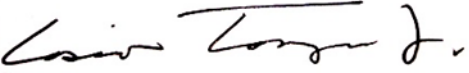




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

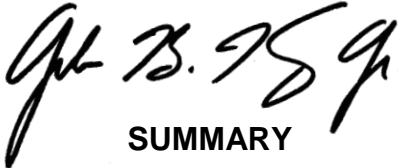
TO: P-12 Education Committee

FROM: Cosimo Tangorra, Jr. 

SUBJECT: Charter Schools: Charter Renewal Recommendations for Six Charters Authorized by the Chancellor of the New York City Department of Education (NYCDOE)

DATE: December 14, 2014

AUTHORIZATION(S):


SUMMARY

Issue for Decision

Should the Regents approve the proposed renewal charters for six charter schools authorized by the Chancellor of the New York City Department of Education (NYCDOE)?

Reason(s) for Consideration

Required by State Statute.

Proposed Handling

This issue will be before the Regents P-12 Education Committee and the Full Board for action at the December 2014 Regents meeting.

Procedural History

The Chancellor of the NYCDOE approved these six renewal charters and submitted them to the Regents for approval and issuance of the renewal charters as required by Article 56 of the Education Law, The New York State Charter School Statute.

Background Information

I advance to the Board of Regents the recommendations of the NYCDOE Chancellor's proposed renewals of the following charter schools in her capacity as a charter school authorizer under Article 56 of the Education Law, and that the charters be

extended for the terms indicated. The full Renewal Reports are available on the NYCDOE website.

Recommendations from NYCDOE Chancellor

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Rochdale Early Advantage Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2017.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Staten Island Community Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2017.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Inwood Academy for Leadership Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2018.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Bedford Stuyvesant New Beginnings Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2018.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Hyde Leadership Charter School – Brooklyn** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2018.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of **Renaissance Charter High School for Innovation** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2018.

Timetable for Implementation

The Regents action for the above named charter schools will become effective immediately.

Attachments

Rochdale Early Advantage Charter School

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Rochdale Early Advantage Charter School	
Board Chair(s)	Dr. Lillian Hamer
School Leader(s)	Dr. Lena Richardson
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 28
Physical Address(es)	122-05 Smith Street, Queens
Facility Owner(s)	Private
School Opened For Instruction	2010-2011
Current Charter Term Expiration Date	12/14/2014
Current Authorized Grade Span	K-5
Current Authorized Enrollment	244
Proposed New Charter Term	2.5 years [December 15, 2014 – June 30, 2017]
Proposed Authorized Grade Span for New Charter Term	K-5
Proposed Authorized Enrollment for New Charter Term	420
Proposed Sections per Grade for New Charter Term	3

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	13	13	13	13	52
# Met	0	1	3	1	5
# Partially Met	0	0	1	1	2
# Not Met	4	3	4	7	18
# Not Applicable *	9	9	5	4	27
% Met	0%	8%	23%	8%	10%
% Partially Met	0%	0%	8%	8%	4%
% Not Met	31%	23%	31%	54%	35%
% Not Applicable *	69%	69%	38%	31%	52%
% Met of All Applicable Goals	0%	25%	38%	11%	20%

* 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
Rochdale Early Advantage Charter School	-	-	30.3%	21.5%
CSD 28	-	-	32.4%	34.2%
Difference from CSD 28 *	-	-	-2.1	-12.7
NYC	-	-	28.1%	30.5%
Difference from NYC *	-	-	2.2	-9.0
New York State **	-	-	31.1%	30.6%
Difference from New York State	-	-	-0.8	-9.1

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Rochdale Early Advantage Charter School	-	-	24.2%	21.9%
CSD 28	-	-	37.0%	44.4%
Difference from CSD 28 *	-	-	-12.8	-22.5
NYC	-	-	33.1%	39.3%
Difference from NYC *	-	-	-8.9	-17.4
New York State **	-	-	31.1%	36.2%
Difference from New York State	-	-	-6.9	-14.3

* 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
Rochdale Early Advantage Charter School - All Students	-	-	-	42.0%
Peer Percent of Range - All Students	-	-	-	0.0%
City Percent of Range- All Students	-	-	-	0.0%
Rochdale Early Advantage Charter School - School's Lowest Third	-	-	-	43.0%
Peer Percent of Range – School's Lowest Third	-	-	-	0.0%
City Percent of Range – School's Lowest Third	-	-	-	0.0%

Median Adjusted Growth Percentile – Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Rochdale Early Advantage Charter School - All Students	-	-	-	36.5%
Peer Percent of Range - All Students	-	-	-	0.4%
City Percent of Range- All Students	-	-	-	0.0%
Rochdale Early Advantage Charter School - School's Lowest Third	-	-	-	38.0%
Peer Percent of Range – School's Lowest Third	-	-	-	0.0%
City Percent of Range – School's Lowest Third	-	-	-	0.0%

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.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	22.2%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	40.0%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	12.5%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	25.0%

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

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 2.5 year short term renewal with an academic performance condition.

The academic performance condition is as follows:

1. The school must demonstrate academic growth, as measured by the school's median adjusted growth percentiles in ELA and math, for each year of the charter term to maintain enrollment expansion. If the median adjusted growth percentile for the school's students is not at or above 50 percent of city percent of range for each ELA and math in each year of the charter term, the school's authorized enrollment growth of one additional section per grade may be rescinded for future years.

As part of the renewal application Rochdale Early Advantage Charter School submitted two material revisions. The NYC DOE determination is as follows: regarding the material revision to expand authorized grades from grades kindergarten through five to grades kindergarten through eight during the next charter term, the NYC DOE does not approve this material revision; regarding the material revision to increase the authorized maximum enrollment to 675 students during the next charter term, the NYC DOE approves an increase in authorized enrollment to 420 students in grades kindergarten through five in the next charter term. Under the school's current charter (which expires on December 14, 2014), enrollment was permitted up to 15% above the maximum authorized enrollment; in the renewal charter agreement, the allowance over maximum authorized enrollment has been eliminated for all NYC DOE Chancellor-authorized schools.

A. Academic Performance

At the time of this school's renewal, Rochdale Early Advantage Charter School has partially 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)

- (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.

Data available for Rochdale Early Advantage Charter School indicates that the school has made progress towards meeting some of these objectives.

Mission and Vision

Rochdale Early Advantage Charter School's mission is to provide an early college preparatory program serving students in kindergarten through grade five. Rochdale Early Advantage Charter School is committed to a balanced multi-literacy approach, educating each student to "stand out from the crowd" intellectually, historical-culturally, digitally, economically, physically, artistically and civically, in an increasingly diverse and fast-changing global society. Driven by the principles of purpose, passion and proficiency, Rochdale Early Advantage Charter School offers each student a challenging, college-bound education that develops character and critical thinking ability infused with family and social values to support lifelong learning, leadership and productive citizenship. The school executes against this mission by using a curriculum, designed to be challenging and prepare students for college in accordance with its mission, which has been aligned to the Common Core Learning Standards (CCLS) since its first year. The Rochdale Early Advantage Charter School instructional program includes Mandarin Chinese instruction for all grades, in service to its stated mission to prepare students for a global society.

School Specific Academic Performance

The school entered its fifth year of operation with the 2014-2015 academic year. As a result, the New York City Department of Education (NYC DOE) has two 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 Rochdale Early Advantage Charter School.

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable. However, as this school had its first year of testing in 2012-2013, all proficiency results are aligned to the CCLS.

In 2012-2013, 24.2% of Rochdale Early Advantage Charter School's students were proficient in math. Rochdale Early Advantage Charter School's math proficiency was higher than 45.9% of elementary schools citywide. However, when compared to elementary schools with student

populations most like its own (i.e. peer schools), Rochdale Early Advantage Charter School outperformed 54% of similar schools. In 2012-2013, 30.3% of Rochdale Early Advantage Charter School's students demonstrated proficiency in state tests in English Language Arts (ELA). With this level of proficiency, Rochdale Early Advantage Charter School outperformed 65% of elementary schools citywide. Additionally, Rochdale Early Advantage Charter School outperformed 85% of its peer schools.

The following year, in 2013-2014, 21.9% of Rochdale Early Advantage Charter School's students were proficient in math. Rochdale Early Advantage Charter School's math proficiency was higher than 29% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own, Rochdale Early Advantage Charter School outperformed only 20% of similar schools. In 2013-2014, 21.5% of Rochdale Early Advantage Charter School's students demonstrated proficiency in state tests in ELA. With this level of proficiency, Rochdale Early Advantage Charter School outperformed 43% of elementary schools citywide. However, Rochdale Early Advantage Charter School only outperformed 23% of its peer schools.

Over the four years that data is available for the retrospective charter term, Rochdale Early Advantage Charter School has met only 20% of its applicable academic charter goals.^{1,2} Rochdale Early Advantage Charter School met one of nine applicable academic goals in its most recent year. Because of the move to Common Core 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 include goals that are related to standardized assessments for students in grades kindergarten through two or NYC DOE Progress Report grades. The school has demonstrated a trend of inconsistent achievement of its stated charter goals over the four years of the charter term under review.

In 2013-2014, Rochdale Early Advantage Charter School's English Median Adjusted Growth Percentile was 42% with a City Percent of Range of 0%, placing the school in the zero percentile of schools citywide.³ Similarly, the school's peer and Community School District (CSD) percentiles were also 0%. This means that all other elementary schools in CSD 28 and in Rochdale Early Advantage Charter School's peer group had an ELA median adjusted growth percentile greater than Rochdale Early Advantage Charter School's median adjusted growth percentile.

In 2013-2014, Rochdale Early Advantage Charter School's Math Median Adjusted Growth Percentile was 37% with a City Percent of Range of 0.4%, placing the school in the bottom 2% of elementary schools citywide. In addition, all other elementary schools in CSD 28 had a Math median adjusted growth percentile greater than Rochdale Early Advantage Charter School's median adjusted growth percentile.

¹ 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 and beyond) 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 12 students).

² 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% 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 include 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.

³ 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 the same or lower than the school under consideration. A City Percent of Range of 0% indicates that the school's score was two standard deviations below the average score, while a Citywide percentile of 0% indicates that no schools serving similar grade levels scored below the school.

Reports from past NYC DOE visits to the school indicate that in the first three years of the charter the school had an assessment system in place and used the results to inform instruction and identify students in need of support. In visits to the school in April 2012 and May 2013, reviewers noted that, “teachers interviewed reported reviewing data collaboratively in weekly meetings and using the results to inform grouping and instruction.”⁴

On its 2012-2013 NYC DOE Progress Report, Rochdale Early Advantage Charter School received a B grade in all sections including as an Overall grade. In 2012-2013 the school was classified by the NYC DOE as an Early Childhood School; Early Childhood schools do not receive a percentile rank therefore no percentile rank was included in the Progress Report.

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 30-40 schools with the most similar student population and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections. The grade in this section was based on Early Grade Progress, which measured how individual students’ proficiency on State ELA and math exams exceeded their expected proficiency in third grade based on the student’s demographic characteristics. 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, 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.

On the 2013-2014 NYS assessments, 25% of Rochdale Early Advantage Charter School’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 places Rochdale Early Advantage Charter School above 6% of elementary schools citywide. Similarly, only 40% of 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 English scores; this level places Rochdale Early Advantage Charter School in the 15th percentile of all elementary schools citywide.

