



**Department of  
Education**

*Carmen Fariña, Chancellor*

**ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL  
RENEWAL REPORT**

**2014 – 2015 SCHOOL YEAR  
FEBRUARY 2015**

# Table of Contents

<b>PART 1: SUMMARY OF RENEWAL RECOMMENDATION .....</b>	<b>2</b>
I.    CHARTER SCHOOL OVERVIEW: .....	2
<i>Background Information .....</i>	2
<i>Overview of School-Specific Data .....</i>	3
II.   RENEWAL RECOMMENDATION AND RATIONALE .....	7
<b>PART 2: SCHOOL OVERVIEW AND HISTORY .....</b>	<b>13</b>
<b>PART 3: RENEWAL REPORT OVERVIEW .....</b>	<b>16</b>
<b>PART 4: FINDINGS .....</b>	<b>18</b>
<i>Essential Question 1: Is the School an Academic Success? .....</i>	18
<i>Essential Question 2: Is the School a Fiscally and Operationally Sound, Viable Organization? .....</i>	24
<i>Essential Question 3: Is the School Compliant with its Charter and All Applicable Law and Regulations? ...</i>	29
<i>Essential Question 4: What are the School’s Plans for the Next Charter Term? .....</i>	32
<b>PART 5: BACKGROUND ON THE CHARTER RENEWAL PROCESS .....</b>	<b>33</b>
<b>PART 6: NYC DOE OSDCP ACCOUNTABILITY FRAMEWORK .....</b>	<b>36</b>
<b>APPENDIX A: SCHOOL PERFORMANCE DATA .....</b>	<b>48</b>
<b>APPENDIX B: HIGH SCHOOL PERFORMANCE DATA .....</b>	<b>50</b>
<b>APPENDIX C: ADDITIONAL ACCOUNTABILITY DATA .....</b>	<b>56</b>

## Part 1: Summary of Renewal Recommendation

### I. Charter School Overview:

#### Background Information

Achievement First Crown Heights Charter School	
Board Chair(s)	Gabe Schwartz
School Leader(s)	Camilla Lopez (ES), Kevin Anderle (MS), Paul Adler (HS)
Charter Management Organization (if applicable)	Achievement First, Inc.
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 17
Physical Address(es)	790 East New York Avenue, Brooklyn (K-8)
	1485 Pacific Street, Brooklyn (9-12)
Facility Owner(s)	DOE (the high school site is a Charter Partnership building)
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	3/14/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	966
Proposed New Charter Term	3.5 years [March 15, 2015 – June 30, 2018]
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	1,064
Proposed Sections per Grade for New Charter Term	Grades K-2 and Grades 7-8: 3 sections per grade; Grades 3-6: 4 sections per grade; Grades 9-12: N/A

## Overview of School-Specific Data

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

Academic Goal Analysis						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	12	12	12	12	12	60
# Met	5	7	6	5	5	28
# Partially Met	0	2	2	1	0	5
# Not Met	5	1	2	0	4	12
# Not Applicable *	2	2	2	6	3	15
% Met	42%	58%	50%	42%	42%	47%
% Partially Met	0%	17%	17%	8%	0%	8%
% Not Met	42%	8%	17%	0%	33%	20%
% Not Applicable *	17%	17%	17%	50%	25%	25%
% Met of All Applicable Goals	50%	70%	60%	83%	56%	62%

\* 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					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Crown Heights Charter School</b>	41.9%	53.5%	60.0%	29.3%	24.9%
CSD 17	33.7%	37.0%	38.7%	17.1%	19.8%
Difference from CSD 17 *	8.2	16.5	21.3	12.2	5.1
NYC	42.4%	43.9%	46.9%	26.4%	28.4%
Difference from NYC *	-0.5	9.6	13.1	2.9	-3.5
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-11.3	0.7	4.9	-1.8	-5.7

<b>% Proficient in Mathematics</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Achievement First Crown Heights Charter School</b>	70.4%	83.1%	89.0%	42.2%	44.4%
CSD 17	42.7%	47.1%	50.5%	17.5%	20.9%
Difference from CSD 17 *	27.7	36.0	38.5	24.7	23.5
NYC	54.0%	57.3%	60.0%	29.6%	34.2%
Difference from NYC *	16.4	25.8	29.0	12.6	10.2
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	9.4	19.8	24.2	11.1	8.2

\* 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

<b>Median Adjusted Growth Percentile - English Language Arts</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Achievement First Crown Heights Charter School - All Students</b>	<b>63.0%</b>	<b>69.5%</b>	<b>58.0%</b>	<b>57.0%</b>	<b>55.0%</b>
Peer Percent of Range - All Students	41.4%	60.4%	49.0%	47.8%	38.3%
City Percent of Range- All Students	29.9%	51.0%	34.4%	25.3%	18.4%
<b>Achievement First Crown Heights Charter School - School's Lowest Third</b>	<b>66.0%</b>	<b>73.5%</b>	<b>65.5%</b>	<b>61.5%</b>	<b>68.0%</b>
Peer Percent of Range - School's Lowest Third	31.2%	50.9%	50.3%	24.0%	49.3%
City Percent of Range - School's Lowest Third	16.7%	41.2%	34.4%	1.6%	26.2%

<b>Median Adjusted Growth Percentile - Mathematics</b>					
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Achievement First Crown Heights Charter School - All Students</b>	<b>53.0%</b>	<b>78.0%</b>	<b>75.0%</b>	<b>61.0%</b>	<b>56.0%</b>
Peer Percent of Range - All Students	28.3%	81.4%	100.0%	52.7%	41.7%
City Percent of Range- All Students	19.4%	79.3%	86.2%	41.8%	30.8%
<b>Achievement First Crown Heights Charter School - School's Lowest Third</b>	<b>57.0%</b>	<b>73.5%</b>	<b>86.0%</b>	<b>62.0%</b>	<b>67.0%</b>
Peer Percent of Range - School's Lowest Third	28.5%	67.1%	100.0%	26.0%	46.3%
City Percent of Range - School's Lowest Third	17.3%	62.6%	100.0%	5.8%	31.8%

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					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	45.5%	40.0%	29.3%	63.6%	40.0%
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	45.1%	51.7%	42.1%	45.5%	52.7%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	17.4%	44.0%	57.5%	45.5%	42.9%
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	38.6%	48.5%	72.5%	52.2%	61.4%

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

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

The high school graduation rates presented below reflect high school students from Achievement First Crown Heights Charter School only.

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

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

## HS Performance Compared to NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Crown Heights Charter School</b>	-	-	-	81.6%	90.5%
NYC *	-	-	-	66.0%	68.4%
Difference from NYC	-	-	-	15.6	22.1

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

## 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 governance condition.

The governance condition is as follows:

1. In each year of the charter term, the Board of Trustees will provide to the NYC DOE, within five business days of November 1, February 1 and June 1, a log (template created by the NYC DOE) of all grievances/complaints received by and/or escalated to the Board of Trustees, categorized by source (student, parent/guardian, staff). The log must include details of the grievance/complaint, the date of the grievance/complaint, the follow up that was conducted with the complainant, any reporting to outside agencies, and the final resolution. If the investigation into the grievance/complaint is open at the time of reporting to the NYC DOE, this should be noted with an expected resolution date provided. Final resolution for these grievance/complaint items should be indicated in the next log submitted to the NYC DOE.

As part of the renewal application, Achievement First Crown Heights Charter School submitted one material revision. The NYC DOE determination is as follows: regarding the material revision to increase the authorized maximum enrollment to 1,064 students during the next charter term, the NYC DOE approves this material revision. Under the school's current charter (which expires on March 14, 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, Achievement First Crown Heights Charter School (AF – Crown Heights) 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 AF – Crown Heights indicates that the school has made progress towards meeting some of these objectives.

#### **Mission and Vision**

As part of the Achievement First network, the mission of Achievement First Crown Heights Charter School is to “deliver on the promise of equal educational opportunity for all of America's children. [They] believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of [their] students with the academic and character skills they need to graduate from top colleges, to succeed in a

competitive world and to serve as the next generation of leaders in our communities.” Achievement First Crown Heights Charter School executes its mission by ensuring that it develops its teachers to deliver high quality instruction, according to the Achievement First Essentials of Instruction rubric.

