



**GROWING UP GREEN CHARTER SCHOOL
RENEWAL REPORT**

**2013 – 2014 SCHOOL YEAR
NOVEMBER 2013**

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Part 1: Summary of Renewal Recommendation

Charter School Overview:

Name of Charter School	Growing Up Green Charter School
Current Board Chair(s)	Jeff Mueller
School Leader	Matthew Greenberg, Head of School
Management Company (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 30
Physical Address	39-37 28th St., Queens 11101
Facility	Private
School Opened For Instruction	2009
Current Charter Term Expiry Date	12/15/2013
Maximum Grade Levels / Enrollment at Expiry Date	K-5 / 504
Proposed Charter Term	3 Years
Proposed Maximum Grade Levels / Enrollment at New Expiry Date	K-8 / 756

I. Overview of School-Specific Data:

Performance on the NYC DOE Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	-	-	C	C
Student Progress	-	-	F	C
Student Performance	-	-	C	C
School Environment	-	-	B	B
Closing the Achievement Gap Points	-	-	1.9	2.1

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

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	54.9%	27.8%
CSD 30	-	-	53.0%	30.0%
Difference from CSD 30	-	-	1.9	-2.2
NYC	-	-	49.0%	27.7%
Difference from NYC	-	-	5.9	0.1
New York State			55.5%	30.7%
Difference from New York State			-0.5	-1.7

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	51.9%	28.6%
CSD 30	-	-	63.4%	36.8%
Difference from CSD 30	-	-	-11.5	-8.2
NYC	-	-	57.0%	34.2%
Difference from NYC	-	-	-5.1	-5.6
New York State			65.2%	33.5%
Difference from New York State			-13.2	-3.5

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

Academic Goal Analysis (based on School's submission)					
	1st Year 2009-2010	2nd Year 2010-2011	3rd year 2011-2012	4th Year 2012-2013	Cumulative 4 Year Total
Total Achievable Academic Goals	3	5	12	5	25
# Met	3	3	4	1	11
# Partially Met	0	2	4	0	6
# Not Met	0	0	4	4	8
% Met	100%	60%	33%	20%	44%
% Partially Met	0%	40%	33%	0%	24%
% Not Met	0%	0%	33%	80%	32%

II. Rationale for Recommendation

A. Academic Performance

At the time of this school's renewal, Growing up Green Charter School (GUGCS) has partially demonstrated academic achievement and success.

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include, "(a) Improve student learning and achievement;" and "(b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure". Growing up Green Charter School is meeting both of these objectives.

GUGCS's mission is to empower children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.

GUGCS entered its fifth year of operation with the start of the 2013-2014 academic year. The school has received two New York City Department of Education (NYC DOE) Progress Reports and has only two years of New York State (NYS) assessment data at the time of its renewal. NYC DOE Progress Reports grade each school with an A, B, C, D, or F and assess student progress, student performance, and school environment. Progress Report scores are based on comparing results from one school to a peer group of up to 40 schools with the most similar student population and to all schools citywide.

The primary objective of charter schools, in accordance with the New York State Charter Schools Act of 1998, is to improve student learning and achievement. With only two years of assessment data, GUGCS has demonstrated partial progress towards fulfilling this primary obligation. The school has established a proficiency baseline on NYS assessments that is comparable to citywide proficiency levels in ELA and math but has not yet demonstrated consistent improvement in student learning based on the Progress Report.

While GUGCS received a C grade on the overall progress report in both 2011-12 and 2012-2013, the school demonstrated growth by improving from an F to a C grade on the progress sub-section on the 2012-2013 Progress Report. Progress is the most heavily weighted section of the Progress Report. This section of the progress report is calculated using student growth percentiles.

GUGCS outperformed the district and citywide proficiency averages in ELA for the 2011-2012 NY State Assessment. Further, GUGCS performed above the citywide average in ELA proficiency for both years in which the school has NYS assessment results. Based on GUGCS 2012-2013 ELA proficiency data, the school surpassed 62% of all elementary schools citywide. Math proficiency at GUGCS was lower than the citywide average. However, GUGCS students exhibited significant growth in math from the year prior. With a math Median Adjusted Growth Percentile¹ of 73%, GUGCS ranked in the top 15% of all elementary schools in the district for math growth, and in the top 19% of all elementary schools citywide. GUGCS is peered with the other 40 elementary schools across the city that have student populations that are most similar across every student characteristic. Importantly, GUGCS was in the top 25% of elementary schools in its peer group.