On the 2013-2014 NYS assessments, 13% of Rochdale Early Advantage Charter School’s students with disabilities⁵ 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 places Rochdale Early Advantage Charter School above 2% of elementary schools citywide. Similarly, only 22% of students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting English scores. This places Rochdale Early Advantage Charter School above 3% of all elementary schools citywide.

⁴ Rochdale Early Advantage Charter School Annual Site Visit Report 2011-2012 and Annual Comprehensive Review 2012-2013

⁵ Defined as students with a placement in Self-Contained, ICT, or SETSS

Rochdale Early Advantage Charter School served no English Language Learner (ELL) students who took the 2013-2014 NYS assessments in either math or ELA. As a result, there is no data on the percent of ELL students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

B. Governance, Operations & Finances

Rochdale Early Advantage Charter School is an operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Rochdale Early Advantage Charter School's Board of Trustee bylaws;
- Rochdale Early Advantage Charter School's Board of Trustee meeting minutes;
- Rochdale Early Advantage Charter School's self-reported staffing data;
- Rochdale Early Advantage Charter School's financial disclosure forms;
- Rochdale Early Advantage Charter School's FY12, FY13, and FY14 independent financial audits;
- Rochdale Early Advantage Charter School's 2014-2015 staff handbook;
- Rochdale Early Advantage Charter School's 2014-2015 student/family handbook; and
- Rochdale Early Advantage Charter School's FY15 budget.

Over the course of the school's charter term, the Board of Trustees has maintained a partially developed governance structure and developed organizational design. However, while Board member size does fall within the range outlined in the school's charter, there is no evidence that all of the committees referenced in the bylaws are active. According to the Board minutes and meeting agendas reviewed, the Executive and Finance committees are active, but the Development, Academic Accountability and Governance committees are not active. Between the 2013-2014 and 2014-2015 school year there was only one new addition to the Board, though required documentation for this addition was not submitted. To date, the Board has 10 active board members, as evidenced by the school's website and Board meeting minutes; quorum at Board meetings was achieved for all meetings in 2010-2011, 2011-2012, 2012-2013, and 2013-2014 school years. The founding Board chair has been with the school and Board since inception.

Over the course of the school's charter term, the school has developed a stable school culture. School leadership, as defined by the school, has experienced no turnover. The school leader has been with the school since inception.

The school has experienced a reduction in instructional staff turnover since opening, with a level of turnover in the most recent academic year far below average. In year one, year two, and year three of the charter term (2010-2011, 2011-2012, and 2012-2013), 60%, 11%, and 21% of instructional staff did not return, either by choice or request, at the start of the following school year. However, for the most recent period, staff turnover was only 6%.⁶

The school has established clear opportunities for parents to become involved in the school community and for students to become involved in the greater Queens Community. The school has an established parent association. Beginning with its second year of operation, the school has hosted 10 parent association meetings per year. The school has scheduled two parent-teacher conferences per year since opening; average attendance at these meetings has been 97% each

⁶ Data on instructional staff turnover was self-reported by the school in its Renewal Application to the NYC DOE dated November 2014.

year.⁷ For the first time in the 2013-2014 school year, third and fourth grade students performed at senior citizen facilities in the community.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 132 days of unrestricted cash on hand to meet obligations totaling \$857,444.⁸

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

There was no material weakness noted in the three independent financial audits for FYs 12-14.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Rochdale Early Advantage Charter School has been compliant with most applicable laws and regulations.

The school has submitted required documentation for teacher certification and is 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 has submitted its required safety plan. The school has the required number of staff with AED/CPR certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has submitted appropriate insurance documents to the NYC DOE.

For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 10, 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.

The school has submitted a current and complete copy of its Student Discipline Policy for the 2014-2015 school year. However, the policy is determined to be out of compliance with federal law because the due process policy is not clearly outlined and the policy does not include disciplinary measures for students with disabilities. In addition, the policy states that the school has adopted the NYC DOE Discipline Code for its discipline policy, but this is in question due to the inability of charter schools to implement certain provisions of the NYC DOE Discipline Code.

Although the Board held the required number of meetings per the Board's bylaws in years one, two, three and four of the charter term (2010-2011, 2011-2012, 2012-2013, and 2013-2014), the Board did not adhere to the Charter Schools Act in all years of the charter term. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year, but Rochdale Early Advantage Charter School held eight or nine board meetings per year. The Board has been in compliance with making Board agenda items and minutes available to the public for inspection via posting on the school's website. All Board members have submitted financial disclosure forms as part of the 2013 NYSED Annual Report, however, the Board did not consistently submit board resignation notices or new board member credentials within the required five days of change to the NYC DOE Office of School Design and Charter Partnership (OSDCP) for review and if necessary, approval.

⁷ Data on parent association meetings and parent-teacher conferences was self-reported by the school in its Renewal Application to the NYC DOE dated November 2014.

⁸ 2013-2014 Financial Audit

D. Plans for Next Charter Term

The school has submitted a request to make the following material revisions to its charter as part of its next charter term:

- expand to serve students in grades six through eight; and
- increase its authorized enrollment from 244 students in grades kindergarten through five to 675 students in grades kindergarten through eight to meet high community demand.

The application also noted that Rochdale Early Advantage Charter School plans to secure a new facility to house the entire student body in grades kindergarten through eight. The Board of Trustees hired a Chief Executive Officer (CEO) in July 2013 with the expectation that the CEO's primary duties will center on strategic planning for the new facility.

Staten Island Community Charter School

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Staten Island Community Charter School	
Board Chair(s)	Ellen Icolari
School Leader(s)	Dr. Nicole Richardson Garcia – Principal and Chief Academic Officer Lorna Harris – Chief Operating Officer
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 31
Physical Address(es)	320 St. Marks Place, Staten Island (Kindergarten)
	309 St Paul's Avenue, Staten Island (Grades 1-5)
Facility Owner(s)	Private
School Opened For Instruction	2010-2011
Current Charter Term Expiration Date	12/14/2014
Current Authorized Grade Span	K-5
Current Authorized Enrollment	330
Proposed New Charter Term	2.5 years [December 15, 2014 – June 30, 2017]
Proposed Authorized Grade Span for New Charter Term	K-5
Proposed Authorized Enrollment for New Charter Term	330
Proposed Sections per Grade for New Charter Term	2-3 (two sections per grade across all grades but one to accommodate for one larger incoming cohort) ⁹

⁹ Please see the Additional Enrollment Data table on page 13 for more information.

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	18	18	18	18	72
# Met	2	3	3	0	8
# Partially Met	0	0	0	0	0
# Not Met	2	7	9	10	28
# Not Applicable *	14	8	6	8	36
% Met	11%	17%	17%	0%	11%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	11%	39%	50%	56%	39%
% Not Applicable *	78%	44%	33%	44%	50%
% Met of All Applicable Goals	50%	30%	25%	0%	22%

* 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. Please refer to Part IV, Mission and Academic Goals for more information.

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
Staten Island Community Charter School	-	-	9.3%	22.5%
CSD 31	-	-	32.8%	35.4%
Difference from CSD 31 *	-	-	-23.5	-12.9
NYC	-	-	28.1%	30.5%
Difference from NYC *	-	-	-18.8	-8.0
New York State **	-	-	31.1%	30.6%
Difference from New York State	-	-	-21.8	-8.1

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Staten Island Community Charter School	-	-	13.0%	19.5%
CSD 31	-	-	37.4%	43.5%
Difference from CSD 31 *	-	-	-24.4	-24.0
NYC	-	-	33.1%	39.3%
Difference from NYC *	-	-	-20.1	-19.8
New York State **	-	-	31.1%	36.2%
Difference from New York State	-	-	-18.1	-16.7

* 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
Staten Island Community Charter School – All Students	-	-	-	51.0%
Peer Percent of Range - All Students	-	-	-	10.4%
City Percent of Range- All Students	-	-	-	10.6%
Staten Island Community Charter School – School's Lowest Third	-	-	-	54.0%
Peer Percent of Range – School's Lowest Third	-	-	-	0.0%
City Percent of Range – School's Lowest Third	-	-	-	0.0%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Staten Island Community Charter School – All Students	-	-	-	42.0%
Peer Percent of Range - All Students	-	-	-	11.3%
City Percent of Range- All Students	-	-	-	6.0%
Staten Island Community Charter School – School's Lowest Third	-	-	-	56.0%
Peer Percent of Range – School's Lowest Third	-	-	-	19.1%
City Percent of Range – School's Lowest Third	-	-	-	10.2%

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.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	0.0%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	25.0%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	33.3%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	21.7%

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

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 2.5 year short term renewal with an academic performance condition and an operational/governance condition.

The academic performance condition is as follows:

1. The school must demonstrate academic growth, as measured by the school's median adjusted growth percentiles in ELA and math, for each year of the charter term. The median adjusted growth percentile for the school's students will be at or above 50 percent of city percent of range for each ELA and math in each year of the charter term.

The operational/governance condition is as follows:

2. No later than March 14, 2015, the Board of Trustees will present to the NYC DOE a detailed Board of Trustees governance plan that includes a proposed Board membership and committee structure that is reflective of intended practice and membership at scale. This plan also must include a proposed committee structure, recruitment, and development/training plan that indicates the membership will have the capacity and dedicated responsibility for academic, operational and compliance oversight of the school by the Board of Trustees.

A. Academic Performance

At the time of this school's renewal, Staten Island Community Charter School ("SICCS") has not yet 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)

- (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.

Available data for Staten Island Community Charter School indicate that the school has made some progress towards meeting these objectives.

Mission and Vision

Staten Island Community Charter School's mission is to provide an exemplary K - 8 education program for students on the North Shore of Staten Island, a program designed to produce a community of smart, responsible, creative, citizens who will graduate ready to attend college preparatory high schools. The school offers an instructional program that is aligned to the NYS Common Core Learning Standards. Staten Island Community will hold expectations high and

inspire student achievement by cultivating close relationships between the school administration, students, teachers and parents.

School Specific Academic Performance

Staten Island Community Charter School entered its fifth year of operation with the 2014-2015 academic year. As a result, the New York City Department of Education (NYC DOE) has two years of New York State (NYS) assessment data and four years of other academic data, such as data obtained from internal assessments and attendance information, to evaluate the academic achievement and progress of students at SICCS.

SICCS has consistently performed below Community School District (CSD) 31 and New York City averages on NYS assessments during the current charter term.

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. However, as the school had its first year of testing in 2012-2013, all proficiency results are aligned to the CCLS.

In 2012-2013, only 13% of SICCS’s students were proficient in math. SICCS’s math proficiency was higher than 15% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own (i.e. peer schools) SICCS outperformed only 5% of similar schools. In 2012-2013, only 9.3% of SICCS’s students demonstrated proficiency in state tests in ELA. With this level of proficiency, SICCS outperformed just 15% of elementary schools citywide. Additionally, SICCS only outperformed 8% of its peer schools.

The following year, in 2013-2014, only 19.5% of SICCS’s students were proficient in math. SICCS’s math proficiency was higher than 23% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own, SICCS outperformed only 10% of similar schools. In 2013-2014, only 22.5% of SICCS’s students demonstrated proficiency in state tests in ELA. With this level of proficiency, SICCS outperformed just 47% of elementary schools citywide. Additionally, SICCS only outperformed 38% of its peer schools.