### **School Specific Academic Performance**

The school entered its tenth year of operation with the 2014-2015 academic year. The NYC DOE has five years of New York State (NYS) assessment data and five years of other academic indicator(s) to evaluate the academic achievement and progress of the students at AF - Crown Heights over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates for AF - Crown Heights have generally exceeded those of Community School District (CSD) 17 and New York City during the current charter term.<sup>2</sup>

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, 42.2% of AF - Crown Heights’ students were proficient in math. AF - Crown Heights’ math proficiency on NYS assessments was greater than that of 72% of elementary/middle schools citywide and 83% of elementary/middle schools in CSD 17. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools) AF - Crown Heights outperformed 67% of similar schools. In 2012-2013, 29.3% of AF - Crown Heights’ students demonstrated proficiency in ELA on NYS assessments. With this level of proficiency, AF - Crown Heights outperformed 67% of elementary/middle schools citywide, 100% of elementary/middle schools in CSD 17, and 63% of its peer schools.

The following year, in 2013-2014, the percent of students at AF - Crown Heights who were proficient in math rose to 44.4%. AF - Crown Heights’ math proficiency on NYS assessments was higher than 65% of elementary/middle schools citywide. When compared to peer schools, AF - Crown Heights outperformed only 53% of similar schools but outperformed 83% of CSD 17 elementary/middle schools. In 2013-2014, the percent of students at AF - Crown Heights who demonstrated proficiency in ELA on NYS assessments fell to 24.9%. With this level of proficiency, AF - Crown Heights outperformed only 51% of elementary/middle schools citywide and only 40% of elementary/middle schools in its peer group; however, the school outperformed 83% of elementary/middle schools in CSD 17.

In 2013-2014, AF - Crown Heights’ ELA median adjusted growth percentile was 55.0% with a City Percent of Range of only 18.4%, placing the school in the bottom 7% of elementary/middle schools citywide.<sup>3</sup> Similarly, the school’s peer and CSD percentiles were 17% and 0%, respectively. This means that all other elementary/middle schools in CSD 17 and most other elementary/middle schools in AF - Crown Heights’ peer group had an ELA median adjusted growth percentile greater than AF - Crown Heights’ median adjusted growth percentile.

In 2013-2014, AF - Crown Heights’ math median adjusted growth Percentile was 56.0% with a City Percent of Range of only 30.8%, placing it in only the 21<sup>st</sup> percentile of elementary/middle schools citywide. The school’s peer group and CSD percentiles were 30% and 50%, respectively. This means that more than half of other elementary/middle schools in AF - Crown Heights’ peer group and half of other elementary/middle schools in CSD 17 had math median adjusted growth percentiles greater than AF - Crown Heights’ median adjusted growth percentile.

---

<sup>2</sup> The only exceptions are for ELA proficiency in 2009-2010 and 2013-2014, when AF – Crown Heights’ aggregate ELA proficiency was below the overall NYC proficiency for the comparable grade span, although above that for CSD 17.

<sup>3</sup> 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 18.4% indicates that the school’s ELA median adjusted growth percentile was below the average and more than one standard deviation below the average (that only 18.4% of the range around the average represented scores lower than that of AF – Crown Heights), while a citywide percentile of 7% indicates that AF – Crown Heights’ ELA median adjusted growth percentile was higher than only 7% of all elementary/middle schools citywide.

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

For the 2013-2014 school year, AF - Crown Heights' four-year graduation rate was 90.5%. This rate was higher than the citywide average by 22.1 percentage points.

Over the five years that data is available for the retrospective charter term, AF - Crown Heights has met 62% of its applicable academic charter goals.<sup>4,5</sup> AF - Crown Heights met five of nine applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not include 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. 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, due to a change in state regulation the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has generally demonstrated a stable trend of above-average achievement of its stated charter goals over the five years of the charter term under review, though the school's success rate did fall in the most recent 2013-2014 school year.

The school has shown only mixed evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that while the school had a strong instructional program, students were not always engaged in critical thinking activities. According to reviewers in the May 2012 report, observed students "were not consistently engaged in quality, rigorous work and, although they were often on-task, there was little evidence of student engagement."<sup>6</sup> Early in the school's current charter term, reviewers in a June 2011 report noted that the school provided a range of supports to meet the needs of at-risk students, including a Response to Intervention (RtI) model, the use of leveled classes and small group interventions.<sup>7</sup> However, the school experienced challenges in building a positive learning culture in the classrooms, as noted in the May 2012 site visit report. The school also experienced some instability after the 2012-2013 school year with multiple school leaders leaving, including the middle school principal. During the same period, the school had a 40% instructional staff turnover rate.<sup>8</sup>

On its 2012-2013 NYC DOE Elementary/Middle School Progress Report, AF - Crown Heights received an Overall Grade of C, as well as a C grade in the Student Progress and School Environment categories and a B grade for Student Performance. This ranked AF - Crown Heights in the 21<sup>st</sup> percentile of all elementary/middle schools citywide and represented deterioration in overall performance from the prior year. On its 2011-2012 NYC DOE Elementary/Middle School Progress Report, AF - Crown Heights received an A grade in all sections, including as its Overall Grade. This ranked AF - Crown Heights in the 93<sup>rd</sup> percentile of all elementary/middle schools

---

<sup>4</sup> 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).

<sup>5</sup> It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<sup>6</sup> Achievement First Crown Heights Charter School Annual Site Visit Report 2011-2012

<sup>7</sup> Achievement First Crown Heights Charter School Annual Site Visit Report 2010-2011

<sup>8</sup> Achievement First Crown Heights Charter School Annual Comprehensive Review Report 2013-2014

citywide. As its Overall Grade, the school earned a C and an A in school years 2009-2010 and 2010-2011, respectively.

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

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,<sup>9</sup> 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, 61.4% of AF - Crown Heights' 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 AF - Crown Heights in the 88<sup>th</sup> percentile of elementary/middle schools citywide. In the same year, 52.7% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this places AF - Crown Heights in only the 51<sup>st</sup> percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 42.9% of AF - Crown Heights' students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places AF - Crown Heights in only the 37<sup>th</sup> percentile of elementary/middle schools citywide. In the same year, 40.0% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this places AF - Crown Heights in only the 9<sup>th</sup> percentile of all elementary/middle schools citywide.

---

<sup>9</sup> 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.

In 2013-2014, AF - Crown Heights did not serve the minimum number<sup>10</sup> 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.

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

## **B. Governance, Operations & Finances**

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

- Achievement First Crown Heights Charter School's Board of Trustee bylaws;
- Achievement First Crown Heights Charter School's Board of Trustee meeting minutes;
- Achievement First Crown Heights Charter School's self-reported staffing data;
- Achievement First Crown Heights Charter School's financial disclosure forms;
- Achievement First Crown Heights Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Achievement First Crown Heights Charter School's 2014-2015 staff handbook;
- Achievement First Crown Heights Charter School's 2014-2015 student and family handbook; and
- Achievement First Crown Heights Charter School's FY15 budget.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The level of membership is consistent with the minimum of five and the maximum of 15 members established in the Board's bylaws. There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and by regular updates at the Board meetings, as recorded in Board meeting minutes. The Board's bylaws require an Executive Committee, a Finance Committee and an Education/Accountability Committee. The 2014-2015 Board roster and the school's website reference these committees; however, Board rosters from other years of the charter do not reference any committees. Quorum was achieved at all Board meetings over the course of the current charter term.

Over the course of the school's current charter term, the school has partially developed a stable school culture. Achievement First Crown Heights Charter School is led by three different principals, one at each school level: Camilla Lopez serves as the principal of the elementary school and has been in that role for seven years. Kevin Anderle, the middle school principal, began at the start of the 2013-2014 school year. Finally, Paul Adler serves as the principal of the high school and has been at the school since it began serving high school grades in 2009-2010. The school has experienced inconsistent instructional turnover during the course of the charter term. In the 2011-2012 school year, the turnover rate for instructional staff was at its highest at 46%. The average instructional turnover rate across all years was 20%.<sup>11</sup>

Average daily attendance for students during the charter term (2009-2010 through 2013-2014) was 97.3% for elementary/middle school grades and 97.7% for high school grades;<sup>12</sup> the school met its attendance goal of 95% in all five years of the retrospective charter term. Across the current charter term, the school has had mixed results on the NYC School Survey.