¹ This measure calculates the median (middle) adjusted growth percentile of a school's eligible students. 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. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. To evaluate a school on its students' growth percentile, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

During its current charter term, the school received annual site visits from the NYC DOE in the spring of 2011 and 2012. The reviewers cited the school's comprehensive professional development program, a range of practices to involve families, and supportive instructional leadership. The school was also noted for establishing a learning environment that promotes and ensures high expectations.²

The NYC DOE also notes that GUGCS has a developed responsive education program and supportive learning environment. The school provides a responsive education model that primarily uses a co-teaching instructional approach that has two teachers providing instruction in a class including Integrated Co-Teaching (ICT) classes. GUGCS utilizes a Response to Intervention (RTI) approach to provide learning supports for at-risk students and students with disabilities.

While it is noted that GUGCS has demonstrated academic gains over the course of its charter term, as discussed above, the NYC DOE has some concerns about GUGCS decline in the percent of academic charter goals met. In the first year of its charter, GUGCS met 100% (3 of 3) of its applicable academic charter goals. For the most recent year that data is available, GUGCS met 20% (1 of 5) of its applicable academic charter goals. Over the two years that data is available for the charter term, GUGCS met or partially met seventeen of twenty-five (68%) of its applicable academic charter goals.³

B. Governance, Operations & Finances

GUGCS is a fiscally sound and viable organization.

Over the course of the school's charter term, the Board of Trustees has a partially developed its governance structure and organizational design. The Board currently has five members, which is aligned to the Board's bylaws. Aside from not consistently having quorum at all of its meetings, the Board has demonstrated effective oversight over the school as evidenced by regular leadership updates on academic progress to the Board, well established lines of accountability, and active committees.

Over the course of the school's charter term, the school has developed a stable school culture. In 2010, the school received its first NYC DOE School Survey and received high levels of satisfaction on all four sections: Academic Expectations, Communication, Engagement and Safety & Respect. On all subsequent NYC DOE School Surveys, the school has shown consistency with its scores, with "Above Average" or "Well Above Average" results across all four sections each year, with only one "Average" result in one category in 2012-2013.

GUGCS received a B on the School Environment sub-section of the Progress Report in each year that the school received a Progress Report.

As it pertains to charter goals, GUGCS has met all of its enrollment goals, and continues to show progress toward meeting its attendance goal. While the school did not meet, in any year, its goal of 95% average student attendance, GUGCS has made progress every year towards that goal. In the most recent 2012-2013 school year, GUGCS was 1% short of meeting its attendance goal. In regards to enrollment, GUGCS met its enrollment goals in each year of its charter. Additionally, there is currently a waitlist of over 1,500 students, evidence that the school is in high demand.

² Growing Up Green Charter School Annual Site Visit Reports, 2011, 2012

³ It should be noted that because of the move to Common Core standards in 2012-2013, the NYC DOE did not include goals that measure a school's actual performance relative to 75% absolute proficiency or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals. Goals that compared the school to the Community School District performance were included in the analysis. The school's charter goals also include the school being deemed in good standing with state and federal accountability which the met in 2011-2012.

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

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, GUGCS has been compliant with some applicable laws and regulations but not others. The board has not been consistent with holding the required number of meetings and posting documents over the course of their charter.

D. Plans for Next Charter Term

GUGCS has applied to expand to serve grades 6-8 in its next charter term, to realize the founders' original plans for the school. The school provided a rationale for an expansion, citing the desire to continue the school's mission into middle school, and defined a detailed middle school educational program. To further evidence its case for expansion, GUGCS cites high demand, with a 2013 waiting list of over 1,500 students.

For the aforementioned reasons, the NYC DOE recommends a short term renewal and approval to expand to serve grades 6-8 in its next charter term.

Part 2: School Overview and History

Growing Up Green Charter School (GUGCS) is an elementary school serving approximately 502⁴ students in kindergarten through fifth grade during the 2013-2014 school year. It opened in the 2009-2010 school year, with kindergarten and first grades and is under the terms of its first charter. The school's previously authorized full grade span was kindergarten through fifth grade, which it reached during its current charter term that expires on December 15th, 2013⁵. The school is located in a private facility in District 30, in Queens⁶.

The mission of GUGCS is to empower children to be conscious, contributing members of their communities through a rigorous curriculum and an engaging green culture.

