school leadership and staff)

2c. 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
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the NYC DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships that support and advocate for the school
- Engage families actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer
- Share instructional and operational practices with the larger NYC school community and actively seek opportunities for partnering and collaboration
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives

Evidence for school climate and community engagement may include, but not be limited to, the following:

- NYC 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
- Participation in NYC DOE initiatives and efforts to collaborate/partner with other NYC schools
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Student/Family and Staff Handbooks

2d. Operational Health

Schools that are effective, sustainable organizations have many of the characteristics below:

- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Demonstrate efficient and orderly daily operations
- Have appropriate insurance coverage and insurance and facility documents
- An effective process for recruiting, hiring, compensating, monitoring, supporting, and evaluating school leadership and staff
- A flexible, data-driven approach to professional development for all staff
- Consistently meet student enrollment and retention targets as established by SED (applicable to schools renewed after 2010)
- Communications with NYC DOE are timely, comprehensive, and appropriate
- If applicable, school relationship with a charter management organization identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees

Evidence of an operationally viable organization may include, but not be limited to, the following:

- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Appropriate insurance documents
- Operational policies and procedures
- Operational organizational chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan
- Immunization completion rate information
- Appropriate AED/CPR certifications

2e. Financial Sustainability

Schools that are responsible stewards of public funds and are effective, sustainable organizations have many of the characteristics below:

- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, at school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Consistently clean financial audits and compliant escrow accounts
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school's design and academic program
- School leadership and Board maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- School leadership and Board oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Demonstrate financial planning for future school years, including per-pupil and space-related cost projections

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
- Financial audits, escrow accounts and other fiscal reporting documents
- Financial leader(s) resume and accountability documents
- Financial and operational organizational chart
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships

3. Is the School in Compliance with its Charter and All Applicable Laws and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with the school's charter and charter agreement have the characteristics below:

- Implement the key features of their charter as described in the original charter and, if appropriate, 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 up-to-date charter is available on request to staff, parents, and school community
- Implement 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
- Annual Comprehensive Review reports
- Board meetings, agendas and minutes
- Leadership/Board and staff interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have the characteristics below:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for Free and Reduced Price Lunch, ELL and Special Education students to those of their community school district of location⁴⁰ or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement 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
- Conduct an independently verified fair and open lottery and manage enrollment process and annual waiting lists with integrity
- Employ instructional staff with appropriate security clearances and meet all 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 NYSED Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student/Family Handbook
- Student discipline policy and records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

⁴⁰ School-specific targets for enrollment and retention were developed by the NY State Education Department. This requirement of the New York State Charter Schools Act applies to schools renewed after 2010.

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have the characteristics below:

- Safe and secure facilities with no significant compliance concerns
- Consistently clean annual audits, up-to-date escrow accounts, and complete 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 comply with NYC DOE OSDCP's requirements for reporting changes in board membership and securing approval for new board members
- Inform NYC DOE OSDCP, and where required, receive OSDCP 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
- Stakeholder 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, a school may consider various growth options: replication, expansion to new grades or increased enrollment, or alteration of its 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 determine community needs and to communicate regarding the school's 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:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter revision or merger applications
- 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 (for example, human resource policies for growing your own talent, 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)
- School develops contingency plans especially for facilities or financial scenarios

Evidence for organizational sustainability may include, but not be limited to, the following:

- Charter renewal application
- Board roster and resumes
- Board committees and minutes
- School organizational 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 without major changes through expansion or replication, 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:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter including mission, program description, governance, organization, budget, etc. for new term
- Leadership and Board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