---

<sup>10</sup> 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.

<sup>11</sup> Self-reported information from school-submitted data collection form in November 2014

<sup>12</sup> Beginning in 2010-2011, the high school attendance data presented in this report reflects all students at Achievement First Brooklyn High School, which began serving students from both Achievement First Crown Heights Charter School and Achievement First Endeavor Charter School in 2010-2011.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least \$65,105 of unrestricted cash on hand to meet current liabilities totaling \$721,293. Cash on hand represents only two days of operating expenses. Overall, there are concerns about the financial sustainability of the school based on its current practices.

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

**C. Compliance with Charter, Applicable Law and Regulations**

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

Over the current charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 15 members. Only two of the current Board members have submitted conflict of interest and financial disclosure forms, however. The documents that have been submitted do not demonstrate conflicts of interest.<sup>13</sup> The Board consistently submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.

The Board has not consistently submitted new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and, if necessary, approval. During the charter term, documents were not submitted per the required timeframe for 13 board members.

All staff members do not have appropriate fingerprint clearance. Five staff members are missing the appropriate clearance.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The school is currently employing 23 uncertified teachers.

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

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

**D. Plans for Next Charter Term**

Achievement First Crown Heights Charter School does not plan to expand grade levels, but the school has submitted a request to make the following material revision to its charter as part of its next charter term: increase maximum authorized enrollment from 966 to 1,064 students.

---

<sup>13</sup> Source: New York State Education Department Annual Report

## Part 2: School Overview and History

Achievement First Crown Heights Charter School is an elementary/middle/high school serving 984 students<sup>14</sup> in grades kindergarten through twelve during the 2014-2015 school year. It opened in the 2005-2006 school year with kindergarten, first, and fifth grades and is under the terms of its second charter. The school's authorized full grade span is for grades kindergarten through twelve, which it reached in school year 2012-2013 during the current charter term. The school's current charter term expires on March 14, 2015.<sup>15</sup> The school does not currently offer a public universal Pre-Kindergarten program in New York City. The school is located in two NYC DOE<sup>16</sup> owned buildings in Community School District 17 in Brooklyn; though as a Charter Partnership building, the school's high school site is operated by the charter entity. The school's elementary and middle school grades are co-located with New Heights Middle School.<sup>17</sup> The school's high school grades are co-located with the high school grades of schools operated by multiple charter management organizations and include students from Achievement First Bushwick Charter School, Achievement First East New York Charter School, Williamsburg Collegiate Charter School, Excellence Boys Charter School, Kings Collegiate Charter School, and Achievement First Endeavor Charter School; together the high school grades of Achievement First Endeavor Charter School and AF – Crown Heights form Achievement First Brooklyn High School.<sup>18</sup>

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

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

Achievement First Crown Heights Charter School’s Board of Trustees is led by Gabe Schwartz. The principal for the elementary school, Camilla Lopez, has been at the school for seven years. Kevin Anderle, the middle school principal, began at the start of the 2013-2014 school year. The principal for the high school, Paul Adler, has been with the high school since its first year of operation.

As self-reported by the school, AF – Crown Heights typically enrolls new students in all grades up through ninth grade (the school does not enroll new students in grades ten through twelve), though kindergarten and grade five are considered the primary entry grades. There were 867 students on the waitlist after the Spring 2014 lottery. The school reports backfilling students from the waitlist during the school year.<sup>19</sup>

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

---

<sup>14</sup> ATS data as of October 31, 2014

<sup>15</sup> NYC DOE internal data

<sup>16</sup> NYC DOE internal data

<sup>17</sup> NYC DOE Location Code Generation and Managements System

<sup>18</sup> The high school grades of Achievement First East New York Charter School and Achievement First Bushwick form Achievement First University Prep. Please note that neither Achievement First Brooklyn High School nor Achievement First University Prep is a legal charter school entity.

<sup>19</sup> Self-reported information collected through the 2014-2015 DOE Annual Charter School Survey

## Enrollment

Grade-Level Annual Enrollment *	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Kindergarten	91	95	88	90	92
Grade 1	89	87	90	89	93
Grade 2	80	81	86	92	94
Grade 3	86	78	68	85	90
Grade 4	76	74	71	69	83
Grade 5	89	64	79	90	101
Grade 6	89	78	79	96	92
Grade 7	85	73	74	79	85
Grade 8	80	67	60	72	65
Grade 9	62	35	43	45	49
Grade 10	-	49	31	37	45
Grade 11	-	-	35	26	32
Grade 12	-	-	-	33	22
<b>Total Enrollment</b>	<b>827</b>	<b>781</b>	<b>804</b>	<b>903</b>	<b>943</b>

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

## Additional Enrollment Data

School Year 2013-2014 Information	Section Count	Average Class Size
Kindergarten	3	31
Grade 1	3	31
Grade 2	3	31
Grade 3	4	23
Grade 4	4	21
Grade 5	4	25
Grade 6	4	23
Grade 7	3	28
Grade 8	3	22
Grade 9	**	**
Grade 10	**	**
Grade 11	**	**
Grade 12	**	**
<b>Students Admitted Through The Lottery</b>	<b>90</b>	

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

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

Please see additional demographic data in Section 4 of this report for information regarding the enrollment of special populations at AF – Crown Heights. This information includes enrollment data for the percentage of students eligible for Free or Reduced Price Lunch, English Language Learners and students with disabilities as compared to the CSD and citywide averages, as well as targets proposed by the NYSED.<sup>20</sup>

---

<sup>20</sup> Beginning with the 2014-2015 school year, Board of Regents authorized charter schools, including those authorized by NYC DOE, will be held accountable to enrollment targets once established by NYSED for students with disabilities, English Language Learner students, and students qualifying for Free or Reduced Price Lunch.

## Part 3: Renewal Report Overview

### Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress during the current charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, a report on student achievement data and a school visit by the Office of School Design and Charter Partnerships and other staff from the NYC DOE.

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

### Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results;
- New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

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

### Is the school a fiscally and operationally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizer's Core Performance Framework.<sup>21</sup>

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

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

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

---

<sup>21</sup> Please refer to the following website for more information:  
[http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance\\*20framework&c=82](http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82)

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

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

**Staff Representatives**

The following experts participated in the review of this school, including the renewal visit to the school on November 18 – 19, 2014:

- Maria Campo, Senior Director, NYC DOE Office of School Design and Charter Partnerships
- Kaitlin Padgett, Director of Evaluation and Policy, NYC DOE Office of School Design and Charter Partnerships
- Ola Duru, Director of Operations, NYC DOE Office of School Design and Charter Partnerships
- Dariana Castro, Director of School Design, NYC DOE Office of School Design and Charter Partnerships
- Caitlin Robisch, Director of Analytics, NYC DOE Office of School Design and Charter Partnerships
- Paul Yen, Data Analyst, NYC DOE Office of School Design and Charter Partnerships

## Part 4: Findings

### Essential Question 1: Is the School an Academic Success?

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

#### High Academic Attainment and Improvement

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

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

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

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Crown Heights Charter School</b>	41.9%	53.5%	60.0%	29.3%	24.9%
CSD 17	33.7%	37.0%	38.7%	17.1%	19.8%
Difference from CSD 17 *	8.2	16.5	21.3	12.2	5.1
NYC	42.4%	43.9%	46.9%	26.4%	28.4%
Difference from NYC *	-0.5	9.6	13.1	2.9	-3.5
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-11.3	0.7	4.9	-1.8	-5.7

% Proficient in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Crown Heights Charter School</b>	70.4%	83.1%	89.0%	42.2%	44.4%
CSD 17	42.7%	47.1%	50.5%	17.5%	20.9%
Difference from CSD 17 *	27.7	36.0	38.5	24.7	23.5
NYC	54.0%	57.3%	60.0%	29.6%	34.2%
Difference from NYC *	16.4	25.8	29.0	12.6	10.2
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	9.4	19.8	24.2	11.1	8.2

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

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

### Performance on the NYC Progress Report

Elementary/Middle School Progress Report Grades	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Overall Grade	C	A	A	C	Progress Reports were discontinued beginning with the 2013-2014 school year.
Student Progress	C	A	A	C	
Student Performance	B	B	A	B	
School Environment	A	A	A	C	

### HS Performance Compared to NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Crown Heights Charter School</b>	-	-	-	81.6%	90.5%
NYC *	-	-	-	66.0%	68.4%
Difference from NYC	-	-	-	15.6	22.1

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

### Mission and Academic Goals

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

- 5 of 10 applicable charter goals in the first year of the charter,
- 7 of 10 in the second year,
- 6 of 10 in the third year,
- 5 of 6 in the fourth year,<sup>22</sup> and
- 5 of 9 in the fifth year.