The school typically enrolls new students across all grades it serves depending on seat availability, but holds its yearly lottery for kindergarten. There were 1,523 students on the waitlist after the Spring 2013 lottery.⁷

Over the charter term, the school has served the following percentages of special populations of students⁸:

Special Populations

	2009-2010	2010-2011	2011-2012	2012-2013
Free and Reduced Lunch (FRL)	67.3%	58.6%	55.3%	58.6%
Students with Disabilities (SwD)	10.5%	10.0%	14.0%	17.2%
English Language Learners (ELL)	9.2%	8.8%	8.2%	13.2%

The Growing Up Green Charter Schools Board of Trustees is led by Jeff Mueller who has only held this role since April 2013. Previously the board chair was Michael Hochanadel who held that role since the school's inception. The school is led by Matthew Greenberg, who has been at the school for five years, since the school's inception. The Director of the Lower School is Brittany Tuber. The Director of the Upper School is Lauren Barkan.

⁴ ATS Data from 10/10/2013

⁵ NYC DOE internal data

⁶ NYC DOE Location Code Generating System database

⁷ Self-reported by school leadership

⁸ Special population figures are pulled from ATS as of June 1st each year. These figures are compared against the total population which is pulled from ATS as of October 31st each year.

Part 3: Renewal Process Overview

Renewal Process

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

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

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

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

Renewal Report

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

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

Is the school an academic success?

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

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

Academic success is rated as **Demonstrated, Partially Demonstrated, or Not Yet Demonstrated.**

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally sound, viable organization, the NYC DOE focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and

Financial Health. This includes an analysis of the school's audited financial statements, based on the NACSA (National Association of Charter School Authorizers) Financial Framework⁹.

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

- Board of Trustee bylaws,
- Board of Trustee meeting minutes,
- Annual Reports submitted by schools to New York State Education Department (NYSED),
- NYC DOE School Surveys,
- Data collection sheets provided by schools,
- Student, staff, and Board turnover rates,
- Audits of authorized enrollment numbers, and
- Annual financial audits.

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

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

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

Staff Representatives

The following NYC DOE staff representatives participated in the review of this school, including the visits to the school on June 12, 2013 and September 19, 2013:

- Sonya Hooks, Senior Director, NYC DOE Charter Schools Accountability and Support
- Keisha Womack, Director of Operations, NYC DOE Charter Schools Accountability and Support
- Andrea McLean, Director of Oversight, NYC DOE Charter Schools Accountability and Support
- Simeon Stolzberg, Independent Consultant

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

Part 4: Findings

Essential Question 1: Is the School an Academic Success?

At the time of this school's renewal Growing Up Green Charter School has partially demonstrated academic achievement and progress.

Academic Attainment and Improvement

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

Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	-	-	C	C
Student Progress	-	-	F	C
Student Performance	-	-	C	C
School Environment	-	-	B	B
Closing the Achievement Gap Points	-	-	1.9	2.1

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

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	54.9%	27.8%
CSD 30	-	-	53.0%	30.0%
Difference from CSD 30	-	-	1.9	-2.2
NYC	-	-	49.0%	27.7%
Difference from NYC	-	-	5.9	0.1
New York State			55.5%	30.7%
Difference from New York State			-0.5	-1.7

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	51.9%	28.6%
CSD 30	-	-	63.4%	36.8%
Difference from CSD 30	-	-	-11.5	-8.2
NYC	-	-	57.0%	34.2%
Difference from NYC	-	-	-5.1	-5.6
New York State			65.2%	33.5%
Difference from New York State			-13.2	-3.5

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

Mission and Academic Goals

Over the course of the charter term, the school has met or partially met seventeen of twenty-five (68%) academic charter goals.¹⁰

Progress Toward Academic Charter Goals

	Met in 2009-2010?	Met in 2010-2011?	Met in 2011-2012?	Met in 2012-2013?
Absolute Goal #1: Each year 75% of 3rd-5th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS ELA and Math Exams.	N/A	N/A	No	N/A
Absolute Goal #2: Each year, 75% of all K-5 graders will perform at or above grade level on the Spring Administration of the Scantron Reading Assessment.	Yes	Yes	Partial	N/A
Absolute Goal #3: Each year, 75% of all K-5 graders will perform at or above grade level on the Spring Administration of the Scantron Math Assessment.	Yes	Yes	Yes	N/A
Absolute Goal #4: Each year 75% of 4th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Science Exam.	N/A	N/A	N/A	N/A
Absolute Goal #5: Each year, 75% of all K-5 graders will perform at or above grade level on the Spring Administration of the Scantron Explore and Discovery Time (the integrated science and social studies curriculum) Assessment.	Yes	Yes	Yes	N/A
Comparative Goal #1: Each year the percent of students performing at or above Level 3 on the NYS ELA and Math exams in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD in which the school is located.	N/A	N/A	Partial	No
Comparative Goal #2: Each year, the percent of students performing at or above Level 3 on the NYS ELA exam in each tested grade will place the school in the top quartile of all schools within our home district with similar demographic characteristics	N/A	N/A	No	No
Comparative Goal #3: Each year, the percent of students performing at or above Level 3 on the NYS Math exam in each tested grade will place the school in the top quartile of all schools within our home district with similar demographic characteristics.	N/A	N/A	No	No
Comparative Goal #4: Each year, the percent of students performing at or above Level 3 on the NYS Science exam in each tested grade will place the school in the top quartile of all schools within our home district with similar demographic characteristics	N/A	N/A	N/A	N/A