Over the four years that data is available for the retrospective charter term, Staten Island Community Charter School has met only 22% of its applicable academic charter goals.^{10,11} In its most recent year, 2013-2014, SICCS met zero of ten applicable academic charter goals. The school has demonstrated a trend of decreased achievement of its stated charter goals over the four years of the charter term under review.

In 2013-2014, SICCS’ English Median Adjusted Growth Percentile was 51% with a City Percent of Range of 10.6%, placing the school in the bottom 5% of elementary schools citywide.¹² SICCS’s

¹⁰ 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 the 2013-2014 school year and beyond) 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 12 students).

¹¹ 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% 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 include 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.

¹² 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 the same or lower than the school under consideration. A City Percent of Range of 10.6% indicates that the school fell only 10.6% inside the range around the average (i.e. more than one standard deviation below the average), while a Citywide percentile of 5% indicates that only 5% of schools serving similar grade levels scored below the school.

Math Median Adjusted Growth Percentile was 42% with a City Percent of Range of 6.0%, which also placed the school in the bottom 5% of elementary schools citywide.

As indicated in Appendix A, third grade ELA proficiency increased by 21.9 percentage points from the 2012-2013 school year to the 2013-2014 school year. The gap in third grade ELA proficiency between that of the school and CSD 31 shrank by 18.9 percentage points over that time period. As indicated in Appendix A, third grade math proficiency increased by 10.7 percentage points from the 2012-2013 school year to the 2013-2014 school year. The gap in third grade math proficiency between that of the school and CSD 31 shrank by 4.7 percentage points over that same period.

Reports from past NYC DOE visits to Staten Island Community Charter School indicate that in the first two years of the charter the school provided a safe environment conducive to learning. In a visit to the school in April 2012, reviewers noted that “the school uses the Resolving Conflict Creatively Program (RCCP) and the use of Peace Corners was evident in observed classrooms.

The school also implemented Positive Behavioral Interventions and Supports (PBIS) with consultants providing in-service training and follow up. Each grade has created a plan with specific rules and consequences that are posted consistently throughout the school. Observed teachers established clear routines and procedures, which students appeared to have internalized. For example, one teacher had a behavior log book that students were expected to sign if they misbehaved. Positive reinforcement of expected behaviors was observed in most classrooms.”

On the school’s 2012-2013 NYC DOE Progress Report, Staten Island Community Charter School received a C grade in all sections except School Environment, for which they received a B grade. In 2012-2013, the school was classified by the NYC DOE as an Early Childhood School; Early Childhood schools do not receive a percentile rank therefore no percentile rank was included in the Progress Report.

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,¹³ 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, and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools

¹³ 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.

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.

On the 2013-2014 NYS assessments, 21.7% of Staten Island Community Charter School'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 places SICCS above 4% of elementary schools citywide. Similarly, 25% of SICCS 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 places SICCS above only 1% of all elementary schools citywide.

On the 2013-2014 NYS assessments, 33.3% of SICCS's students with disabilities¹⁴ 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 places SICCS above 24% of elementary schools citywide. However, 0% of SICCS's students with disabilities 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 places SICCS above 0% of all elementary schools citywide.

SICCS did not serve the minimum number of students designated as English Language Learners to receive data on the percent of English Language Learner students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

B. Governance, Operations & Finances

Staten Island Community 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:

- Staten Island Community Charter School's FY11 mid-year, FY12, FY13, and FY14 independent financial audits;
- Staten Island Community Charter School's 2014-2015 staff handbook;
- Staten Island Community Charter School's 2014-2015 student/family handbook;
- Staten Island Community Charter School's FY15 budget;
- Staten Island Community Charter School's Board of Trustees financial disclosure forms;
- Staten Island Community Charter School's Board of Trustees minutes;
- Staten Island Community Charter School's Board of Trustees by-laws; and
- Staten Island Community Charter School's self-reported staffing data.

Over the course of the school's charter term, the Board of Trustees has partially maintained a developed governance structure and organizational design. Although Board member size does fall within the range outlined in the school's charter, there is no evidence of active committees on the Board. In addition, there has been turnover on the board since the school's founding – between the 2012-2013 and 2013-2014 school years the Board lost three members and gained two new members. Required documentation for these additions and resignations was only submitted to the NYC DOE for one board member change. To date, the Board has six active board members as evidenced by the school's website and minutes. Based on this level of Board membership, quorum at Board meetings was achieved for all Board meetings in the 2013-2014 school year.

¹⁴ Defined as students with a placement in Self-Contained, ICT, or SETSS

Over the course of the school's charter term, the school has not yet developed a stable school culture, but recently made efforts towards developing a stable school culture by hiring a new principal and Chief Operating Officer. The school principal, Michael Courtney, was terminated in December 2013; a new principal was not appointed until May 2014, leaving the school without a principal for five months. A former Board member, Lorna Harris, resigned from the Board to join the school as a full-time Director of Institutional Advancement and External Affairs in August 2013. Later that year, after Dr. Courtney was terminated, to ensure the school had operational stability until an instructional leader was employed, the Board appointed Lorna interim Chief Operating Officer (CEO). The school has also experienced significant turnover in instructional staff; of 32 instructional staff members in 2013-2014, 22 instructional staff members, or 68%, resigned.¹⁵

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 116 days of unrestricted cash on hand to meet obligations. Based on the fiscal year 2014 financial audit, the school had no debt obligations and its current ratio of 5.09 indicated a strong ability to meet its current liabilities.

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

There was no material weakness noted in the three independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Staten Island Community Charter School has been compliant with most applicable laws and regulations.

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

The school has submitted its required safety plan. The school has the required number of staff with AED/CPR certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has submitted appropriate insurance documents to the NYC DOE.

For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 9, 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.

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

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 out of compliance with federal law related to students with disabilities and due process regulations.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

¹⁵ Reflects self-reported data submitted with Renewal Application in November 2014

As of the review in November 2014, all staff members except for one have appropriate fingerprint clearance. There is one staff member whose fingerprint clearance is outstanding.

Although the Board held the required number of meetings per the Board's bylaws in all years of the charter term (10 meetings per year), the Board has not held the number of board meetings required by the Charter School Act, which requires that the Board hold monthly meetings over a period of 12 calendar months per year.

Board agenda items and minutes have been made available to the public for inspection via posting on the school's website. All Board members have submitted financial disclosure forms as part of the 2013 NYSED Annual Report; however, the Board did not consistently submit board resignation notices or 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.

D. Plans for Next Charter Term

Staten Island Community Charter School's mission is to provide an exemplary K - 8 education program for students on the North Shore of Staten Island, a program designed to produce a community of smart, responsible, creative, citizens who will graduate ready to attend college preparatory high schools. The school offers an instructional program that is aligned to the NYS Common Core Learning Standards. Staten Island Community will hold expectations high and inspire student achievement by cultivating close relationships between the school administration, students, teachers and parents. In an effort to stabilize and strengthen the structure of its elementary school grades, the Board has decided not to extend its programming to include middle school next school year and for the foreseeable future.

Inwood Academy for Leadership Charter School

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Inwood Academy for Leadership Charter School	
Board Chair(s)	Rahsaan Graham
School Leader(s)	Christina Reyes (Executive Director), Ryan McCabe (MS)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 6
Physical Address(es)	433 West 204th Street, Manhattan (Grades 5-8)
	108 Cooper Street, Manhattan (Grade 9)
Facility Owner(s)	Private
School Opened For Instruction	2010-2011
Current Charter Term Expiration Date	12/14/2014
Current Authorized Grade Span	5-9
Current Authorized Enrollment	500
Proposed New Charter Term	3.5 years [December 15, 2014 - June 30, 2018]
Proposed Authorized Grade Span for New Charter Term	5-12
Proposed Authorized Enrollment for New Charter Term	1,020
Proposed Sections per Grade for New Charter Term	4-5 (four sections per grade in grades 5, 9-12; five sections per grade in grades 6-8)

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	13	13	13	13	52
# Met	2	3	2	1	8
# Partially Met	0	1	0	0	1
# Not Met	2	1	2	6	11
# Not Applicable *	9	8	9	6	32
% Met	15%	23%	15%	8%	15%
% Partially Met	0%	8%	0%	0%	2%
% Not Met	15%	8%	15%	46%	21%
% Not Applicable *	69%	62%	69%	46%	62%
% Met of All Applicable Goals	50%	60%	50%	14%	40%

* 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
Inwood Academy for Leadership Charter School	25.7%	40.8%	15.2%	11.8%
CSD 6	38.4%	34.5%	13.7%	15.6%
Difference from CSD 6*	-12.7	6.3	1.5	-3.8
NYC	49.0%	48.7%	25.8%	27.4%
Difference from NYC *	-23.3	-7.9	-10.6	-15.6
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-27.1	-14.3	-15.9	-18.8

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Inwood Academy for Leadership Charter School	55.5%	61.3%	15.7%	18.1%
CSD 6	51.0%	52.2%	15.0%	20.4%
Difference from CSD 6*	4.5	9.1	0.7	-2.3
NYC	62.9%	62.2%	27.8%	31.5%
Difference from NYC *	-7.4	-0.9	-12.1	-13.4
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	-7.8	-3.5	-15.4	-18.1

* 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
Inwood Academy for Leadership Charter School - All Students	45.0%	72.0%	56.0%	59.0%
Peer Percent of Range - All Students	0.0%	100.0%	23.4%	41.7%
City Percent of Range- All Students	0.0%	82.7%	20.9%	34.3%
Inwood Academy for Leadership Charter School - School's Lowest Third	49.0%	77.5%	73.0%	73.5%
Peer Percent of Range - School's Lowest Third	0.0%	81.2%	20.1%	39.0%
City Percent of Range - School's Lowest Third	0.0%	68.0%	25.2%	38.6%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Inwood Academy for Leadership Charter School - All Students	59.5%	67.5%	58.5%	62.0%
Peer Percent of Range - All Students	35.9%	71.2%	34.5%	46.9%
City Percent of Range- All Students	41.4%	70.3%	41.3%	51.8%
Inwood Academy for Leadership Charter School - School's Lowest Third	71.0%	71.0%	79.0%	76.0%
Peer Percent of Range - School's Lowest Third	54.7%	63.6%	56.6%	51.4%
City Percent of Range - School's Lowest Third	56.2%	63.5%	63.7%	58.9%

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.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	63.6%	61.3%	54.4%
English Language Learner Students	18.2%	50.0%	38.8%	35.0%
Students in the Lowest Third Citywide	23.1%	50.6%	46.2%	43.4%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	33.3%	58.1%	63.3%
English Language Learner Students	20.0%	32.4%	43.7%	35.2%
Students in the Lowest Third Citywide	38.7%	36.5%	51.4%	56.9%

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

Inwood Academy for Leadership Charter School enrolled its first class of ninth grade students in the 2014-2015 school year. As a result, high school performance data, including graduation rates, credit accumulation and Regents pass rates, are not available for the current charter term.

Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 3.5 year short-term renewal with academic performance conditions.