### Progress Towards Academic Charter Goals \*

Academic Goals	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1. Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State ELA examination.	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	N/A	<b>Not Met</b>

<sup>22</sup> It should be noted that because of the move to Common Core Learning 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 refer to comparative academic performance of the school (e.g. to the Community School District) were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not 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.

Academic Goals		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
2.	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the New York State ELA examination will be greater than that of all students in the same tested grades in the local school district.	Met	Met	Met	Met	Met
3.	Each year, on the New York State ELA examination, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the previous state exam and 75% at or above Level 3 on the current state exam.	Not Met	Partially Met	Not Met	N/A	Not Met
4.	Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State math examination.	Not Met	Met	Met	N/A	Not Met
5.	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the New York State math examination will be greater than that of all students in the same tested grades in the local school district.	Met	Met	Met	Met	Met
6.	Each year, on the New York State math examination, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the previous state exam and 75% at or above Level 3 on the current state exam.	Not Met	Partially Met	Partially Met	N/A	Not Met
7.	Each year, 75% of students enrolled in grades nine through twelve will accumulate 10 or more credits toward graduation.	Met	Met	Partially Met	Met	Met
8.	By the end of year four in the charter, 75% of the first cohort will have scored at least 65 on the New York State Regents examinations in ELA and Math.	N/A	Met	Met	Met	Met
9.	At least 75% of high school graduates will receive a bachelor's degree within six years of graduating high school.	N/A	N/A	N/A	N/A	N/A
10.	Each year, the school will have an average daily attendance rate of at least 95%.	Met	Met	Met	Met	Met
11.	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	Met	N/A	N/A	N/A	N/A
12.	Each year, the school will receive a "B" or higher on the Student Progress section of the NYC DOE Progress Report.	Not Met	Met	Met	Partially Met	N/A

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

## Responsive Education Program

As part of the renewal review process, representatives for the NYC DOE visited the school on November 18 – 19, 2014. Based on discussion, document review, and observation, the following was noted:

- **Alignment with Common Core:**

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

- **Addressing the Needs of All Learners:**

- The school supports at-risk learners through a Response to Intervention (Rtl) program. The school's interim assessments are given approximately every eight weeks; Academic Deans and a Special Services Coordinator analyze the data against pre-set benchmarks and predetermined triggers to determine who qualifies for interventions during the next cycle. Interventions are re-evaluated at the end of each interim assessment cycle.
- The school serves students with disabilities in the least restrictive environment, while providing services according to each student's Individualized Education Program (IEP). The school provides both a SETSS/Resource Room as well as a few Integrated Co-Teaching (ICT) classes, at the elementary, middle, and high school grade levels.
- Since the school currently has a small number of ELL students, the school utilizes the literacy interventions and Rtl process to provide services to the ELL students.

- **Instructional Model and Classroom Instruction:**

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

During the renewal visit, 38 classrooms across grades kindergarten through twelve were observed with the school's Principals (elementary, middle, and high school), and the Academic Deans (elementary, middle, and high school).

- In approximately half of the observed classes, there was a single teacher delivering direct instruction. The other observed classes had co-teaching models following mostly a lead and assist or lead and monitor model.
- Class-sizes observed ranged from 21 to 33 students, with one or two teacher(s) in all classrooms.
- Forms of questioning identified during the classroom observations included mostly questioning that challenged students to demonstrate understanding, with some examples of questioning that were basic fact recall and some examples of questioning that challenged students to analyze and apply.
- In most classrooms, observed checks for understanding were done in the form of questioning, teacher observation, and classwork. In some classrooms, observed checks for understanding including exit tickets and peer review of work.
- In nearly all observed classrooms, there was no evidence of differentiation of materials, tasks, or products. However, there was one observed class in which the teacher differentiated the expected writing product from the students.
- In most observed classes, all students demonstrated awareness of classroom rules or procedures.
- In most observed classes, students were either fully on task or mostly on task. In a few observed classes where one or two students were off task, the teacher redirected the student(s). In some observed classes, there were two to four students who were off task for a majority of the observation with no teacher response.
- Based on debriefs with the school leadership after classroom visits, some classrooms had instruction that aligned with the instructional model and current academic goals of the school. For the classrooms that the school leadership indicated that the instruction was not completely aligned with the instructional model and current academic goals of the school, the reported discrepancies were either that the implementation of instruction could be improved or that the rigor of the lesson could be increased.

## Learning Environment

NYC DOE representatives conducted one-on-one interviews with 13 teachers, five Academic Deans, and a Special Education Coordinator. The following was noted:

- Most interviewed teachers reported that they received professional development once a week. A few of the interviewed teachers reported that the weekly professional development also included time for a grade-level team meeting and a content team meeting. Some interviewed teachers mentioned professional development topics such as teacher taxonomy skills, working with students with IEPs, lesson planning, student engagement, and how to create lesson plans. A few of the interviewed teachers reported that there was also a two-and-a-half week summer professional development session that was aligned to the school's goals for the year.
- A few of the interviewed teachers reported that the Academic Deans were highly responsive and available.
- Most interviewed teachers mentioned the use of the Teacher Career Pathway (TCP) as the method through which a teacher's development is measured as it relates to the Achievement First network's professional development growth, with the formal evaluations conducted twice a year. Some of the interviewed teachers reported that informal observations are conducted at least once a week by the teacher's coach, with feedback given in real time or within 48 hours. Some of the interviewed teachers mentioned that student, parent, and peer feedback were factors in their formal evaluation as part of the TCP process.
- Some interviewed teachers reported that they conduct interim assessments, which are network-created, quarterly; the administration is followed by data days. The teachers mentioned that the data analysis allows them to see how the students are doing and how to better support the students. A few of the interviewed teachers reported the use of rubrics to gauge how students are performing across subject areas for performance-based assignments.

One group of nine seventh grade students, one group of seven ninth and tenth grade students, and one group of three eleventh and twelfth grade students were interviewed. Based on student interviews conducted during the November 18 - 19, 2014 visit to the school, the following was noted:

- The middle school students interviewed reported that the purpose of homework is to have a better understanding of things learned in class, to practice or review a concept, or to make corrections to raise their grades.
- The high school students interviewed reported that the school prepares them for college by providing them with a college-like environment including class discussion, teacher office hours, and a focus on writing assignments. The students also reported that the College Readiness course helps them navigate the collegiate financial aid process and early decision application process.

According to the 2013-2014 NYC School Survey, 96% of parents agree or strongly agree “that the school has teachers who are interested and attentive when they discuss [their] child” and 100% of parents who responded to the survey agree or strongly agree “that the school has high expectations for [their] child.”<sup>23</sup>

According to the 2013-2014 NYC School Survey 94% of teachers agree that “order and discipline are maintained at the school” and 87% disagree with the statement that “at my school students are often harassed or bullied in school.”<sup>24</sup>

---

<sup>23</sup> According to the 2013-2014 NYC School Survey, 54% of parent respondents strongly agree that AF – Crown Heights has teachers who are interested and attentive when they discuss their child; another 42% agree with the statement. Similarly, 64% of parent respondents strongly agree that AF – Crown Heights has high expectations for their child; another 36% agree with the statement.

<sup>24</sup> According to the 2013-2014 NYC School Survey, 53% of teacher respondents strongly agree that order and discipline are maintained at AF – Crown Heights; another 41% agree with the statement. Of teacher respondents, 28% strongly disagree that students are often harassed or bullied in the school; 59% of teacher respondents disagree with the statement; 9% agree with the statement; and 3% strongly agree with the statement.