¹⁰ It should be noted that because of the move to Common Core standards in 2012-2013, the NYC DOE did not include goals that measure a school's actual performance relative to 75% absolute proficiency or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals. Goals that compared the school to the Community School District performance were included in the analysis.

Value-Added Goal #1: Each year, each grade level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If the number of students scoring at or above proficiency in a grade level cohort exceeded 75% on the previous year's exam, GUGCS students will demonstrate growth (above 75%) in the current year.	N/A	N/A	N/A	N/A
Value-Added Goal #2: Each year, each grade level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring at or above proficiency in a grade level cohort exceeded 75% on the previous year's exam, GUGCS students will demonstrate growth (above 75%) in the current year.	N/A	N/A	N/A	N/A
Value Added Goal #3: Each year, the grade level cohorts of students will reduce by one-half the gap between an NCE of 50 on the Scantron Reading Test and the NCE of the prior spring. If the average NCE of any grade level cohort in the previous year exceeded 50 NCE, then the grade level cohort will demonstrate growth above an average 50 NCE in the current year.	N/A	Partial	Partial	N/A
Value Added Goal #4: Each year, the grade level cohorts of students will reduce by one-half the gap between an NCE of 50 on the Scantron Math Test and the average NCE of the prior spring. If the average NCE of any grade level cohort in the previous year exceeded 50 NCE, then the grade level cohort will demonstrate growth above an average 50 NCE in the current year.	N/A	Partial	Partial	N/A
Academic Other Goals #1: GUGCS will receive a "B" or higher on the Student Progress section of the NYCDOE Report Card	N/A	N/A	No	No
Academic Other Goals #2: GUGCS will be deemed "In Good Standing" on the NYS Report Card.	N/A	N/A	Yes	Yes
Academic Other Goals #3: Each year, GUGCS will make AYP in ELA, Math and Science	N/A	N/A	Yes	N/A

Responsive Education Program

As part of the renewal review process, representatives of the NYC DOE visited the school on June 12, 2013 and September 19, 2013. Based on discussion, document review, and observation, the following was noted:

- Alignment with Common Core:
 - Literacy instruction has focused on small group instruction with improved training for guided reading. Administrators reported confidence in the school's ELA curriculum.
 - GUGCS is continuing with TERC math supplemented with enVision. It added a full-time math developer and continues to use external consultants to provide professional development. The school is currently exploring programs for struggling students and enrichment opportunities. Administrators acknowledged working towards achieving coherence in the math curriculum that they feel they have achieved in ELA.
 - The school is using a variety of assessment instruments, including Fountas & Pinnell and benchmark assessments built with the Scantron Series system. These "Looking

Forward, Looking Back” assessments are administered every 6 weeks. They have been revised to better align with NYS assessments and other standardized tests used by the school. Though used in previous years, leadership reported that for the 2013-14 year, North West Educational Assessment (NWEA) is not currently being administered. Instead, NWEA is being used this year. For the 2013-14 year, the school is using spreadsheets and Google Docs for data analysis, but intends to use OnCourse to store and share data and to add a second assessment position to assist staff with data collection and analysis.