The academic performance conditions are as follows:

1. As part of its oversight of Inwood Academy for Leadership Charter School in its next term, the NYC DOE will require the school to submit an academic improvement/ corrective action plan to address its English Language Arts performance and growth on the NYS assessments. This plan should include timelines, interim progress goals, details on data-driven instructional program design, professional development and assigned responsibilities. A draft of the plan should be submitted to the NYC DOE no later than March 14, 2015.
2. If by the start of school year 2017-2018, the school's high school academic performance in each year to date of the charter term does not meet or exceed the following, the NYC DOE reserves the right to provide the school's students and parents with information and counseling regarding the citywide high school choice process:
 - NYS Regents exam pass rates (weighted and standard) at or above 50 percent of city range for both the English and math exams; and
 - Credit accumulation, as measured by the percent of high school students in their first and second years earning 10+ credits in each respective year, is at or above 50 percent of city range for both grade levels.

As part of the renewal application, Inwood Academy for Leadership Charter School submitted two material revisions. The NYC DOE determination is as follows: regarding the material revisions to expand authorized grades from grades five through nine to grades five through twelve and to increase the authorized maximum enrollment to 1,020 students during the next charter term, the NYC DOE approves these material revisions.

A. Academic Performance

At the time of this school's renewal, Inwood Academy for Leadership Charter School (Inwood Academy for Leadership) has partially 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)

- (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.

Data available for Inwood Academy for Leadership indicates that the school has made progress towards meeting these objectives.

Mission and Vision

Inwood Academy for Leadership's mission is to empower students in Inwood and Washington Heights to become agents for change through community-focused leadership, character development and college preparedness. The school executes against this mission by embedding character development curriculum into the school day, providing student leadership opportunities within both the school and its surrounding community, and fostering partnerships with local organizations in the Inwood and Washington Heights sections of Manhattan.

School-Specific Academic Performance

The school entered its fifth year of operation with the 2014-2015 academic year. The New York City Department of Education (NYC DOE) has four years of New York State (NYS) assessment data and four years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Inwood Academy for Leadership.

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 are not directly comparable.

English Language Arts (ELA) and math proficiency rates for Inwood Academy for Leadership have not consistently exceeded or fallen below those of CSD 6 during the current charter term. In 2012-2013, ELA and math proficiency rates for Inwood Academy for Leadership met or exceeded those of CSD 6.¹⁶ However, in the most recent year, 2013-2014, Inwood Academy of Leadership proficiency rates were below those of CSD 6 for both ELA and math.

In 2012-2013, 15.7% of Inwood Academy for Leadership's students were proficient in math. Inwood Academy for Leadership's math proficiency was higher than 55% of middle schools citywide and, when compared to middle schools with student populations most like its own (i.e. peer schools), Inwood Academy for Leadership outperformed 67% of similar schools. In 2012-2013, 15.2% of Inwood Academy for Leadership's students demonstrated proficiency in state tests in ELA. At this level of proficiency, Inwood Academy for Leadership outperformed 57% of middle schools citywide. Additionally, Inwood Academy for Leadership outperformed 85% of its peer schools.

The following year, in 2013-2014, 18.1% of Inwood Academy for Leadership's students were proficient in math. Inwood Academy for Leadership's math proficiency was again higher than 55% of middle schools citywide. When compared to peer schools, Inwood Academy for Leadership outperformed 63% of similar schools. In 2013-2014, 11.8% of Inwood Academy for Leadership's students demonstrated proficiency in NYS assessments in ELA. At this level of proficiency, Inwood Academy for Leadership outperformed only 43% of middle schools citywide but outperformed 63% of its peer schools.

Over the four years that data is available for the retrospective charter term, Inwood Academy for Leadership has met 40% of its applicable academic charter goals.^{17,18} Inwood Academy for

¹⁶ This refers to overall proficiency within the school. Individual grade-level proficiency was below the CSD 6 rates for grades five and six in both ELA and math.

¹⁷ 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 and beyond) 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 12 students).

¹⁸ 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% 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

Leadership met one of seven applicable academic performance goals in its most recent year. Because of the move to Common Core 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, the NYC DOE will not include goals that are related to NYC DOE Progress Report grades. The school has demonstrated a trend of decreased achievement of its stated charter goals over the most recent years of the charter term under review.

In 2012-2013, Inwood Academy for Leadership's ELA median adjusted growth percentile was 56% with a City Percent of Range of 20.9%, placing the school in the 11th percentile of middle schools citywide.¹⁹ Similarly, the school's peer and Community School District (CSD) percentiles were 21% and 0%, respectively. This means that only 21% of other middle schools in Inwood Academy for Leadership's peer group and no other middle schools in CSD 6 had ELA median adjusted growth percentiles lower than Inwood Academy for Leadership's ELA median adjusted growth percentile.

In 2012-2013, Inwood Academy for Leadership's math median adjusted growth percentile was 58.5% with a City Percent of Range of 41.3%, which placed it in the 32nd percentile of middle schools citywide. Similarly, the school's peer and CSD percentiles were 31% and 29%, respectively. The school's math median adjusted growth percentile was below the average of both its peer group and CSD 6.

The following year, in 2013-2014, Inwood Academy for Leadership's median adjusted growth percentile increased in each ELA and math. In 2013-2014, Inwood Academy for Leadership's ELA median adjusted growth percentile increased to 59% with a City Percent of Range of 34.3%, placing the school in the 21st percentile of middle schools citywide. Similarly, the school's peer and CSD percentiles both increased to 35% and 12%, respectively.

In 2013-2014, Inwood Academy for Leadership's math median adjusted growth percentile increased to 62% with a City Percent of Range of 51.8%, placing the school in the 50th percentile of middle schools citywide. The school's peer and CSD percentiles rose to 43% and 41%, respectively.

The school has consistently provided a supportive learning environment for students as well as a responsive education program, but has shown mixed evidence of academic achievement and progress. Reports from the past three NYC DOE visits to the school indicate that in the first three years of its charter the school provided a safe environment that was conducive to learning. These reports consistently describe safe, positive, productive classrooms and a reflective professional culture focused on individual improvement and student achievement.²⁰ However, the school has struggled to maintain these achievement and progress levels on state assessments aligned to the CCLS, which began in school year 2012-2013. The school's current leadership team has been responsive to this during the past two school years by expanding the school's academic intervention team to increase support to at-risk students; expanding its use of reading intervention tools and its overall Response to Intervention (Rtl) program; delving deeper into analysis of

analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades in its analysis of progress towards goals.

¹⁹ 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 the same or lower than the school under consideration. A City Percent of Range of 20.9% indicates that the school's ELA median adjusted growth percentile was greater than one standard deviation below the average (that only 20.9% of the range around the average represented scores lower than that of Inwood Academy for Leadership), while a citywide percentile of 11% indicates that Inwood Academy for Leadership's ELA median adjusted growth percentile was higher than only 11% of all middle schools citywide.

²⁰ Inwood Academy for Leadership Charter School's Annual Site Visit Reports, 2010-2011 and 2011-2012

internal and external assessment data; and increasing support for teachers in the forms of additional coaching, planning time, and professional development (PD).²¹

On its 2012-2013 NYC DOE Progress Report, Inwood Academy for Leadership received an overall grade of C with a grade of C for Student Progress and grades of B and A for Student Performance and School Environment, respectively. Inwood Academy for Leadership ranked in the 30th percentile of all middle schools citywide on the 2012-2013 NYC DOE Progress Report. On the prior year's NYC DOE Progress Report (2011-2012), the school received an overall grade of A and received A grades in all other report categories, placing it in the 93rd percentile of all middle schools citywide. The school's year-over-year performance on the NYC DOE Progress Report, as represented by percentile rank, declined. (Schools receive an ungraded progress report in their first year serving students.)

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,²² 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.

On the 2013-2014 NYS assessments, 57% of Inwood Academy for Leadership'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 places Inwood Academy for Leadership in the 72nd percentile of middle schools citywide. However, only 43% of 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 places Inwood Academy for Leadership in the 25th percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 63% of Inwood Academy for Leadership's students with disabilities 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 places Inwood Academy for Leadership in the 91st percentile of middle schools citywide. However 54% of

²¹ Inwood Academy for Leadership Charter School's renewal application materials submitted on March 31, 2014

²² 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.

students with disabilities 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 places Inwood Academy for Leadership in the 54th percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 35% of Inwood Academy for Leadership's English Language Learner students 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 places Inwood Academy for Leadership in the 39th percentile of middle schools citywide. Similarly, 35% of English Language Learner students 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 places Inwood Academy for Leadership in the 36th percentile of all middle schools citywide.

B. Governance, Operations & Finances

Inwood Academy for Leadership is an operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Inwood Academy for Leadership Charter School's FY11 mid-year, FY12, FY13, and FY14 independent financial audits;
- Inwood Academy for Leadership Charter School's 2014-2015 staff handbook;
- Inwood Academy for Leadership Charter School's 2014-2015 student/family handbook;
- On-site review of Inwood Academy for Leadership Charter School's financial and operational records;
- Inwood Academy for Leadership Charter School's FY15 budget and five-year projected budget;
- Inwood Academy for Leadership Charter School's Board of Trustees financial disclosure forms;
- Inwood Academy for Leadership Charter School's Board of Trustees minutes;
- Inwood Academy for Leadership Charter School's Board of Trustees by-laws; and
- Inwood Academy for Leadership Charter School's self-reported staffing data.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. It has maintained a steady membership and consistently achieved quorum for its required number of yearly meetings. The Board Chair, Rahsaan Graham, is a founding Board member. The Board's officer positions have been consistently filled and its committees have been consistently active. The Board posts its meeting minutes and agenda publicly via the school's website. The Board receives standing academic and operational reports from the school's leadership team during meetings.

Over the course of the school's charter term, the school has developed a stable school culture. The school's Executive Director, Christina Reyes, has been with the school since its inception, as has the majority of the school's leadership team. Additionally, Inwood Academy for Leadership has maintained an instructional staff turnover rate of 14% or less throughout the course of the charter term even as it expanded grade levels. The school has retained 93% or more of its students throughout the course of the charter term. Although the school met its student attendance goal for only two of the four years of the charter term under review, its average daily student attendance for this period does meet the school's attendance goal threshold of 95%.

Based on NYC School Survey results, 100% of teachers at Inwood Academy for Leadership Charter School agree or strongly agree that school leaders place a high priority on the quality of

teaching, which has been constant for three of the four years of survey data in the charter term. This level of agreement is eight percentage points above the citywide average of 92% in 2013-2014. Responses on key questions from students, parents and teachers were generally above citywide averages with only one teacher response and one student response below the citywide average. Response rates for students, parents and teachers have consistently been above citywide averages for the past three years.

Overall, the school is in a neutral position to meet near-term financial obligations. The school has 28 days of unrestricted cash on hand to meet current liabilities totaling \$1,709,731.

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

There was no material weakness noted in the three independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Inwood Academy for Leadership has been compliant with most applicable laws and regulations and was briefly out of compliance with one portion of its charter monitoring plan.

The school has submitted its required immunization documentation and is not in compliance with Department of Health standards of 99% for immunization; according to school records, only 96.2% of the school's students have met immunization requirements.

D. Plans for Next Charter Term

The school has submitted a request to make the following material revisions to its charter as part of its next charter term:

- Continue phase-in of high school with expansion of grades served from five through nine to five through 12; and
- Expand maximum authorized enrollment from 500 to 1,020 students.