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

### **Governance Structure & Organizational Design**

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

On November 19, 2014, as part of the renewal review process, a representative from the NYC DOE met with representatives of the school's Board of Trustees. Based on document review and observation, the following was noted:

- The Board currently has 15 active members. This level of membership is consistent with the minimum of five members and maximum of 15 members established in the Board's bylaws.
- Officer roles specified in the Board's bylaws are Chair, Vice Chair and Treasurer. The positions of Chair and Treasurer are currently filled; however, the Vice Chair position is vacant.
- Per the Board's bylaws, the Board is to hold six meetings per year. Minutes from two meetings held in 2010-2011 were available for review. Minutes from six Board meetings held in 2011-2012 were available for review, as were minutes from six meetings held in 2012-2013 and six meetings held in 2013-2014. Further, of the four meetings held in 2014-2015, three sets of minutes were available for review. All meetings during those times met quorum.
- According to available meeting minutes, the Board is updated regularly on academics via the Principal's report and dashboard review. The Board is also updated on school finances. Additionally, most meetings included an update on parent and family engagement.
- There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and as evidenced by updates on academic performance to the Board, as recorded in Board meeting minutes.
- The Board's bylaws require an Executive Committee, a Finance Committee and an Education/Accountability Committee. Both the 2014-2015 Board roster and the school's website indicate that these committees are currently active; however, Board rosters from other years of the charter do not reference any committees.
- All current Board members have served on an Achievement First network school Board. The current AF- Crown Heights Board is comprised of the same members of the other Achievement First network Brooklyn schools, which include schools authorized by multiple charter authorizing entities, the NYC DOE and the State University of New York. Gabe Schwartz, the current Board Chair, has been on the Board since 2009 and Priscilla Hall has been on the board since 2007. Though all of the other Board members joined in August 2014, several of them have served on other Achievement First Boards. For example, Jon Atkeson, Matt Tartaglia, and Lee Gause served on the Achievement First – East New York Board since 2006, 2009, and 2012, respectively. Further, Claire Robinson, Justin Cohen, and Ted Coons have served on the Achievement First – Endeavor Board since 2007, 2009, and 2010, respectively. The school is led by three different principals, one at each school level: Camilla Lopez serves as the principal of the elementary school and has been in that role for seven years. Kevin Anderle, the middle school principal, began at the start of the 2013-2014 school year. Finally, Paul Adler serves as the principal of the high school and has been at the school since its first year serving high school grades in 2009-2010.

### **School Climate & Community Engagement**

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

- The school has met its charter goal of having an annual average student attendance rate of at least 95% in all five years of the retrospective charter term. Average daily attendance for students over the course of the charter term is provided in the table below.<sup>25</sup>

---

<sup>25</sup> The table reflects average daily attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school years 2009-2010 through 2013-2014. The high school attendance information reflects attendance of all high school students at

## Average Attendance\*

Elementary and Middle School Attendance					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Crown Heights Charter School*</b>	97.2%	96.2%	97.9%	97.7%	97.3%
NYC**	93.4%	93.2%	93.9%	93.6%	93.2%
Difference from NYC	3.8	3.0	4.0	4.1	4.1
High School Attendance					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Brooklyn High School*</b>	96.9%	97.2%	98.2%	98.1%	98.0%
NYC**	85.8%	85.5%	86.2%	86.1%	86.5%
Difference from NYC	11.1	11.7	12.0	12.0	11.5

\* Attendance was taken from ATS.

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

- The school has experienced inconsistent instructional turnover during the course of the charter term. In the 2011-2012 school year, the turnover rate for instructional staff was at its highest at 46%. Average turnover rate across all years was 20%.<sup>26</sup>
- Student mobility is presented below for the charter term without comparison to other schools, the CSD or NYC as final student retention goals were not established by the New York State Education Department for the retrospective charter term. Based on the NYC DOE's evaluation and not in comparison to any other school, the CSD or NYC averages, the school has had challenges with retaining students.

## Mobility

Student Mobility out of Achievement First Crown Heights Charter School *					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School	151	142	89	90	91
Percent of Students who Left the School	18.3%	18.2%	11.1%	10.3%	10.5%

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

- The NYC DOE has made changes to the NYC School Survey during the entirety of the retrospective charter term. Questions asked have been altered, added or deleted from year to year. Also, beginning with the 2013-2014 NYC School Survey, survey categories will not be measured in total points out of 10 possible points. To allow for consistency during the evaluated charter term, selected questions, consistent with the NYC DOE OSDCP Accountability Framework were identified as relevant for charter schools. These are presented below for the elementary and middle school students, parents and teachers for the duration of the retrospective charter term. In the most recent year of survey results, 2013-2014, the percentage of teachers agreeing or strongly agreeing was above citywide averages for all of four selected questions. The percentage of parents agreeing or strongly agreeing was equal to the citywide average for two of the three selected questions and below the citywide average for the third selected question. The percentage of students agreeing or strongly agreeing was above the citywide average for one of

---

Achievement First Brooklyn High School, not simply those enrolled at AF – Crown Heights. Please note that the school self-reported aggregate attendance rates in its Renewal Application which differ from the aggregate attendance recorded in ATS for all school years. The school self-reported attendance rates of 96.0%, 96.0%, 98.0%, 98.0% and 97.0% for school years 2009-2010, 2010-2011, 2011-2012, 2012-2013 and 2013-2014, respectively.

<sup>26</sup> Self-reported information from school-submitted data collection form in November 2014

the three selected questions, equal to the citywide average for another, and below the citywide average for the third selected question.

- NYC School Survey Response Rates should be comparable over time, however, as the measurement of these has remained consistent. Response rates for parents, teachers and students (if participating) are presented below for each year of the charter term. The response rates for AF – Crown Heights elementary and middle school parents and teachers have been below NYC averages in each of the last five years. The response rates for middle school AF – Crown Heights' students were below NYC averages in two of the past five years.

### NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree							
Survey Question		Achievement First Crown Heights Charter School ****					Citywide Average
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	74%	81%	83%	47%	65%	62%
	Most students at my school treat each other with respect.	50%	67%	61%	46%	57%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	75%	87%	92%	72%	79%	79%
Parents	I feel satisfied with the education my child has received this year.	91%	92%	100%	96%	95%	95%
	My child's school makes it easy for parents to attend meetings.	87%	85%	88%	92%	93%	94%
	I feel satisfied with the response I get when I contact my child's school.	91%	86%	100%	92%	95%	95%
Teachers	Order and discipline are maintained at my school.	98%	100%	95%	89%	94%	80%
	The principal at my school communicates a clear vision for our school.	87%	95%	85%	83%	97%	88%
	School leaders place a high priority on the quality of teaching.	91%	100%	100%	100%	94%	92%
	I would recommend my school to parents.***	-	-	84%	73%	94%	81%

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

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

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

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

## NYC School Survey Results

		Response Rates**				
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students*	Achievement First Crown Heights Charter School	64%	92%	96%	79%	96%
	NYC	82%	83%	82%	83%	83%
Parents	Achievement First Crown Heights Charter School	41%	21%	7%	32%	49%
	NYC	49%	52%	53%	54%	53%
Teachers	Achievement First Crown Heights Charter School	70%	29%	29%	27%	49%
	NYC	76%	82%	81%	83%	81%

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

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

- The school's charter goals include, "parents will express satisfaction with the school's program, based on the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect." The school met this goal in all applicable school years, 2009-2010, 2010-2011, 2011-2012 and 2012-2013. This goal was not applicable for the 2013-2014 school year.
- The school's charter goals include, "teachers will express satisfaction with school leadership and professional development opportunities as determined by the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect." The school partially met this goal in the 2009-2010, 2010-2011, 2011-2012 and 2012-2013 school years.<sup>27</sup> This goal was not applicable for the 2013-2014 school year.
- The school's charter goals include, "students will express satisfaction with the school's program, based on the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect." The school partially met this goal in the 2009-2010, 2010-2011, 2011-2012 and 2012-2013 school years.<sup>28</sup> This goal was not applicable for the 2013-2014 school year.