- Addressing the Needs of All Learners:
 - The school has improved upon its programs and staff for at-risk students. From 2012-2013 to the 2013-2014, the school added intervention teachers who push in to provide small group instruction and participate in collaborative planning with classroom teachers. School leaders reported that the Response to Intervention (RTI) program has evolved, with a student support committee meeting weekly to analyze data and monitor student progress. In addition, the social work department is focused on the social-emotional growth of students and a school psychologist serves in a dean role. English Language Learners (ELL) students receive push in and pull out services. The school joined an ELL consortium of charter schools and staff has attended trainings that the consortium provides. GUGCS plans to add personnel next year to support ELL students.
 - The school plans to add staff during the 2013-2014 school year to promote small group instruction, such as expanding associate teachers from kindergarten to the 1st grade and adding counseling, PE, and science staff. The school is also planning to add another ELL teacher and to create a science coordinator position.
 - Starting in the 2013-2014 school year the school provides ICT classes in grades K-4.
- Instructional Model and Classroom Instruction
 - On the school visits, NYC DOE representatives observed twenty lessons.
 - In most classes, instruction reflected the school model and priorities, including the use of multiple adults to facilitate small group instruction and targeted support. Conferencing with individual students was observed in multiple classrooms.
 - Students were generally well-behaved and compliant with behavioral expectations; most teachers had routines in place that had been instilled in their students.
 - For example, student transitions between desks and rug were usually smooth and most teachers had effective procedures in place for gaining students’ attention.
 - The engagement of instruction varied across classrooms. Most lessons were organized and purposeful. Though lessons had explicit objectives, they were not always clearly communicated to students.
 - In many classes teachers used effective transitions and activities to keep students on task. In some other classes, students seemed to lose interest.
 - For example, in one class the teacher modeled paragraphs that he had to write on the board; this took considerable time while students sat waiting. In another class, some students finished a task and had to wait while other students completed it.
 - Teachers were observed differentiating instruction in a number of ways. In one classroom, a student was observed utilizing an audio aid during the lesson. Choice was observed in some lessons, with students able to pick how to demonstrate their learning.
 - For example, in one class project students could produce poetry, a brochure or a journal entry. In many classes, small groups and independent work provided opportunities for adults to circulate, observe and work one-on-one with individual students.
 - Classrooms were resource rich, with instructional materials covering most walls and a number of classrooms employing manipulatives.
 - Teachers used a variety of techniques to check for understanding, including observation, class-work, and performance tasks. Feedback on student work was present on the walls, with some evidence of rubrics. In addition, there was some evidence of students

- reflecting on their own understanding; for example, in one classroom students used a chart to track their own progress.
- There were often more than one adult in the classrooms, providing frequent opportunities for targeted support.
 - For example, in many lessons, teachers were able to work with small groups or help individual students.
 - It was not always clear that the use of multiple adults in the classroom was being maximized. In a few cases, one teacher focused on instruction while the other appeared more to monitor behavior than support learning which was not explained to be part of the school's model.

Learning Environment

On the school visits, NYC DOE representatives conducted 15 interviews with school teachers and staff, either individually or in small focus groups. The following was noted:

- Teachers corroborated what school leaders had reported, indicating that at the beginning of the year a goal was set to integrate Common Core Learning Standards across the curriculum, with work conducted in August to create a vertically aligned continuum. They then worked throughout the year to align curriculum to standards.
 - For example, 3rd grade teachers reported that for every unit they discussed Common Core expectations. Curriculum was described as a work in progress that would be regularly re-tuned. Despite the time and energy devoted to curriculum development, some teachers expressed the desire for more time to plan and gather resources.
- Teachers noted the use of the “Looking Forward, Looking Back” formative assessments and other assessments for diagnostic and formative purposes. While they reported the use of rubrics to evaluate projects and writing, teachers indicated that norming was an informal process, though grade level teams do develop report cards together.
- Teachers described time allotted via half-days for regular data analysis meetings and action planning that led to re-teaching, spiraling and organizing small group work. Intervention teachers noted the value of the data for grouping students and coordinating their work with classroom teachers. Teachers also noted administrative support for the use of data, including training and a Director of Assessment who assisted with drafting tools and collecting and reporting data.
- Teachers reported being organized into grade teams that met regularly with intervention teachers to plan instruction and coordinate support for students with disabilities, struggling students and students in need of enrichment. They indicated they found these meetings helpful.
- Teachers are familiar with the school's RTI and referral processes.
 - For example, teachers said they “think about tiers in six week cycles.” They reported access to students' IEPs and annual reviews of students' goals. They also noted a variety of supplemental resources for meeting the needs of at-risk students, including Stern Math, LLI, Foundations, Handwriting Without Tears and Words Their Way.
- Teachers described an organized process for support and supervision, involving the setting of SMART goals and weekly meetings with coaches to review progress towards goals. They reported informal observations “all the time” and two formal observations as well. At the beginning of the year, expectations were articulated that were described as “akin to Danielson.”
- Teachers also described a continuous professional development program utilizing both internal and external expertise and opportunities. The entire staff was trained in Responsive Classroom. Each grade sent one teacher to ‘Math In the City’ during the summer and representatives from the program come to the school approximately monthly to observe, model and meet with teachers. Teachers have visited other schools. They described the PD priorities this year as focused on improving math and ELA instruction.
- Teachers described an organized school culture and discipline system, noting the Behavior and Student Life Coordinator was effective at calming distracting students using reflections and calls home. Though they felt positive about school culture, there was concern that, despite the support of multiple adults in the classroom, the class size of 28 was large.