In addition, the school also noted that it plans to make the following changes as part of its next charter term:

- The school plans to expand its summer programming to include more weeks of enrichment programming in addition to its existing Summer School, Leadership Week, and Boot Camp enrichment offerings.
- The school plans to embed its Leadership Week during an added week at the beginning of the school year to ensure that students who travel to the Dominican Republic during the summer can return in time to participate. Additionally, going forward, Leadership Week will include day-long retreats for each grade level.

Bedford Stuyvesant New Beginnings Charter School

Part 1: Summary of Renewal Recommendation

I. Charter School Overview

Background Information

Bedford Stuyvesant New Beginnings Charter School	
Board Chair(s)	Joseph Sciame
School Leader(s)	Nicholas Tishuk (Executive Director), Sabrina Del Sherpa (ES), Silbia Pagan (MS)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 16
Physical Address(es)	82 Lewis Avenue, Brooklyn
Facility Owner(s)	Private
School Opened For Instruction	2010-2011
Current Charter Term Expiration Date	1/11/2015
Current Authorized Grade Span	K-8
Current Authorized Enrollment	489
Proposed New Charter Term	3.5 years [January 12, 2015 – June 30, 2018]
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	729
Proposed Sections per Grade for New Charter Term	3

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	14	14	14	14	56
# Met	2	5	5	4	16
# Partially Met	0	0	0	0	0
# Not Met	5	6	3	7	21
# Not Applicable *	7	3	6	3	19
% Met	14%	36%	36%	29%	29%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	36%	43%	21%	50%	38%
% Not Applicable *	50%	21%	43%	21%	34%
% Met of All Applicable Goals	29%	45%	63%	36%	43%

* 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
Bedford Stuyvesant New Beginnings Charter School	40.8%	48.3%	30.4%	23.5%
CSD 16	39.2%	45.5%	16.6%	18.0%
Difference from CSD 16 *	1.6	2.8	13.8	5.5
NYC	48.1%	50.6%	28.0%	28.7%
Difference from NYC *	-7.3	-2.3	2.4	-5.2
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-12.0	-6.8	-0.7	-7.1

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Bedford Stuyvesant New Beginnings Charter School	61.2%	73.0%	26.6%	25.2%
CSD 16	50.3%	53.2%	18.8%	17.5%
Difference from CSD 16 *	10.9	19.8	7.8	7.7
NYC	54.8%	61.3%	32.7%	37.8%
Difference from NYC *	6.4	11.7	-6.1	-12.6
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	-2.1	8.2	-4.5	-11.0

* 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
Bedford Stuyvesant New Beginnings Charter School - All Students	-	64.0%	68.0%	48.0%
Peer Percent of Range - All Students	-	59.8%	72.1%	0.0%
City Percent of Range- All Students	-	53.4%	61.6%	1.2%
Bedford Stuyvesant New Beginnings Charter School - School's Lowest Third	-	65.0%	66.0%	62.0%
Peer Percent of Range – School's Lowest Third	-	39.2%	38.1%	12.8%
City Percent of Range – School's Lowest Third	-	36.9%	23.4%	14.6%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Bedford Stuyvesant New Beginnings Charter School - All Students	-	60.5%	42.0%	32.0%
Peer Percent of Range - All Students	-	54.7%	0.8%	0.0%
City Percent of Range- All Students	-	50.2%	1.4%	0.0%
Bedford Stuyvesant New Beginnings Charter School - School's Lowest Third	-	65.0%	59.0%	52.5%
Peer Percent of Range – School's Lowest Third	-	50.0%	15.8%	7.3%
City Percent of Range – School's Lowest Third	-	49.8%	10.7%	1.3%

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.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	75.0%	22.2%
English Language Learner Students	-	-	-	0.0%
Students in the Lowest Third Citywide	-	23.1%	63.2%	28.1%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	12.5%	38.9%
English Language Learner Students	-	-	-	22.2%
Students in the Lowest Third Citywide	-	22.2%	26.3%	37.1%

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

Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 3.5 year short term renewal with academic performance conditions.

The academic performance conditions are as follows:

1. In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on the New York State ELA assessment must meet or exceed the Community School District of location percent proficient for each grade respectively.
2. In each year of the charter term, in the middle school (grades six through eight), for each grade the percentage of students scoring at a Level 3 or above on the New York State math assessment must meet or exceed the Community School District of location percent proficient for each grade respectively.

As part of the renewal application, Bedford Stuyvesant New Beginnings Charter School submitted one material revision. The NYC DOE determination is as follows: regarding the material revision to increase the authorized maximum enrollment to 729 students during the next charter term, the NYC DOE approves this material revision. Under the school's current charter (which expires on January 11, 2015), enrollment was permitted up to 15% above the maximum authorized enrollment; in the renewal charter agreement, the 15% allowance over maximum authorized enrollment has been eliminated for all NYC DOE Chancellor-authorized schools.

A. Academic Performance

At the time of this school's renewal, Bedford Stuyvesant New Beginnings Charter School (BSNBCS) has partially 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)

- (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.

Data available for BSNBCS indicates that the school has made progress towards meeting some of these objectives.

Mission and Vision

Bedford Stuyvesant New Beginnings Charter School's mission is to create a supportive and rigorous academic environment for all students. Through the pursuit of 21st century learning, project based and service learning, and traditional coursework, students will be prepared to succeed in academically competitive schools as well as become responsible citizens of the global community. The school executes against this mission by focusing on rigorous instruction, accountability for academic achievement, and designing a learning environment that promotes academic success.

School Specific Academic Performance

The school entered its fifth year of operation with the 2014-2015 academic year. The New York City Department of Education (NYC DOE) has four years of New York State (NYS) assessment data and four years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Bedford Stuyvesant New Beginnings Charter School (BSNBCS).

Total ELA and math proficiency rates for BSNBCS have consistently exceeded those of CSD 16 during the current charter term, though individual grade-level proficiency was below the CSD 16 rates for grade 5 ELA and math and grade 4 math this past school year, 2013-2014.

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 are not directly comparable.

In 2012-2013, only 27% of BSNBCS's students were proficient in math. However, BSNBCS's math proficiency was greater than or equal to that of 50% of elementary/middle schools citywide. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools), BSNBCS outperformed 55% of similar schools. In addition, the school outperformed 87% of CSD 16 elementary/middle schools. In 2012-2013, 30% of BSNBCS's students demonstrated proficiency in NYS assessments in English Language Arts (ELA). With this

level of proficiency, BSNBCS outperformed 64% of elementary/middle schools citywide. Additionally, BSNBCS outperformed 83% of its peer schools, and 80% of CSD 16 schools.

The following year, in 2013-2014, the percent of students at BSNBCS who were proficient in math fell to 25.2%. For 2012-2013, BSNBCS's math proficiency was higher than only 37% of elementary/middle schools citywide. When compared to peer schools, BSNBCS outperformed only 40% of similar schools, yet the school outperformed 67% of CSD 16 elementary/middle schools. In 2013-2014, the percent of students at BSNBCS who demonstrated proficiency on NYS assessments in ELA also fell, to 23.5%. With this level of proficiency, BSNBCS outperformed 48% of elementary/middle schools citywide, 43% of its peer schools and 67% of elementary/middle schools in CSD 16.

Over the four years that data is available for the retrospective charter term, BSNBCS has met only 43% of its applicable academic charter goals.^{23,24} BSNBCS met four of eleven 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 include goals that are related to standardized assessments for students in grades kindergarten through two or NYC DOE Progress Report grades. The school has demonstrated an inconsistent trend of achievement of its stated charter goals during the retrospective charter term, with a drop in its success rate over the last two years of the charter term under review.

In 2012-2013, BSNBCS's ELA median adjusted growth percentile was 68% with a City Percent of Range of 61.6%, placing the school in the 65th percentile of elementary/middle schools citywide.²⁵ Similarly, the school's peer and Community School District (CSD) percentiles were 74% and 73%, respectively. This means that over 70% other elementary/middle schools in BSNBCS's peer group and CSD had ELA median adjusted growth percentiles less than BSNBCS's median adjusted growth percentile.

In 2012-2013, BSNBCS's math median adjusted growth percentile of 42% with a City Percent of Range of only 1.4%, which placed it in the bottom 3rd percentile of elementary/middle schools citywide. Similarly, the school's peer and Community School District (CSD) percentiles were 3% and 7%, respectively. This means that nearly all other elementary/middle schools in BSNBCS's peer group and CSD had math median adjusted growth percentiles greater than BSNBCS's median adjusted growth percentile.

²³ 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 and beyond) 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 12 students).

²⁴ 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% 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 include 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.

²⁵ 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 the same or lower than the school under consideration. A City Percent of Range of 61.6% indicates that the school's median adjusted growth percentile was above the citywide elementary/middle school average but less than one standard deviation above the average (that 61.6% of the range around the average represented scores lower than that of BSNBCS), while a Citywide percentile of 65% indicates that BSNBCS's ELA median adjusted growth percentile was higher than 65% of all elementary/middle schools Citywide.

The following year, in 2013-2014, BSNBCS's median adjusted growth percentile decreased in both ELA and math. In 2013-2014, BSNBCS's ELA median adjusted growth percentile fell to 48% with a City Percent of Range of just 1.2%, placing the school in the 2nd percentile of elementary/middle schools citywide. Similarly, the school's peer and Community School District (CSD) percentiles were both 0%.

In 2013-2014, BSNBCS's math median adjusted growth percentile fell to 32% with a City Percent of Range of 0%, placing the school in the bottom 1% of elementary/middle schools citywide.²⁶ The school's peer and Community School District (CSD) percentiles were 3% and 7%, respectively.

Under the founding school leadership, the school had shown strong instructional leadership with established curriculum and enrichment programming. In a visit to the school in May 2011, reviewers noted that the school leaders "have a thorough knowledge of what happens in classrooms through regular observations and feedback,"²⁷ and in April 2012, that the "school has a comprehensive professional development program that is aligned to school-wide priorities and the needs of individual teachers."²⁸ However, when the school added middle school grades in the 2013-2014 school year, school leaders struggled to develop a similar level of stability for the middle school instruction and curriculum. During the renewal visit, the new school leadership discussed their focus on the middle school. Further, the school's new organizational structure marks a departure from a single academic leader to two academic leaders: a Director of the Lower School and a Director of the Middle School. According to the school leadership, this new structure allows for a focus to be placed on developing the middle school curriculum and instructional staff. In addition, the school had challenges with serving the at-risk student population, including special education students and English Language Learners (ELLs). For example, as noted in the April 2012 school visit report, the school met the needs of ELL students primarily "through general intervention programs for struggling students."²⁹

On its 2012-2013 NYC DOE Progress Report, BSNBCS received an overall grade of C with a grade of C for Student Progress and B grades in both the Student Performance and School Environment sections. This ranked BSNBCS in the 35th percentile of all elementary/middle schools citywide. For the 2011-2012 NYC DOE Progress Report, the school earned an overall grade of B and ranked in the 61st percentile of all elementary schools citywide. (Schools receive an ungraded progress report in their first year serving students.)

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,³⁰ 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

²⁶ A comparison range consists of all possible results within two standard deviations of the average. A City Percent of Range of 0% indicates that the school's math median adjusted growth percentile was two standard deviations below the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A Citywide percentile of 1% indicates that BSNBCS's math median adjusted growth percentile was higher than only 1% of all elementary/middle schools Citywide.