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

- School leadership reported that the school established a Parent Leadership Committee at its inception and that the Committee remains active throughout the year.
- The NYC DOE conducted a public renewal hearing on November 19, 2014 at Achievement First Crown Heights middle school located at 790 East New York Avenue Brooklyn, NY 11203 for the school in an effort to elicit public comments. Approximately six participants attended the hearing with four persons speaking in support of the school's renewal and none speaking in opposition.
- The NYC DOE made randomized phone calls to parents/guardians from a roster provided by the school for students of all grades. Calls to parents/guardians were made during December 2014 and January 2015 until twenty phone calls were completed. Of these calls, 75% provided positive feedback, 20% provided neutral feedback, and 5% provided negative feedback. However, on eight calls, the parent/guardian mentioned dissatisfaction with the school's current discipline policy.

<sup>27</sup> If the school received less than 7.5 points in one or more of the Survey categories the goal was considered 'partially met.' In the 2009-2010 school year, Achievement First Crown Heights Charter School received fewer than 7.5 points in all categories except Academic Expectations; in the 2010-2011 school year, the school received fewer than 7.5 points in the Engagement and Safety and Respect categories; in 2011-2012 the school received fewer than 7.5 points in the Communication and Engagement categories; and in 2012-2013 the school received fewer than 7.5 points in all categories except for Safety and Respect.

<sup>28</sup> If the school received less than 7.5 points in one or more of the Survey categories the goal was considered 'partially met.' In the 2009-2010, 2010-2011, 2011-2012 and 2012-2013 school years, Achievement First Crown Heights Charter School received fewer than 7.5 points based on middle school student responses in all categories except Academic Expectations.

## **Financial Health**

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

- Based on the fiscal year 2014 (FY14) financial audit and follow up, the school's current ratio of 3.10 indicated that the school is in a strong position to meet its current liabilities.
- Based on the FY14 financial audit and follow up, the school's unrestricted cash amount of \$65,105 indicated a risk that the school will be unable to cover at least one month of its operating expenses without an infusion of cash. The school's cash on hand represents only two days of operating expenses.
- A comparison of the enrollment projections for the 2014-2015 budget to the actual enrollment as of September 30, 2014 revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY14 financial audit, the school had met its debt obligations.

## **Financial Sustainability**

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

- Based on the financial audits from FY11 to FY14, the school operated at a 2% deficit, indicating that the school may not have been operating within its resources at the time of the FY14 financial audit.
- Based on the FY14 financial audit and follow up, the school's debt-to-asset ratio of 0.29 indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY14, the school had overall negative cash flow from FY11 to FY14, though the school had positive cash flow for FY14.

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

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

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

As of the review in January 2015, the Board of Trustees for Achievement First Crown Heights is in compliance with:

- **Membership size.** Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 15 members.
- **Posting of minutes and agendas.** Agendas are not available to the public prior to Board meetings; however, currently, agendas and minutes are available on the school's website for the following meetings, all of which took place in the 2014-2015 school year: July 31, 2014; September 22, 2014; and November 18, 2014. Open Meetings Law requires that minutes be taken to reflect action taken at meetings.

As of the review in January 2015, the Board of Trustees for Achievement First Crown Heights is out of compliance with:

- **Required number of board meetings.** The current bylaws indicate that the Board is to meet a minimum of six times each year. According to available minutes, the Board met twice in the 2010-2011 school year and six times in the 2011-2012, 2012-2013, and 2013-2014 school years. To date, the school has held four meetings in the 2014-2015 school year, however only minutes from three meetings were available for review. Quorum was achieved at all meetings. The current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months, per year. The NYC DOE has communicated with the Board that the Board's bylaws need to be amended to meet the Board meeting requirements of the current Charter Schools Act and the school has agreed to follow the requirements set by the authorizer in the next term.
- **Submission of all required documents.** Thirteen Board members have not submitted conflict of interest and financial disclosure forms. The documents that have been submitted do not demonstrate conflicts of interest.<sup>29</sup>
- **Notification of Board Member Resignations/Submission of New Board Members for Approval.** The Board has not consistently submitted new board member credentials within the required five days of change to OSDCP for review and, if necessary, approval. Though the school added 12 Board members to its roster in August 2014, the NYC DOE only learned of these additions during the school's visit in November 2014. Further, not all members submitted full applications for review. As of the January review, the NYC DOE is still awaiting information for two of the 15 current board members.
- **Timely submission of documents.** The Board has consistently submitted the Annual Report to the NYSED by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. Charter law requires the school to post annual audits to its website. Currently, there are financial reports available online for FY12 and FY13 but no other years.

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

- **Insurance.** The school has submitted appropriate insurance documents to the NYC DOE.
- **Application and Lottery.** For the 2013-2014 school year, the school had an application deadline of April 1, 2014 and lottery date of April 8, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.
- **Timely Submission of Invoicing and Reconciliation Documents.** Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.
- **Safety Documents.** The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.

---

<sup>29</sup> Source: New York State Education Department Annual Report

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

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

- **Fingerprint clearance.** All staff members do not have appropriate fingerprint clearance. Five staff members are missing the appropriate clearance.
- **Immunization.** The school has submitted its required immunization documentation and is not in compliance with Department of Health standards of 99% for immunization. The school currently has a 92.1% immunization completion rate.
- **Fire Emergency.** None of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- **Teacher certification.** The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. The school is currently employing 23 uncertified teachers.

### Enrollment and Retention Targets

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, “to meet or exceed enrollment and retention targets” for students with disabilities, English Language Learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.
  - The law directs schools to demonstrate “that it has made extensive efforts to recruit and retain such students” in the event it has not yet met its targets.
  - The NYC DOE, as authorizer, will annually monitor the school’s performance against these targets and the efforts it makes to meet this state requirement.
  - As of November 1, 2014, charter school enrollment and retention targets as required by the NYS Charter Schools Act are still in a *proposed* status. The information presented below for enrollment is compared to NYC CSD and NYC averages, however, these averages should not be assumed to be similar to the final enrollment targets to be released by NYSED.<sup>30</sup>
- In all years of operation, including the most recent completed school year 2013-2014, Achievement First Crown Heights Charter School:
  - served a lower percentage of students qualifying for Free or Reduced Price Lunch compared to both the CSD 17 and citywide percentages; and
  - served a lower percentage of students with disabilities compared to both the CSD 17 and citywide percentages; and
  - served a lower percentage of English Language Learner students compared to both the CSD 17 and citywide percentages.

---

<sup>30</sup> Please see the following website for more information: <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

## Enrollment of Special Populations<sup>31</sup>

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Proposed)
Free and Reduced Price Lunch (FRPL)	<b>Achievement First Crown Heights Charter School</b>	<b>73.5%</b>	<b>74.4%</b>	<b>78.0%</b>	<b>76.9%</b>	<b>78.3%</b>	<b>91.8%</b>
	CSD 17	93.9%	91.8%	90.2%	90.2%	89.5%	
	NYC	85.3%	79.9%	81.7%	80.7%	80.4%	
Students with Disabilities (SWD)	<b>Achievement First Crown Heights Charter School</b>	<b>12.2%</b>	<b>11.1%</b>	<b>10.8%</b>	<b>10.2%</b>	<b>11.8%</b>	<b>12.9%</b>
	CSD 17	15.2%	14.9%	14.4%	14.5%	16.1%	
	NYC	18.2%	17.8%	17.5%	18.0%	19.2%	
English Language Learners (ELL)	<b>Achievement First Crown Heights Charter School</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>10.0%</b>
	CSD 17	10.0%	10.5%	10.2%	10.4%	10.5%	
	NYC	15.8%	15.7%	14.9%	14.4%	14.0%	

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	K-9	K-10	K-11	K-12	K-12
CSD(s)	17	17	17	17	17

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

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

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

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

- The school does not plan to expand grade levels, but is requesting an increase in its maximum authorized enrollment.

## Part 5: Background on the Charter Renewal Process

### Renewal Process

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

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

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

The school presents evidence to support its application for renewal by providing a compelling response to these overarching questions that demonstrates its students have made significant academic progress, is serving students equitably, has sustainable operations to be successful in the next charter term, and that the school has met the goals and objectives pledged in its current charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges and the lessons learned.