Appendix A: School Performance Data

Students scoring at or above Level 3

Grade-Level Proficiency in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School				
Grade 3	-	-	-	55.2%
Grade 4	-	-	-	-
Grade 5	24.4%	46.7%	14.3%	19.1%
Grade 6	47.4%	49.4%	16.3%	23.6%
Grade 7	30.6%	54.8%	17.5%	30.0%
Grade 8	35.0%	43.2%	22.5%	30.4%
DIFFERENCE FROM CSD 13 *				
Grade 3	-	-	-	25.2
Grade 4	-	-	-	-
Grade 5	-21.5	-5.2	-13.3	-13.4
Grade 6	10.8	11.7	-1.7	6.4
Grade 7	3.1	19.1	-0.4	12.8
Grade 8	6.8	13.1	3.1	10.0
DIFFERENCE FROM NYC				
Grade 3	-	-	-	25.3
Grade 4	-	-	-	-
Grade 5	-24.6	-5.5	-14.4	-9.3
Grade 6	3.8	4.1	-7.0	-1.7
Grade 7	-5.9	11.5	-8.0	3.2
Grade 8	0.0	4.2	-2.9	1.5

Grade-Level Proficiency in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School				
Grade 3	-	-	-	55.2%
Grade 4	-	-	-	-
Grade 5	74.4%	82.2%	19.8%	27.3%
Grade 6	86.8%	94.3%	47.7%	65.6%
Grade 7	72.6%	97.3%	27.5%	64.2%
Grade 8	93.3%	97.7%	80.3%	72.2%
DIFFERENCE FROM CSD 13 *				
Grade 3	-	-	-	20.8
Grade 4	-	-	-	-
Grade 5	16.8	21.7	-4.2	-5.2
Grade 6	44.4	48.2	33.7	45.5
Grade 7	29.5	50.2	17.4	52.2
Grade 8	55.9	55.9	68.4	63.3
DIFFERENCE FROM NYC				
Grade 3	-	-	-	16.5
Grade 4	-	-	-	-
Grade 5	11.5	17.0	-9.8	-11.5
Grade 6	30.8	35.0	18.9	31.8
Grade 7	17.1	40.0	2.5	34.6
Grade 8	40.8	42.5	54.5	49.4

* CSD comparisons are particular to the CSD in which the school was sited each year.

Regents Pass Rates

Achievement First Endeavor Charter School			
	2011-2012	2012-2013	2013-2014
Integrated Algebra	95%	99%	-
Algebra 2 / Trigonometry	-	-	-
Comprehensive English	100%	91%	93.1%
U.S. History	-	100%	96.3%
Chemistry	70%	63%	51.6%
Physics	100%	67%	-
Living Environment	-	-	87.5%
Language Other Than English	-	-	-

Appendix B: High School Performance Data

The high school performance data presented below reflects high school students from both Achievement First CMO schools that collectively make up “Achievement First Brooklyn High School”.⁴¹ The percentage of students that attended Achievement First Brooklyn High School that were AF – Endeavor students is as follows:

- In 2010-2011, 25% of Achievement First Brooklyn High School students were registered to AF – Endeavor.
- In 2011-2012, 33% of Achievement First Brooklyn High School students were registered to AF – Endeavor.
- In 2012-2013, 36% of Achievement First Brooklyn High School students were registered to AF – Endeavor.
- In 2013-2014, 48% of Achievement First Brooklyn High School students were registered to AF – Endeavor.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Brooklyn High School	-	-	-	79.1%
NYC *	-	-	-	68.4%
Difference from NYC	-	-	-	10.7
College and Career Preparatory Course Index **				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Brooklyn High School	-	-	-	69.8%
Peer Percent of Range	-	-	-	60.0%
City Percent of Range	-	-	-	92.8%

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education diploma or GED.

** The College and Career Preparatory Course Index score was not introduced until the 2010-2011 school year and peer and city percent of range scores were not available until the 2011-2012 school year. A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

⁴¹ The two Achievement First CMO schools whose high school grades together make up Achievement First Brooklyn High School are Achievement First Crown Heights Charter School and Achievement First Endeavor Charter School. Both charter schools are authorized by the NYC DOE Chancellor.

Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
Achievement First Brooklyn High School	0.97	1.21	1.31	0.91	1.03
Peer Percent of Range	29.3%	36.5%	41.8%	34.5%	43.2%
City Percent of Range	56.5%	66.1%	60.5%	59.8%	62.5%
2013					
	English	Math	Science	Global History	U.S History
Achievement First Brooklyn High School	1.05	1.19	1.44	1.17	1.04
Peer Percent of Range	50.0%	42.7%	54.9%	77.6%	49.0%
City Percent of Range	63.8%	66.4%	66.0%	85.0%	62.0%
2012					
	English	Math	Science	Global History	U.S History
Achievement First Brooklyn High School	1.55	1.69	2.16	1.71	1.33
Peer Percent of Range	79.5%	66.7%	100.0%	67.5%	54.8%
City Percent of Range	77.7%	73.3%	94.8%	69.8%	59.8%
2011					
	English	Math	Science	Global History	U.S History
Achievement First Brooklyn High School	1.41	1.79	1.65	1.65	-
Peer Percent of Range	81.7%	75.8%	71.8%	68.8%	-
City Percent of Range	74.5%	80.2%	70.2%	71.1%	-

The Weighted Regents Pass Rate measures students' progress since the corresponding eighth grade test, with more weight given to students with lower proficiency based on eight grade test results.

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Brooklyn High School	77.4%	86.2%	95.7%	83.8%
Peer Percent of Range	20.7%	45.7%	84.5%	26.4%
City Percent of Range	58.5%	72.3%	90.5%	63.7%
% 2nd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Brooklyn High School	-	84.5%	90.4%	92.1%
Peer Percent of Range	-	44.6%	67.0%	70.4%
City Percent of Range	-	71.5%	81.5%	85.2%
% 3rd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Brooklyn High School	-	-	90.0%	86.8%
Peer Percent of Range	-	-	74.3%	52.9%
City Percent of Range	-	-	82.0%	76.6%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Closing the Achievement Gap

4-year Weighted Diploma Rate*				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	-	-	-
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	133.3%
College and Career Preparatory Course Index ***				
	2010-2011	2011-2012	2012-2013	2013-2014
Students in the Lowest Third Citywide	-	-	-	16.7%

* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

** Defined as students with a placement in Self-Contained, ICT, or SETSS.

*** The College and Career Preparatory Course Index score for Students in the Lowest Third Citywide was not introduced until the 2011-2012 school year.

Performance on the NYC Progress Report – Achievement First Brooklyn High School

High School Progress Report Grades	2010-2011	2011-2012	2012-2013	2013-2014
Overall Grade	-	-	B	Progress Reports were discontinued beginning with the 2013-2014 school year.
Student Progress	-	-	A	
Student Performance	-	-	C	
School Environment	-	-	A	
College and Career Readiness *	-	-	B	

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

Regents Pass Rates

Achievement First Brooklyn High School			
	2011-2012	2012-2013	2013-2014
Integrated Algebra	95.8%	100.0%	-
Algebra 2 / Trigonometry	-	-	-
Comprehensive English	100.0%	95.0%	90.4%
U.S. History	100.0%	93.5%	90.4%
Chemistry	67.3%	62.5%	58.9%
Physics	94.3%	65.7%	-
Living Environment	-	-	92.3%
Language Other Than English	-	-	-

Academic Performance of Achievement First Brooklyn High School

The high school performance data reflects high school students from both Achievement First CMO schools that collectively make up Achievement First Brooklyn High School.

For the 2013-2014 school year, Achievement First Brooklyn High School's four-year graduation rate was 79.1%. This rate was higher than the citywide average by 10.7 percentage points. Achievement First Brooklyn High School's four-year graduation rate was in the 62nd percentile of all high schools citywide. However, when compared to high schools with student populations most like its own (i.e. peer schools) Achievement First Brooklyn High School outperformed only 5% of similar schools.