²⁷ BSNBCS Annual Visit Report 2010-2011

²⁸ BSNBCS Annual Visit Report 2011-2012

²⁹ BSNBCS Annual Visit Report 2011-2012

³⁰ 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.

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, 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.

On the 2013-2014 NYS assessments, 37% of BSNBCS'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 places BSNBCS in the 29th percentile of elementary/middle schools citywide. In the same year, only 28% of BSNBCS'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 places BSNBCS in the bottom 2nd percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 39% of BSNBCS's students with disabilities 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 places BSNBCS in the 38th percentile of elementary/middle schools citywide. In the same year, only 22% of students with disabilities 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 places BSNBCS in the bottom 3rd percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 22% of BSNBCS's English Language Learner students 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 places BSNBCS in the 14th percentile of elementary/middle schools citywide. In the same year, 0% of English Language Learner students at BSNBCS 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 places BSNBCS at the bottom of all elementary/middle schools citywide.

B. Governance, Operations & Finances

BSNBCS 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:

- Bedford Stuyvesant New Beginnings Charter School's Board of Trustee bylaws;
- Bedford Stuyvesant New Beginnings Charter School's Board of Trustee meeting minutes;
- Bedford Stuyvesant New Beginnings Charter School's self-reported staffing data;
- Bedford Stuyvesant New Beginnings Charter School's financial disclosure forms;
- Bedford Stuyvesant New Beginnings Charter School's FY12, FY13, and FY14 independent financial audits;
- Bedford Stuyvesant New Beginnings Charter School's 2014-2015 staff handbook;
- Bedford Stuyvesant New Beginnings Charter School's 2014-2015 student and family handbook; and
- Bedford Stuyvesant New Beginnings Charter School's FY15 budget.

Over the course of the school's charter term, the Board of Trustees has maintained a partially developed governance structure and organizational design, with seven of the eight current Board members having been with the school since its inception. This level of membership is consistent with the minimum of seven and 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 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's bylaws require a standing Finance Committee, as well as Executive, Grievance, Development, and Family Life Committees. References to most of these committees, including Finance, Executive, Development, and Engagement and Outreach, can be found on the Board's roster.

Currently, the Board's bylaws require that the Board hold 10 meetings per year and the Board has adhered to this in all but one year of the current charter term. Quorum was achieved at the majority of Board Meetings over the course of the charter. If quorum was not achieved the Board did not vote, as recorded in meeting minutes.

Over the course of the school's charter term, the school has partially developed a stable school culture. At the end of the 2013-2014 school year, the founding leadership team of the school, including the Executive Director, Academic Leader, and Director of Operations, left the school and were replaced by a new Executive Director and a new school leadership team, which includes a Director of Student Culture, a Lower School Director of Instruction, a Middle School Director of Instruction, an Associate Director of Special Education and Response to Intervention, an Associate Director of Family and Community Engagement, and an Associate Director of Knowledge and Development. These staff members all started with the new roles at the beginning of the 2014-2015 school year. In general, staff turnover has been inconsistent, ranging between 25% and 12% over the course of the charter term. In year one, year two, and year three of the charter term (2010-2011, 2011-2012, and 2012-2013), 25%, 12%, and 14% of instructional staff did not return, either by choice or request, at the start of the following school year. However, for the most recent period, 2013-2014, staff turnover was 24%, which represents a loss of eight instructional staff members.³¹

The school started the development of professional learning teams in the 2014-2015 school year, along with a positive behavioral management system (including a behavior clip chart and the use of THRIVE tickets), in an effort to develop academic and cultural identity by both staff and students.

Average daily attendance for students during the charter term (2010-2011 through 2013-2014) was 92.4%;³² the school did not meet its attendance goal of 95% in any year of the current charter term. Across the charter term, the school has had mixed results on the NYC School Survey, with a declining trend of teacher satisfaction in recent years.

Overall, the school is in a weak position to meet near-term financial obligations. The school has at least \$304,257 of unrestricted cash on hand to meet current liabilities totaling \$1,021,131. Cash on hand represents only 17 days of operating expenses. Overall, there are concerns about the financial sustainability of the school based on practices from up through FY2014.

³¹ Data on instructional staff turnover was self-reported by the school in its Renewal Application to the NYC DOE dated November 2014.

³² Reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school years 2010-2011 through 2013-2014.

There was no material weakness noted in the three independent financial audits from FY12 to FY14.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Bedford Stuyvesant New Beginnings Charter School has been compliant with some applicable laws and regulations but not others.

The school submitted its FY13 independent financial audit as part of its 2012-2013 Annual Report, which it submitted after the deadline to the New York State Education Department (NYSED).

During the 2013-2014 school year, the NYC DOE determined that the school was out of compliance with its special education and discipline policies. The school was given 30 days to bring its policies into compliance; specifically, the NYC DOE required the school to modify its family handbook to include language regarding due process and student discipline as it relates to students with Individual Education Programs (IEPs). The school updated its Student-Family Culture and Discipline Handbook, effective March 3, 2014, which includes the federal guidelines for students with disabilities.

Although the Board held the required number of meetings per the Board's bylaws in year one of the charter term, the Board held only nine of 10 indicated meetings in subsequent years.

D. Plans for Next Charter Term

Although the school does not plan to serve any additional grades beyond its currently authorized grades of kindergarten through eight, it is requesting to increase its maximum authorized enrollment.

Hyde Leadership Charter School – Brooklyn

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Hyde Leadership Charter School – Brooklyn	
Board Chair(s)	James Cecil Simpson
School Leader(s)	Dr. Sandra Dupree (Executive Director), Christine DePina Forbes (Principal)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 19
Physical Address(es)	330 Alabama Avenue, Brooklyn
Facility Owner(s)	DOE
School Opened For Instruction	2010-2011
Current Charter Term Expiration Date	1/11/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	396
Proposed New Charter Term	3.5 years [January 12, 2015 – June 30, 2018]
Proposed Authorized Grade Span for New Charter Term	K-5
Proposed Authorized Enrollment for New Charter Term	396
Proposed Sections per Grade for New Charter Term	3

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	13	13	13	13	52
# Met	2	3	2	3	10
# Partially Met	0	0	0	0	0
# Not Met	1	2	5	7	15
# Not Applicable *	10	8	6	3	27
% Met	15%	23%	15%	23%	19%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	8%	15%	38%	54%	29%
% Not Applicable *	77%	62%	46%	23%	52%
% Met of All Applicable Goals	67%	60%	29%	30%	40%

* 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
Hyde Leadership Charter School – Brooklyn	-	-	10.9%	16.8%
CSD 19	-	-	14.2%	16.9%
Difference from CSD 19 *	-	-	-3.3	-0.1
NYC	-	-	28.1%	30.5%
Difference from NYC *	-	-	-17.2	-13.7
New York State **	-	-	31.1%	30.6%
Difference from New York State	-	-	-20.2	-13.8

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Hyde Leadership Charter School – Brooklyn	-	-	29.7%	21.4%
CSD 19	-	-	18.8%	22.0%
Difference from CSD 19 *	-	-	10.9	-0.6
NYC	-	-	33.1%	39.3%
Difference from NYC *	-	-	-3.4	-17.9
New York State **	-	-	31.1%	36.2%
Difference from New York State	-	-	-1.4	-14.8

* 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
Hyde Leadership Charter School – Brooklyn - All Students	-	-	-	74.0%
Peer Percent of Range - All Students	-	-	-	85.8%
City Percent of Range- All Students	-	-	-	82.0%
Hyde Leadership Charter School – Brooklyn - School's Lowest Third	-	-	-	78.5%
Peer Percent of Range - School's Lowest Third	-	-	-	66.2%
City Percent of Range - School's Lowest Third	-	-	-	62.9%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Hyde Leadership Charter School – Brooklyn - All Students	-	-	-	42.0%
Peer Percent of Range - All Students	-	-	-	15.2%
City Percent of Range- All Students	-	-	-	6.0%
Hyde Leadership Charter School – Brooklyn - School's Lowest Third	-	-	-	60.0%
Peer Percent of Range - School's Lowest Third	-	-	-	28.2%
City Percent of Range - School's Lowest Third	-	-	-	20.4%

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.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	66.7%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	68.2%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	16.7%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	25.0%

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

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 3.5 year short term renewal with a compliance-related condition.

The compliance-related condition is as follows:

1. No later than February 14, 2015, the school will revise, distribute to students and families, and submit proof of such distribution along with the revision to the NYC DOE a student discipline policy compliant with federal law, including but not limited to due process and students with disabilities. NYC DOE review of the school's current student discipline policy, as noted in the renewal report, indicated the school's current student discipline policy identifies expulsion as a possible consequence for any infraction, limited information regarding due process, and no mention of a discipline policy for students with disabilities.

A. Academic Performance

At the time of this school's renewal, Hyde Leadership Charter School – Brooklyn has partially 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)

- (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.

Data available for Hyde Leadership Charter School – Brooklyn indicates that the school has made some progress towards meeting these objectives.

Mission and Vision

Hyde Leadership Charter School – Brooklyn’s mission is to develop the deeper character and unique potential of each student. Hyde Leadership Charter School – Brooklyn uses a family-based character education to unite parents, teachers and students in helping each student achieve his or her best academically and in sports, the arts, and the community. Rigorous learning attitudes, leadership skills, and a social conscience lay the foundation for each student’s success in college and fulfillment in life.

School Specific Academic Performance

The school entered its fifth year of operation with the 2014-2015 academic year. As a result, the New York City Department of Education (NYC DOE) has two 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 Hyde Leadership Charter School – Brooklyn (Hyde Brooklyn).

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 are not directly comparable. However, as this school had its first year of testing in 2012-2013, all proficiency results are aligned to the CCLS. In 2013-2014, Hyde Leadership Charter School – Brooklyn’s performance on the NYS assessments for ELA and math was comparable to the performance of CSD 19.

In 2012-2013, 29.7% of Hyde Brooklyn’s students were proficient in math. Hyde Brooklyn’s math proficiency was higher than 56% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own (i.e. peer schools), Hyde Brooklyn outperformed 63% of similar schools. In 2012-2013, 10.9% of Hyde Brooklyn’s students demonstrated proficiency in state tests in English Language Arts (ELA). With this level of proficiency, Hyde Brooklyn outperformed only 22% of elementary schools citywide. Additionally, Hyde Brooklyn outperformed only 13% of its peer schools.

The following year, in 2013-2014, 21.4% of Hyde Brooklyn’s students were proficient in math. Hyde Brooklyn’s math proficiency was higher than 28% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own, Hyde Brooklyn outperformed 30% of similar schools. In 2013-2014, 16.8% of Hyde Brooklyn’s students demonstrated proficiency in state tests in ELA. With this level of proficiency, Hyde Brooklyn outperformed 30% of elementary schools citywide. However, Hyde Brooklyn only outperformed 28% of its peer schools.

Over the years that data is available for the retrospective charter term, Hyde Leadership Charter School – Brooklyn has met only 40% of its academic charter goals.^{33,34} Hyde Brooklyn met three of ten applicable performance goals in its most recent year. Because of the move to Common Core 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 include goals that are related to standardized assessments for students in grades kindergarten through two or NYC DOE Progress Report grades. The school has demonstrated a trend of decreased achievement of its stated charter goals over the retrospective charter term.