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

### Statutory Basis for Renewal

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

#### **§2850:**

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

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.<sup>32</sup>

The Act states the following regarding the renewal of a school's charter:

**§2851.4:**

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

(a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.

(b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.

(c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.

(d) Indications of parent and student satisfaction.

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

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

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

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.<sup>33</sup> As one such charter entity, the New York City Department of Education ("NYC DOE") institutes a renewal application process that adheres to the Act's renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction; and
- The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents of students with disabilities, English Language Learners, and

---

<sup>32</sup> See §§ 2851(4) and 2852 of the Act.

<sup>33</sup> See generally §§ 2851(3) and 2851(4).

students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal.<sup>34</sup>

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.<sup>35</sup>

---

<sup>34</sup> § 2851(4)(e) added with the 2010 amendments to the Act.

<sup>35</sup> See § 2852(5).

## Part 6: NYC DOE OSDCP Accountability Framework

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

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

### ***Full-Term Renewal, With or Without Conditions***

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has clearly and consistently demonstrated high academic attainment and/or consistent and significant student academic progress, has met the majority of its charter goals, has demonstrated financial stability, has demonstrated operational viability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

### ***Short Term Renewal, With or Without Conditions***

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

### ***Non-Renewal***

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

### ***Grade Expansions or Enrollment Changes***

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

## The NYC DOE OSDCP Accountability Framework

To help Chancellor-authorized charter schools better understand what we mean by success for charter schools, the OSDCP team has developed an Accountability Framework built around four essential questions for charter school renewal:

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

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

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

### 1. Is the School an Academic Success?

#### **1a. High Academic Attainment and Improvement**

Schools that are academic successes have many of the characteristics below:

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

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

- Grades 3-8 NYS ELA Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 3-8 NYS Math Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 4 and 8 NYS Science Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- HS 4- and 6-Year Graduation Rates
- Grades 8-12 NYS Regent Exam Results
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- When applicable, NYSAA or other approved alternate assessments results
- Results on state accountability measures
- Charter School Academic Goals
- School-reported internal assessments
- NYC DOE Progress Reports or School Quality Reports<sup>36</sup>

### **1b. Instructionally Sound and Responsive Education Program**

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

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

<sup>36</sup> Beginning with the 2013-2014 school year, the NYC DOE replaced the DOE Progress Report with the DOE School Quality Report. The 2012-2013 school year is the last year NYC public schools will have a Progress Report score. The Progress Report and School Quality Report contain similar indicators of performance.

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

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

### **1c. Learning Environment**

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

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

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

- Classroom observations
- NYC DOE School Survey results (students, parents and teachers)
- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- Parent complaint/concern information
- Self-administered satisfaction survey results
- Interviews with school leadership, staff, and, if appropriate, students
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)
- School calendar and class schedules

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

### 2a. Mission and Goals

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

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

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

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

## 2b. Leadership and Governance Structure

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

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly, but not limited to, Open-Meeting Law and conflict of interest laws, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- Have timely and appropriate access to legal counsel
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provides regular feedback on instruction to teachers, including both formal and informal observations

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

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

## 2c. School Climate and Community Engagement

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

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

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

- NYC DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Participation in NYC DOE initiatives and efforts to collaborate/partner with other NYC schools
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Student/Family and Staff Handbooks

## 2d. Operational Health

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

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

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

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

## 2e. Financial Sustainability

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

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

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

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial audits, escrow accounts and other fiscal reporting documents
- Financial leader(s) resume and accountability documents
- Financial and operational organizational chart
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships

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

#### **3a. Approved Charter and Agreement**

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

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

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

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Comprehensive Review reports
- Board meetings, agendas and minutes
- Leadership/Board and staff interviews
- Public hearings (renewal or material revision hearings)

#### **3b. Applicable Federal and State Law**

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

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for Free and Reduced Price Lunch, ELL and Special Education students to those of their community school district of location<sup>37</sup> or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage enrollment process and annual waiting lists with integrity
- Employ instructional staff with appropriate security clearances and meet all certification requirements

<sup>37</sup> School-specific targets for enrollment and retention are to come from the NY State Education Department. This requirement of the New York State Charter Schools Act applies to schools renewed after 2010.

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

- School reporting documents
- School's NYSED Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student/Family Handbook
- Student discipline policy and records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

### **3c. Applicable Regulations**

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

- Safe and secure facilities with no significant compliance concerns
- Consistently clean annual audits, up-to-date escrow accounts, and complete all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as comply with NYC DOE OSDCP's requirements for reporting changes in board membership and securing approval for new board members
- Inform NYC DOE OSDCP, and where required, receive OSDCP approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests
- Revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Stakeholder interviews

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

### 4a. School Expansion or Model Replication

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

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

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

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter revision or merger applications
- Leadership and Board interviews

### 4b. Organizational Sustainability

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

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

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

- Charter renewal application
- Board roster and resumes
- Board committees and minutes
- School organizational chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

#### 4c. School or Model Improvements

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

- Review performance carefully and even without major changes through expansion or replication, are careful to adjust elements to ensure continued and improved success
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission

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

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

## Appendix A: School Performance Data

### Students scoring at or above Level 3

Grade-Level Proficiency in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Crown Heights Charter School</b>					
Grade 3	48.8%	64.1%	72.5%	38.6%	30.1%
Grade 4	55.3%	50.0%	65.7%	30.0%	22.5%
Grade 5	62.8%	43.6%	60.0%	21.5%	22.7%
Grade 6	28.9%	72.6%	57.7%	20.7%	17.4%
Grade 7	24.7%	52.2%	63.0%	27.6%	25.0%
Grade 8	30.7%	32.8%	38.3%	39.7%	34.4%
<b>DIFFERENCE FROM CSD 17 *</b>					
Grade 3	6.9	20.8	30.0	20.8	9.1
Grade 4	19.5	6.4	22.6	12.0	-1.2
Grade 5	24.1	3.8	17.9	1.9	2.1
Grade 6	-2.2	33.4	20.7	6.9	0.9
Grade 7	-6.4	22.1	24.9	11.1	7.9
Grade 8	5.7	5.4	7.4	22.3	13.9
<b>DIFFERENCE FROM NYC</b>					
Grade 3	2.3	16.0	23.5	10.4	0.2
Grade 4	9.7	-1.0	13.3	2.8	-8.6
Grade 5	16.6	-5.4	7.8	-7.1	-5.7
Grade 6	-11.2	29.0	12.4	-2.7	-7.8
Grade 7	-13.5	15.7	19.7	2.2	-1.8
Grade 8	-6.8	-2.2	-0.7	14.3	5.5

Grade-Level Proficiency in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Crown Heights Charter School</b>					
Grade 3	76.7%	78.2%	85.5%	43.4%	39.0%
Grade 4	80.3%	86.1%	84.3%	42.9%	53.8%
Grade 5	70.9%	78.9%	90.7%	34.2%	48.5%
Grade 6	73.3%	89.0%	88.5%	38.0%	52.3%
Grade 7	65.4%	78.3%	87.8%	36.8%	20.2%
Grade 8	54.1%	87.5%	98.3%	60.9%	54.7%
<b>DIFFERENCE FROM CSD 17 *</b>					
Grade 3	27.7	29.4	38.6	21.7	11.4
Grade 4	34.8	36.6	29.8	17.8	25.4
Grade 5	23.0	27.9	35.6	17.7	22.6
Grade 6	33.3	42.5	39.8	20.6	32.7
Grade 7	23.7	32.5	38.7	25.7	8.0
Grade 8	20.8	45.7	49.1	46.6	41.8
<b>DIFFERENCE FROM NYC</b>					
Grade 3	22.4	23.4	28.5	10.2	0.4
Grade 4	21.9	23.8	18.6	7.6	13.8
Grade 5	11.2	16.0	25.5	4.6	9.7
Grade 6	20.3	33.0	29.2	9.2	18.6
Grade 7	12.8	22.8	30.5	11.9	-9.4
Grade 8	7.8	35.0	43.1	35.1	31.9

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

### Regents Pass Rates

Achievement First Crown Heights Charter School			
	2011-2012	2012-2013	2013-2014
Integrated Algebra	96%	95%	91.7%
Algebra 2 / Trigonometry	88%	-	-
Comprehensive English	100%	95%	79.1%
U.S. History	100%	88%	83.3%
Chemistry	66%	50%	66.7%
Physics	91%	66%	-
Living Environment	-	-	84.6%
Language Other Than English	-	-	-

## Appendix B: High School Performance Data

The high school performance data presented below reflects high school students from both Achievement First CMO schools that collectively make up “Achievement First Brooklyn High School”.<sup>38</sup> The percentage of students that attended Achievement First Brooklyn High School that were AF – Crown Heights students is as follows:

- In 2009-2010, the NYC DOE had not yet began grouping the Achievement First CMO charter schools together under Achievement First Brooklyn High School. As a result, all data presented for the 2009-2010 school year reflects students enrolled in AF – Crown Heights only.
- In 2010-2011, 75% of Achievement First Brooklyn High School students were registered to AF – Crown Heights.
- In 2011-2012, 67% of Achievement First Brooklyn High School students were registered to AF – Crown Heights.
- In 2012-2013, 64% of Achievement First Brooklyn High School students were registered to AF – Crown Heights.
- In 2013-2014, 52% of Achievement First Brooklyn High School students were registered to AF – Crown Heights.

### HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Brooklyn High School</b>	-	-	-	83.8%	79.1%
NYC *	-	-	-	66.0%	68.4%
Difference from NYC	-	-	-	17.8	10.7
College and Career Preparatory Course Index **					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Brooklyn High School</b>	-	-	-	81.1%	69.8%
Peer Percent of Range	-	-	-	75.5%	60.0%
City Percent of Range	-	-	-	100.0%	92.8%

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

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

<sup>38</sup> The two Achievement First CMO schools whose high school grades together make up Achievement First Brooklyn High School are Achievement First Crown Heights Charter School and Achievement First Endeavor Charter School. Both charter schools are authorized by the NYC DOE Chancellor.

## Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
<b>Achievement First Brooklyn High School</b>	0.97	1.21	1.31	0.91	1.03
Peer Percent of Range	29.3%	36.5%	41.8%	34.5%	43.2%
City Percent of Range	56.5%	66.1%	60.5%	59.8%	62.5%
2013					
	English	Math	Science	Global History	U.S History
<b>Achievement First Brooklyn High School</b>	1.05	1.19	1.44	1.17	1.04
Peer Percent of Range	50.0%	42.7%	54.9%	77.6%	49.0%
City Percent of Range	63.8%	66.4%	66.0%	85.0%	62.0%
2012					
	English	Math	Science	Global History	U.S History
<b>Achievement First Brooklyn High School</b>	1.55	1.69	2.16	1.71	1.33
Peer Percent of Range	79.5%	66.7%	100.0%	67.5%	54.8%
City Percent of Range	77.7%	73.3%	94.8%	69.8%	59.8%
2011					
	English	Math	Science	Global History	U.S History
<b>Achievement First Brooklyn High School</b>	1.41	1.79	1.65	1.65	-
Peer Percent of Range	81.7%	75.8%	71.8%	68.8%	-
City Percent of Range	74.5%	80.2%	70.2%	71.1%	-
2010 <sup>39</sup>					
	English	Math	Science	Global History	U.S History
<b>Achievement First Crown Heights Charter School</b>	-	1.55	1.25	-	-
Peer Percent of Range	-	63.8%	39.8%	-	-
City Percent of Range	-	75.4%	58.6%	-	-

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

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

<sup>39</sup> In 2009-2010, the NYC DOE was not yet grouping the two Achievement First CMO schools together at the high school level for accountability purposes. The data presented for the 2010 Regents examinations reflects Achievement First Crown Heights Charter School students only.

## Credit Accumulation

% 1st-Year Students Earning 10+ Credits <sup>40</sup>					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Brooklyn High School</b>	90.5%	77.4%	86.2%	95.7%	83.8%
Peer Percent of Range	66.7%	20.7%	45.7%	84.5%	26.4%
City Percent of Range	83.2%	58.5%	72.3%	90.5%	63.7%
% 2nd-Year Students Earning 10+ Credits					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Brooklyn High School</b>	-	74.1%	84.5%	90.4%	92.1%
Peer Percent of Range	-	16.9%	44.6%	67.0%	70.4%
City Percent of Range	-	55.8%	71.5%	81.5%	85.2%
% 3rd-Year Students Earning 10+ Credits					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Achievement First Brooklyn High School</b>	-	-	90.5%	90.0%	86.8%
Peer Percent of Range	-	-	74.2%	74.3%	52.9%
City Percent of Range	-	-	83.9%	82.0%	76.6%

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

## Closing the Achievement Gap

4-year Weighted Diploma Rate*					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	-	-	-	-
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	-	133.3%
College and Career Preparatory Course Index ***					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students in the Lowest Third Citywide	-	-	-	-	16.7%

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

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

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

<sup>40</sup> The data on first year students earning 10+ credits reflects high school students from both Achievement First CMO schools that served high school students for school years 2010-2011, 2011-2012, 2012-2013 and 2013-2014. The 2009-2010 data reflects only those high school students enrolled in Achievement First Crown Heights Charter School.

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

High School Progress Report Grades	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Overall Grade	-	-	-	B	Progress Reports were discontinued beginning with the 2013-2014 school year.
Student Progress	-	-	-	A	
Student Performance	-	-	-	C	
School Environment	-	-	-	A	
College and Career Readiness *	-	-	-	B	

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

## Regents Pass Rates

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

## Academic Performance of Achievement First Brooklyn High School

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

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

Credit accumulation is self-reported by charter schools to the NYC DOE. In general, Achievement First Brooklyn High School's overall credit accumulation rates have been comparable or higher than both the average credit accumulation rates of its peer group schools and the average credit accumulation rates of all high schools citywide over the charter term. The City Percent of Range for first, second and third year students was above 50.0% in all years, meaning that the school outperformed the citywide average along each metric.<sup>41</sup> The Peer Percent of Range for first, second and third year students was above 50.0% in most years. The only exceptions occurred in 2010-2011 and 2011-2012, when the Peer Percent of Ranges for first and second year students were below 50.0%, and in 2013-2014, when the Peer Percent of Range for first year students was below 50.0%.

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

<sup>41</sup> 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.

54<sup>th</sup> percentile of all high schools citywide.<sup>42</sup> Additionally, 92.1% of second year students at Achievement First Brooklyn High School earned 10+ credits, placing the school in the 60<sup>th</sup> percentile of its peer group schools and the 84<sup>th</sup> percentile of all high schools citywide. Finally, 86.8% of third year students at Achievement First Brooklyn High School earned 10+ credits; placing the school in the 31<sup>st</sup> percentile of its peer group schools and the 78<sup>th</sup> percentile of all high schools citywide.

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

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

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,<sup>43</sup> which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

### **Closing the Achievement Gap**

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

Students in the lowest third citywide at Achievement First Brooklyn High School had a four-year weighted diploma rate of 133.3% in 2013-2014. However, only 16.7% of this same group of students met the requirements for the College and Career Preparatory Course Index (CCPCI). The school did not serve the minimum percentage of students designated as in the lowest third citywide to receive peer or city percent of range data for either the weighted diploma rate or the CCPCI.<sup>44</sup>

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

---

<sup>42</sup> A percentile rank provides the percentage of schools that score lower than the school under consideration. A citywide percentile of 54%, for example, indicates that the school's credit accumulation rate was above 54% of high schools citywide.

<sup>43</sup> 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.

<sup>44</sup> For a school to be included in the NYC DOE's calculation of peer and city averages for Closing the Achievement Gap metrics and, thus, for the school to receive peer and city percent of range data for Closing the Achievement Gap metrics, the school's population percentage for the relevant special population must be at least 25% of the City percent of range. Students in the lowest third citywide made up only 14.0% of the Achievement First Brooklyn High School student population in 2013-2014, which corresponded to a City Percent of Range of only 21.5%.

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

## Appendix C: Additional Accountability Data

### NYC DOE Accountability Reports

[Annual Comprehensive Review \(ACR\) 2013-2014](#)

[Annual Comprehensive Review \(ACR\) 2012-2013](#)

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

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