- Teachers were generally positive about the professional culture. While they reported working hard, they also felt there are ample supports and opportunities for input. They felt respected by leadership to use their individual teaching styles and that their voices were heard regarding matters of teaching and learning.

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

Governance Structure & Organizational Design

Over the course of GUGCS's charter term, the Board of Trustees has partially developed its governance structure and organizational design. On September 10, 2013 as part of the renewal review process, representatives of the NYC DOE attended a meeting of the school's board of trustees. Based on document review and observation, the following was noted:

- The Board currently has five active members. The Board has not consistently achieved quorum, as recorded in meeting minutes.
- The Head of School updates the Board on academic progress and operations at the school, as recorded in meeting minutes.
- There are clear lines of accountability between the Board and school leadership as evidenced by the school's organization chart and school leadership's monthly updates on academic, financial and operational performance to the Board and its committees, as recorded in Board meeting minutes.
- The Board has active and functioning committees, as required by its bylaws, including a Personnel Committee, Education Committee, and Fundraising Committee, as recorded in meeting minutes.
- The school's Board of Trustees chairperson is Jeff Mueller who has only held this role since the March 2013. Previously the board chair was Michael Hohanadel who held that role since the school's inception. The school's founder and Head of School, Michael Greenberg has been with the school since the school's inception. The Director of the Lower School is Brittany Tuber. The Director of the Upper School is Lauren Barkan.

School Climate & Community Engagement

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

- To date, the school has not met its charter goal of having an annual average student attendance rate of at least 95%. Current average daily attendance for students is at 94%.¹¹

Average Daily Attendance¹²	2009-10	2010-11	2011-12	2012-13
	92%	92%	94%	94%

- Over the course of the charter term, the NYC School Survey results and response rates were:

Growing Up Green Charter School NYC Survey Results

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

¹¹ Self-reported information from school-submitted data collection form on 1/2013

¹² Self-reported information from school-submitted data collection form on 1/2013

Growing Up Green Charter School Response Rates Compared to Citywide Average

	Parents	Citywide	Teachers	Citywide	Students ¹³	Citywide
2009-10	53%	49%	40%	76%		
2010-11	40%	52%	7%	82%	-	-
2011-12	44%	53%	92%	82%	-	-
2012-13	60%	54%	96%	83%	-	-

- 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."¹⁴ The school has received scores well above the 7.5 goal threshold each year of the term but has twice failed to meet this goal because the goal also requires 50% or greater participation and in 2010-2011 and 2011-2012 parent participation was below 50%.
- The school's charter goals include, "staff 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."¹⁵ The school met this goal in the two most recent years of the term but failed to meet it the first two years due to below threshold staff participation, although the satisfaction scores were above the 7.5 goal each year.

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

- The school has a Parent Teacher Organization (PTO) which operates as its own legal entity, The Growing Up Green Charter School Parent Teacher Organization, Inc.
- The PTO works closely with school leadership to host workshops that support parents in their knowledge of what is happening in the school and classroom. It also works to educate parents around charter school issues and encourage their advocacy for charter school legislation.
- The school keeps parents informed through weekly class newsletters that are produced by teachers, as well as the school's website.
- Parents are also given a voice through having a non-voting parent seat on the Board of Trustees.
- On the September 19th visit to the school, students from across grades 3-5 were interviewed, the following was noted:
 - Students described their work as sometimes challenging but mostly just right.
 - Students found teachers to be assessable, helpful, and supportive.
 - Students described the school community to feel 'like family'.
 - Students also spoke about the love of their "green sustainability culture."
- The NYC DOE conducted a public renewal hearing for the school in an effort to elicit public comments. There were 212 members in attendance at the renewal hearing. There were forty speakers and all spoke in favor of the school's renewal and expansion to middle school.
- The NYC DOE made randomized phone calls to parents from a roster provided by the school for students of all grades. Calls for the school were made until twenty phone calls were completed. Of these calls, 100% provided positive feedback regarding the school.