Credit accumulation is self-reported by charter schools to the NYC DOE. In general, Achievement First Brooklyn High School's overall credit accumulation rates have been comparable to or higher than both the average credit accumulation rates of its peer group schools and the average credit accumulation rates of all high schools citywide over the charter term. The City Percent of Range for first, second, and third year students was above 50.0% in all years, meaning that the school outperformed the citywide average along each metric.⁴² The Peer Percent of Range for first, second and third year students was above 50.0% in most years. The only exceptions occurred in 2010-2011 and 2011-2012, when the Peer Percent of Ranges for first and second year students were below 50.0%, and in 2013-2014, when the Peer Percent of Range for first year students was below 50.0%.

In the most recent school year, 2013-2014, 83.8% of first year students at Achievement First Brooklyn High School earned 10 or more credits, placing the school in the bottom 5% of its peer group schools but

⁴² A comparison range consists of all possible results within two standard deviations of the average. A City Percent of Range of 50.0% represents the average and indicates that the school's credit accumulation rate was equal to the average score for all high schools citywide.

in the 54th percentile of all high schools citywide.⁴³ Additionally, 92.1% of second year students at Achievement First Brooklyn High School earned 10 or more credits, placing the school in the 60th percentile of its peer group schools and the 84th percentile of all high schools citywide. Finally, 86.8% of third year students at Achievement First Brooklyn High School earned 10 or more credits; placing the school in the 31st percentile of its peer group schools and the 78th percentile of all high schools citywide.

Achievement First Brooklyn High School's weighted Regents pass rates in English, Math, Science, Global History and U.S. History have been above the citywide averages in each of the past four years. However, Achievement First Brooklyn High School's weighted Regents pass rates were below the averages for its peer group across all five exams in the most recent school year, 2013-2014.

A Progress Report was produced for Achievement First Brooklyn High School for the 2012-2013 school year based on the high school performance data of students enrolled at both Achievement First CMO schools that collectively make up Achievement First Brooklyn High School – Achievement First Endeavor Charter School and Achievement First Crown Heights Charter School. Achievement First Brooklyn High School received an Overall grade of B on its 2012-2013 NYC DOE High School Progress Report, as well as A grades for Student Progress and School Environment, a B grade for College and Career Readiness, and a C grade for Student Performance. This ranked Achievement First Brooklyn High School in the 54th percentile of all high schools citywide.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,⁴⁴ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

The high school closing the achievement gap data reflects high school students from both Achievement First CMO schools that collectively make up Achievement First Brooklyn High School.

Students in the lowest third citywide at Achievement First Brooklyn High School had a four-year weighted diploma rate of 133.3% in 2013-2014. However, only 16.7% of this same group of students met the requirements for the College and Career Preparatory Course Index (CCPCI). The school did not serve the minimum percentage of students designated as in the lowest third citywide to receive Peer or City Percent of Range data for either the weighted diploma rate or the CCPCI.⁴⁵

In 2013-2014, Achievement First Brooklyn High School did not serve any students with disabilities in its graduating class. As a result, no data exists with regards to the four-year weighted diploma rate for students with disabilities.

⁴³ A percentile rank provides the percentage of schools that score lower than the school under consideration. A citywide percentile of 54%, for example, indicates that the school's credit accumulation rate was above 54% of all high schools citywide.

⁴⁴ 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 NYC DOE 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 NYC DOE 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.

⁴⁵ For a school to be included in the NYC DOE's calculation of peer and city averages for Closing the Achievement Gap metrics and, thus, for the school to receive peer and city percent of range data for Closing the Achievement Gap metrics, the school's population percentage for the relevant special population must be at least 25% of the City percent of range. Students in the lowest third citywide made up only 14.0% of the Achievement First Brooklyn High School student population in 2013-2014, which corresponded to a City Percent of Range of only 21.5%.

In 2013-2014, Achievement First Brooklyn High School did not serve any English Language Learner students in its graduating class. As a result, no data exists with regards to the four-year weighted diploma rate for English Language Learner students.

Appendix C: Additional Accountability Data

NYC DOE Accountability Reports

[Annual Comprehensive Review 2013-2014](#)

[Annual Comprehensive Review 2012-2013](#)

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