In 2012-2013, Hyde Brooklyn's ELA median adjusted growth percentile was 74% with a City Percent of Range of 82%, placing the school in the 91st percentile of elementary schools citywide.³⁵ Similarly, the school's peer and Community School District (CSD) percentiles were 93% and 90%, respectively. These percentile ranks indicate that Hyde Brooklyn's ELA median adjusted growth was well above the average of both its peer group and CSD 19.

In 2012-2013, Hyde Brooklyn's math median adjusted growth percentile was 42% with a City Percent of Range of 6%, placing it in the 5th percentile of elementary schools citywide. In addition, the school's peer and Community School District (CSD) percentiles were 5% and 10%, respectively. These percentile ranks indicate that the school's math median adjusted growth percentile was well below the average of both its peer group and CSD 19.

Reports from past NYC DOE visits to the school indicate that the school had been focused on ensuring that students were adequately prepared for the new Common Core aligned assessments. In a visit to the school in May 2013, reviewers noted that the school had made curriculum changes, including a new math program and a switch to a balanced literacy structure for ELA. Reviewers also noted that the school had enhanced interventions and supports for struggling students, including the use of programs such as Leveled Literacy Intervention and Wilson Language Foundations by academic intervention teachers.

On its 2012-2013 NYC DOE Progress Report, Hyde Leadership Charter School – Brooklyn received a grade of C in all sections including as an Overall grade. This ranked Hyde Brooklyn 32nd out of 37 early childhood education schools citywide that received a Progress Report grade in 2012-2013. In 2012-2013 the school was classified by the NYC DOE as an Early Childhood School; Early Childhood schools do not receive a percentile rank, therefore no percentile rank was included in the Progress Report.

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

³³ 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 12 students).

³⁴ 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% 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 include 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.

³⁵ 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 the same or lower than the school under consideration. A City Percent of Range of 82% indicates that the school's ELA median adjusted growth percentile was greater than one standard deviation above the average (that 82% of the range around the average represented scores lower than that of Hyde Brooklyn), while a Citywide percentile of 91% indicates that Hyde Brooklyn's ELA median adjusted growth percentile was higher than 91% of all elementary schools Citywide.

comparing results from one school to a peer group of 30-40 schools with the most similar student population and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections. The grade in this section for Early Childhood schools was based on Early Grade Progress, which measured how individual students' proficiency on State ELA and math exams exceeded their expected proficiency in third grade based on the student's demographic characteristics. 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.

On the 2013-2014 NYS assessments, 25% of Hyde Brooklyn'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 places Hyde Brooklyn in the 6th percentile of elementary schools citywide and above only 16% of elementary schools within CSD 19. However, 68% of 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 English scores; this places Hyde Brooklyn in the 93rd percentile of all elementary schools citywide and the 84th percentile of elementary schools within CSD 19.

On the 2013-2014 NYS assessments, 17% of Hyde Brooklyn's students with disabilities 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 places Hyde Brooklyn in only the 3rd percentile for elementary schools citywide and above only 11% of elementary schools within CSD 19. However, 67% of students with disabilities at Hyde Brooklyn experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting English scores; this places Hyde Brooklyn in the 90th percentile of all elementary schools citywide and the 67th percentile of elementary schools within CSD 19.

In 2013-2014 Hyde Brooklyn did not serve the minimum number³⁶ of students designated as English Language Learners to receive data on the percent of English Language Learner students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

B. Governance, Operations & Finances

Hyde Leadership Charter School – Brooklyn 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:

³⁶ The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

- Hyde Leadership Charter School – Brooklyn’s FY11, FY12, FY13, and FY14 independent financial audits;
- Hyde Leadership Charter School – Brooklyn’s 2014-2015 staff handbook;
- Hyde Leadership Charter School – Brooklyn’s 2014-2015 student/family handbook;
- Hyde Leadership Charter School – Brooklyn’s FY15 budget;
- Hyde Leadership Charter School – Brooklyn’s Board of Trustee bylaws;
- Hyde Leadership Charter School – Brooklyn’s Board of Trustee meeting minutes;
- Hyde Leadership Charter School – Brooklyn’s financial disclosure documentation; and
- Hyde Leadership Charter School – Brooklyn’s self-reported staffing data.

Over the course of the school’s charter term, the Board of Trustees has maintained a partially developed governance structure and organizational design. The Board currently has six active members, which is more than the minimum five members required by the Board’s bylaws. The Board has not consistently held the minimum number of board meetings as stated in their bylaws and outlined in the Charter Schools Act. Furthermore, the Board has not consistently achieved quorum, as recorded in meeting minutes; across 19 Board meeting minutes reviewed, the Board did not achieve quorum in five meetings.

There are clear lines of accountability between the Board and school leadership team 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. Although the Board’s bylaws reference committees, including an Executive Committee, Nominating Committee, Finance and Audit Committee, and Education Committee, the meeting minutes do not indicate that these committees are active throughout the year.

Over the course of the school’s charter term, the school has developed a stable school culture. The school has not experienced any leadership turnover since its inception. The Executive Director served as the Head of School until a new Head of School was hired in the 2012-2013 school year who has remained at the school since. The Executive Director and Head of School have been successful in cultivating a culture of learning that is aligned with the school’s mission. Instructional staff turnover has been relatively consistent over the four year charter term, with an average instructional turnover rate of 25% over the four-year retrospective charter term. In year one, year two, and year three of the charter term (2010-2011, 2011-2012, and 2012-2013), 9%, 29%, and 36% of instructional staff did not return, either by choice or request, at the start of the following school year. However, for the most recent period, staff turnover was only 25%,³⁷ lower than that of the prior two school years.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 90 days of unrestricted cash on hand to meet obligations. Based on the fiscal year 2014 (FY14) financial audit, the school had no debt obligations, and its current ratio of 2.82 indicates a strong ability to meet its current liabilities.

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

There was no material weakness noted in the three independent financial audits.

³⁷ Data on instructional staff turnover was self-reported by the school in its Renewal Application to the NYC DOE dated November 2014.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Hyde Leadership Charter School – Brooklyn has been compliant with some applicable laws and regulations, but not others.

The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has submitted appropriate insurance documents to the NYC DOE.

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

The school has submitted required documentation for teacher certification and is 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. Of Hyde Brooklyn's 45 current staff members, five are not certified.

When the on-site review of employment records was conducted in October 2014, one of 51 employees was determined to lack appropriate fingerprint clearance. The school has since provided documentation that the subject employee is no longer employed by the school and that all employees as required have fingerprint clearance as of the date of this report.

The Board is in compliance with the size of Board membership as outlined in the school's charter and in the Board's bylaws. Further, all Board members have submitted financial disclosure forms, included in the 2013-2014 Annual Report, and do not demonstrate conflicts of interest.

The Board is not in compliance with the required number of board meetings, as outlined in the Board's bylaws the Charter Schools Act and the Board has not consistently posted minutes and agenda items for inspection by the public.

Although the school has provided the NYC DOE with a current and complete copy of Hyde Brooklyn's Student Discipline Policy for the 2014-2015 academic year, this policy was not determined to be compliant with federal law. The policy indicates expulsion as a possible consequence for any infraction, the due process policy is minimal, and there is no mention of a discipline policy for students with disabilities.

D. Plans for Next Charter Term

Hyde Leadership Charter School – Brooklyn would like to continue with the originally approved charter to serve students in grades kindergarten through twelve at full scale with enrollment of 894 students at full enrollment.

Renaissance Charter High School for Innovation

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Renaissance Charter High School for Innovation	
Board Chair(s)	Frank Saia
School Leader(s)	Stephen Falla Riff, E.D., Terence Joseph, Principal
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 4
Physical Address(es)	410 East 100 Street, Manhattan
Facility Owner(s)	DOE
School Opened For Instruction	2010-2011
Current Charter Term Expiration Date	12/14/2014
Current Authorized Grade Span	9-12
Current Authorized Enrollment	500
Proposed New Charter Term	3.5 years [December 15, 2014 – June 30, 2018]
Proposed Authorized Grade Span for New Charter Term	9-12
Proposed Authorized Enrollment for New Charter Term	500
Proposed Sections per Grade for New Charter Term	5

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	14	14	14	14	56
# Met	2	1	4	6	13
# Partially Met	0	0	0	0	0
# Not Met	0	5	6	3	14
# Not Applicable *	12	8	4	5	29
% Met	14%	7%	29%	43%	23%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	0%	36%	43%	21%	25%
% Not Applicable *	86%	57%	29%	36%	52%
% Met of All Applicable Goals	100%	17%	40%	67%	48%

* 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.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
Renaissance Charter High School for Innovation	-	-	-	53%
NYC *	-	-	-	68%
Difference from NYC	-	-	-	-15
6-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
Renaissance Charter High School for Innovation	-	-	-	-
NYC *	-	-	-	-
Difference from NYC	-	-	-	-

College and Career Preparatory Course Index **				
	2010-2011	2011-2012	2012-2013	2013-2014
Renaissance Charter High School for Innovation	-	-	-	7.6%
Peer Percent of Range	-	-	-	19.2%
City Percent of Range	-	-	-	10.1%

* The four and six year NYC graduation rates are determined by the New York State Education Department (SED); SED is expected to publish the 2013-2014 graduation rate in June 2015. The 2013-2014 figure(s) in the table above are projected rates determined by the NYC DOE.

** The College and Career Preparatory Course Index (CCPCI) indicates the percentage of students in the school's four-year cohort who have successfully completed approved rigorous courses and assessments after four years of high school. The CCPCI 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 their peer group/city.

Weighted Regents Pass Rates

2014				
	Math	Science	Global History	U.S History
Renaissance Charter High School for Innovation	0.56	0.76	0.60	0.86
Peer Percent of Range	34.7%	43.1%	45.0%	62.0%
City Percent of Range	13.7%	31.6%	30.4%	46.2%
2013				
	Math	Science	Global History	U.S History
Renaissance Charter High School for Innovation	0.76	0.94	0.74	0.72
Peer Percent of Range	51.0%	57.5%	63.8%	50.0%
City Percent of Range	29.3%	39.4%	42.0%	30.0%
2012				
	Math	Science	Global History	U.S History
Renaissance Charter High School for Innovation	1.22	1.17	1.45	-
Peer Percent of Range	55.5%	43.8%	59.9%	-
City Percent of Range	46.6%	37.2%	56.3%	-
2011				
	Math	Science	Global History	U.S History
Renaissance Charter High School for Innovation	-	-	-	-
Peer Percent of Range	-	-	-	-
City Percent of Range	-	-	-	-

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 eighth 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
Renaissance Charter High School for Innovation	83.5%	76.9%	73.7%	80.4%
Peer Percent of Range	83.0%	75.2%	70.1%	75.9%
City Percent of Range	69.7%	53.7%	41.9%	56.1%
% 2nd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
Renaissance Charter High School for Innovation	-	60.6%	73.1%	63.1%
Peer Percent of Range	-	53.7%	84.7%	55.3%
City Percent of Range	-	27.4%	48.3%	30.5%
% 3rd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
Renaissance Charter High School for Innovation	-	-	66.7%	70.9%
Peer Percent of Range	-	-	72.9%	82.0%
City Percent of Range	-	-	38.9%	48.4%

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.