¹³ Student Response Rates on the NYC School Survey have not been applicable for this school, over the course of the current charter term

¹⁴ Growing Up Green Charter School Statistics: <http://schools.nyc.gov/SchoolPortals/30/Q321/AboutUs/Statistics/default.htm>

¹⁵ Growing Up Green Charter School Statistics: <http://schools.nyc.gov/SchoolPortals/30/Q321/AboutUs/Statistics/default.htm>

Financial Health

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

- Based on the Fiscal Year (FY) 2013 financial statements, the school's current ratio indicated a strong ability to meet its current liabilities.
- Based on the FY13 financial statement, the school has sufficient unrestricted cash to cover its operating expenses for more than two months without an infusion of cash.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment, as of September 25, 2013, revealed that the school had met its enrollment target supporting its projected revenue.
- As of the FY13 financial statement, the school had met its debt obligations.

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

- Based on the financial statements from FY10 to FY13, the school generated an aggregate surplus over the last four fiscal years.
- Based on the FY13 financial statement, the school's debt-to-asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial statements from FY10 to FY13, the school generated overall positive cash flow and the school had positive cash flow in each measurable year.

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

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

Over the charter term, Growing Up Green Charter School has been compliant with some applicable laws and regulations but not others.

The Board is in compliance with:

- Membership size: The Board has consistently had a membership size that falls within the range of 5-15 outlined in the school's charter and in the Board's bylaws.
- Submission of all required documents: All current Board members have submitted conflict of interest and financial disclosure forms and do not demonstrate conflicts of interest.¹⁶
- Timely submission of documents: The Board has provided timely submissions of accountability documents to the NYC DOE.

The Board of Trustees is out of compliance with:

- Posting of board documents: The Board has not made all board minutes and agendas available to the public prior to, at or after Board meetings by posting on the school's website.
- The required number of board meetings: The school's bylaws state that the Board is to hold 10 meetings a year. The Board did not hold the required number of monthly meetings during the 2011-2012 school year, as evidenced by the meeting minutes submitted to CSAS and posted on the website.

The school is in compliance with:

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

¹⁶ Source: New York State Education Department Annual Report

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

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

- Growing Up Green Charter School has asked to expand to serve grades 6-8 in its next charter term, to realize the founder's original plans for the school. The school provides rationale for expansion; citing desires to continue the school's mission into middle school and defines a detailed middle school educational program. The school also cites high demand, with a 2013 waiting list of over 1,500 students.
- In response to the 2010 amendments to NYS Charter Schools Act requiring schools to attract and retain percentages of students who are designated as free and reduced lunch learners, students with disabilities, and English language learners, the school is making demonstrated efforts to attract and retain these students.
 - The school is planning to continue to make efforts in its recruitment process to attract and retain a comparable roster of students with disabilities as compared to the enrollment figures for students in CSD 30. As part of the recruitment efforts, the special education staff presents information on the robust special education program at the school, including the ICT classroom option in the elementary school.

Part 5: Background on the Charter Renewal Process

Statutory Basis for Renewal

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

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

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

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

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

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

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

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

¹⁹ See §§ 2851(3) and 2851(4).

²⁰ See § 2852(5)

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

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

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

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

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

Full-Term Renewal

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

Renewal with Conditions

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

Short-Term Renewal

In cases where a school is up for renewal of its initial charter and has fewer than two years of state-assessment results, a renewal of three-years or fewer may be considered. In very limited circumstances, a school not in its initial charter or in its initial charter with more than three years of state assessment data, may be considered for a short-term.

Non-Renewal

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

The CSAS Accountability Framework

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE's Charter Schools Accountability & Support (CSAS) has developed an Accountability Framework build around four essential questions for charter school renewal:

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

1. Is the School an Academic Success?
1a. High Academic Attainment and Improvement
Schools that are academic successes have many of the characteristics below: <ul style="list-style-type: none">• Meet absolute performance goals• Meet student progress goals• Are closing the achievement gap for at risk students, including special needs and ELL students• Are surpassing performance of DOE identified peer-schools• Are surpassing performance district and city proficiency or better averages• Are meeting other rigorous academic and non-academic goals as stated in school's charter
Evidence for success might include, but not be limited to, the following depending on school configurations: <ul style="list-style-type: none">• Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)• Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)• Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)• Grades 8-12 NYS Regent Exam Results• When applicable, NYSAA or other approved alternate assessments results• HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)• Grades 8-12 College Readiness Credit Accumulation• Percentage of Students Applying to and Being Admitted to College• Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses• Results on state accountability measures• Charter School Academic and Non-Academic Goals• NYC Progress Reports
1b. Mission and Academic Goals
Schools with successful missions and goals have many of the characteristics below: <ul style="list-style-type: none">• Have an animating mission statement that staff, students and community embrace• Set ambitious academic and non-academic goals that entire school community knows and embraces• Have processes for regular monitoring and reporting on progress toward school goals• Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

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

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Offer defined opportunities for remediation and acceleration
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals

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

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

1d. Learning Environment

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

- Have a strong culture that connects high academic and behavioral expectations in a way that motivates students to give their best effort academically and socially
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school

- Have a formal or informal character education, social development, or citizenship program that provides opportunities to develop as individuals and citizens

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

- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Self-administered satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

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

2a. Governance Structure and Organizational Design

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

- Operate with a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations
- Have a capable Board of Trustees with appropriate blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals; it also has clear lines of accountability for leadership roles, accountability to Board, and, if applicable, relationship with a charter management organization
- Have timely and appropriate access to legal counsel
- Implemented a process for monitoring and evaluating the effectiveness of the school's organization and leadership structure
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers

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

- School charter
- Board by-laws, roster, trustee resumes, meeting agenda and minutes
- Annual conflict of interest forms
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar, professional development plan

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- A healthy professional school climate that is collaborative, student centered, and open to parents and community support
- An effective process for recruiting, hiring, supporting, and evaluating leadership and staff
- A flexible, data-driven approach to professional development for all staff
- An effective way of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including the DOE School Survey
- Effective home-school communication practices to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships and advocacy for the school

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

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs

2c. Financial and Operational Health

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

- Consistently meet its student enrollment and retention targets
- Annual budgets that meets all short- and long-term financial responsibilities with available revenues
- School leadership and Board that oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Boards and school leadership that maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Consistently clean financial audits
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of chartered school design and academic program
- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Appropriate insurance documents
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Financial audits
- Financial leader(s) resume and accountability documents
- Operational policies and procedures
- Operational org chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan

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

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that update-to-date charter is publicly available to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Site visits
- Board meetings, agendas and minutes
- Leadership/board interviews

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have:

- Met all legal requirements for Title I and IDEA regulations and reporting
- Comparable enrollment of FRL, ELL and Special Education students to those of their district of location or are making documented good faith efforts to reach comparable percentages
- Implemented school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conducted independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employed instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student discipline records
- Lottery policy, resources, and records; enrollment procedures and records
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

<p>Schools in substantial compliance with applicable regulations have:</p> <ul style="list-style-type: none"> • Safe and secure facilities with no significant compliance concerns with applicable regulations • Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required • Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS’s requirements for reporting changes in board membership and securing approval for new board members. • Informed NYCDOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization • Effectively engaged parent associations
<p>Evidence for compliance with applicable regulations may include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • School or building safety plan; appropriate inspection documents • Annual audits, escrow accounts, other financial reporting documents • Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents • Charter revision requests, revised or new contracts • Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results • Interviews

4. What Are the School’s Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school’s new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

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

- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- MOUs or contracts with partners

Appendix A: School Performance Data

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

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	54.9%	27.8%
CSD 30	-	-	53.0%	30.0%
Difference from CSD 30	-	-	1.9	-2.2
NYC	-	-	49.0%	27.7%
Difference from NYC	-	-	5.9	0.1

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	51.9%	28.6%
CSD 30	-	-	63.4%	36.8%
Difference from CSD 30	-	-	-11.5	-8.2
NYC	-	-	57.0%	34.2%
Difference from NYC	-	-	-5.1	-5.6

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

% of Third Graders Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	54.9%	28.4%
CSD 30	48.8%	49.7%	53.0%	31.2%
Difference from CSD 30	-	-	1.9	-2.8
NYC	46.5%	48.1%	49.0%	28.1%
Difference from NYC	-	-	5.9	0.3

% of Third Graders Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	51.9%	24.7%
CSD 30	57.2%	55.9%	63.4%	34.9%
Difference from CSD 30	-	-	-11.5	-10.2
NYC	54.3%	54.8%	57.0%	33.1%
Difference from NYC	-	-	-5.1	-8.4

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

% of Fourth Graders Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	-	27.2%
CSD 30	51.0%	52.3%	55.4%	28.9%
Difference from CSD 30	-	-	-	-1.7
NYC	45.6%	51.0%	52.4%	27.2%
v. NYC	-	-	-	0.0

% of Fourth Graders Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Growing Up Green Charter School	-	-	-	32.5%
CSD 30	62.7%	66.4%	71.7%	38.7%
Difference from CSD 30	-	-	-	-6.2
NYC	58.4%	62.3%	65.7%	35.2%
Difference from NYC	-	-	-	-2.7

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

Appendix B: Additional Accountability Data

NYC DOE Progress Reports

2012-2013 Academic Year

[2011-2012 Academic Year](#)

NYC DOE Accountability Reports

[Annual Site Visit Report 2009-2010](#)

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