Closing the Achievement Gap

4-year Weighted Diploma Rate*				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	-	-	222.9%
English Language Learner Students	-	-	-	214.3%
Students in the Lowest Third Citywide	-	-	-	157.8%
College and Career Preparatory Course Index ***				
	2010-2011	2011-2012	2012-2013	2013-2014
School's Lowest Third	-	-	-	1.3%

* 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 the school's lowest third was not introduced until the 2011-2012 school year.

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 3.5 year short term renewal.

A. Academic Performance

At the time of this school's renewal, Renaissance Charter High School for Innovation has partially 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)

- (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.

Data available for Renaissance Charter High School for Innovation indicates that the school has made progress towards meeting these objectives.

Mission and Vision

Renaissance Charter High School for Innovation's mission is to develop leadership through innovation. Student-innovators will achieve academic excellence by setting self-created goals within a three tiered educational model of core classroom instruction, portfolio-based annual individual projects, and hands-on, experiential learning.

School Specific Academic Performance

The school entered its fifth year of operation with the 2014-2015 academic year. As a result, the New York City Department of Education (NYC DOE) has three years of New York State (NYS) assessment data, one year of graduation and closing the achievement gap data, and four years of other academic indicator(s), such as data obtained through internal assessments and attendance information, with which to evaluate the academic achievement and progress of the students at Renaissance Charter High School for Innovation.

For the 2013-2014 school year, Renaissance Charter High School for Innovation's four-year graduation rate was 52.9%. This rate was lower than the citywide average by approximately 15 percentage points in 2013-2014. Renaissance Charter High School for Innovation's four-year graduation rate was higher than only 16% of high schools citywide. However, when compared to

high schools with student populations most like its own (i.e. peer schools) Renaissance Charter High School for Innovation outperformed 44% of similar schools.

The school's overall credit accumulation rates have been higher than the average credit accumulation rates of its peer group schools over the charter term, though they have generally been lower than the citywide credit accumulation averages. The Peer Percent of Range for first, second and third year students has been above 50% in all years (as applicable), meaning that the school has outperformed its peer group average along each metric. However, the City Percent of Range for second and third year students has been below 50% in all years (as applicable), meaning that Renaissance Charter High School for Innovation scored below the citywide average along each of these metrics. In addition, the City Percent of Range for first year students has been below 50% in two of the four years of the current charter term.³⁸

In the most recent school year, 2013-2014, 80.4% of first year students at Renaissance Charter High School for Innovation earned 10+ credits, placing the school in the 84th percentile of its peer group schools and the 43rd percentile of all high schools citywide. Additionally, 63.1% of second year students at Renaissance Charter High School for Innovation earned 10+ credits, placing the school in the 45th percentile of its peer group schools and the 16th percentile of all high schools citywide. Finally, 70.9% of third year students at Renaissance Charter High School for Innovation earned 10+ credits; placing the school in the 94th percentile of its peer group schools and the 41st percentile of all high schools citywide.

Weighted Regents pass rates in Math, Science and Global History declined at Renaissance Charter High School for Innovation between the 2012-2013 and 2013-2014 school years. However, the weighted Regents pass rate in U.S. History rose over the same period. The school generally compares favorably against its peer group schools when analyzing weighted Regents pass rates over the course of the current charter term, though citywide comparisons show that the school achieved weighted Regents pass rates below the citywide average across all subjects in all years (with the exception of the 2011-2012 Global History Regents exam).³⁹

Over the four years that data is available for the retrospective charter term, Renaissance Charter High School for Innovation has met 48% of its applicable academic charter goals.⁴⁰ Renaissance Charter High School for Innovation met six of nine applicable academic performance goals in its most recent year. The school has demonstrated a trend of increased achievement of its stated charter goals over the last three years of the charter term under review.

The school has shown evidence towards a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that in the first two years of the charter, the school devoted significant attention to the individual needs of its students. In a visit to the school in May 2011, reviewers noted that the school, "employs a co-teaching model with three adults per core class (a subject-specific teacher, a special education teacher, and a learning specialist), which supports the inclusion model and allows for accommodations and modifications within the general education classroom. Further, in a NYC DOE visit to the school in March 2013, it was observed that the school uses differentiation

³⁸ 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 comparison, a percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A Citywide percentile of 43%, for example, indicates that the school's credit accumulation rate was equal to or above 43% of high schools Citywide.

³⁹ In addition, the school outperformed over 50% of all high schools Citywide in the English Regents exam over each of the past two years. The Weighted Regents English Exam scores are not provided in the table.

⁴⁰ 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).

strategies such as small group instruction or individualized instruction for students in the Learning Center.

Closing the Achievement Gap

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. As Renaissance Charter High School for Innovation did not have a graduation class until 2013-2014, the school did not and will not receive any NYC DOE Progress Reports. All evaluations of closing the achievement gap during the charter term are based on four-year diploma rates⁴¹ and the College and Career Preparatory Course Index (CCPCI).

As the school has had only one graduating class in the retrospective charter term, closing the achievement gap data is available for only 2013-2014 performance. Students in the lowest third Citywide at Renaissance Charter High School for Innovation had a four-year weighted diploma rate of 157.8%. This rate was associated with a City Percent of Range of 58.1%, i.e. above the citywide average. However, only 1.3% of his same group of students met the requirements for the CCPCI. As the school graduates additional classes, the performance for students in the lowest third citywide can be compared year over year to determine growth and academic success with this population.

In 2013-2014, Renaissance Charter High School for Innovation's students with disabilities had a four-year weighted diploma rate of 222.9%. This rate was associated with a City Percent of Range of 53.1%, i.e. above the citywide average. As the school graduates additional classes, the performance for students with disabilities can be compared year over year to determine growth and academic success with this population.

In 2013-2014, Renaissance Charter High School for Innovation's English Language Learner students had a four-year weighted diploma rate of 214.3%. However, the school did not serve the minimum percentage of students designated as English Language Learners to receive peer or city percent of range data.⁴² As the school graduates additional classes, the performance for ELLs can be compared year over year to determine growth and academic success with this population.

B. Governance, Operations & Finances

Renaissance Charter High School for Innovation 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:

⁴¹ The data presented in the Closing the Achievement Gap table reflects four-year weighted diploma rates that are limited to students in each of the specified groups. This measure assigns a weight to each type of diploma based on the level of proficiency and college and career readiness indicated by the diploma type. GEDs and IEP Diplomas, which are not included in the non-weighted graduation rates, can contribute to this measure. In addition, diploma weights can also be multiplied based on certain demographic characteristics. These include classifications of overage, long-term ELL, high-need ELL, students in temporary housing, students participating in a DOE program for incarcerated students, and students with disabilities defined as students with placements in SETSS, ICT or SC. The weighted diploma rate for the school is the average of all the individual diploma weights of its students (non-graduates contribute 0.0). The four-year weighted diploma rate evaluates the same cohort of students as the four-year graduation rate.

⁴² 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.

- Renaissance Charter High School for Innovation's FY11, FY12, FY13, and FY14 independent financial audits;
- Renaissance Charter High School for Innovation's FY15 budget;
- Renaissance Charter High School for Innovation's 2014-2015 staff handbook;
- Renaissance Charter High School for Innovation's 2014-2015 student/family handbook;
- Renaissance Charter High School for Innovation's Board of Trustees financial disclosure forms;
- Renaissance Charter High School for Innovation's Board of Trustees minutes;
- Renaissance Charter High School for Innovation's Board of Trustees bylaws; and
- Renaissance Charter High School for Innovation's self-reported staffing data.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The founding Board Chair has been with the Board since the school's inception. Although the founding Principal, Nicholas Tishuk, resigned mid-school year in January 2014, the school had a strong and effective school leadership structure in place, which fostered a smooth transition during this time. In 2013-2014, the school also established a new position of Executive Director to manage all non-instructional matters and to support the Principal and the rest of the school management team regarding instructional matters.

School leadership, as defined by the school, experienced abrupt turnover in January 2014. As noted above, the founding Principal resigned at this time and Terence Joseph, the former Director of Teaching and Learning who had been at the school since the 2011-2012 school year, was named Acting Principal. Mr. Joseph was named Principal beginning in the 2014-2015 school year.

Over the past year, instructional staff turnover declined below previous levels, though the rate of staff turnover did not fall below the rate achieved in the school's first year of operation. In year 1, year 2, and year 3 of the charter term (2010-2011, 2011-2012, and 2012-2013), the percentage of staff who did not return, either by choice or request, at the start of the following school year was 17%, 39%, and 37%, respectively. However, for the most recent period, instructional staff turnover was down to 21%.⁴³ This represents 12 instructional staff members who either resigned or were terminated.

Based on NYC School Survey results, only 53% of teachers at Renaissance Charter High School for Innovation agree or strongly agree that the Principal communicates a clear vision for the school, and this rate has fallen over the past three years. This level of agreement is 35 percentage points below the citywide average of 88%,⁴⁴ suggesting that school culture is only partially developed.

Additionally, responses on key questions from parents and students had mixed results when compared with citywide averages and the response rate of parents has been far below citywide averages for each year of the charter term.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 156 days of unrestricted cash on hand to meet obligations totaling \$3,258,121.

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

⁴³ Self-reported information from school-submitted data collection form in November 2014

⁴⁴ The percentage of teachers at Renaissance Charter High School for Innovation who agreed or strongly agreed with the statement "The Principal at my school communicates a clear vision for our school" has fallen from 79% in the 2011-2012 school year to 65% in the 2012-2013 school year to 53% in the most recent school year, 2013-2014. The Citywide average of 88% reflects 2013-2014 NYC School Survey results.

There was no material weakness noted in the four independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the retrospective charter term, Renaissance Charter High School for Innovation has been compliant with all applicable laws and regulations. The Board currently has five members, which is the minimum number of Board members per the bylaws; the Board is taking measures to increase the number of Board members. The Board of Trustees makes board minutes and meetings agendas available upon request to the public prior to or at Board meetings by posting them on the school's website. The Board has held the minimum number of Board meetings of at least 6 meetings per year, as outlined in the bylaws in the 2011-2012, 2012-2013 and 2013-2014 school years. Based on self-reported data, the Board held 10 meetings in the 2011-2012 school year, 10 meetings in the 2012-2013 school year, and nine meetings in the 2013-2014 school year. Quorum was reached at all but three of these meetings, all of which were in the 2013-2014 school year. Therefore, effectively the Board held only six meetings in the 2013-2014 school year.

All staff members have appropriate fingerprint clearance.

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

The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has submitted appropriate insurance documents to the NYC DOE.

Terence Joseph, Innovation's Principal, was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department. Mr. Joseph received a Certificate of Completion and he was issued a Certificate of Fitness for Fire and Emergency Drill Conductor for NYC K-12 Schools (D-10).

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

D. Plans for Next Charter Term

Renaissance Charter High School for Innovation intends no major modifications to its programs and/or operations to support school improvement that have not already been implemented or will be implemented during the 2014-2015 academic year. For instance, the establishment of the new Executive Director position has been previously approved by NYC DOE as a material change to the charter. Although some of the school's initiatives are or will be launched prior to the end of the first charter term, they will be further reviewed, modified (as necessary) and possibly expanded upon during the next charter term.