



**Department of
Education**

Carmen Fariña, Chancellor

**FAHARI ACADEMY CHARTER SCHOOL
RENEWAL REPORT**

**2014 – 2015 SCHOOL YEAR
MARCH 2015**

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Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Fahari Academy Charter School	
Board Chair(s)	Jason Starr
School Leader(s)	Stephanie Clagnaz (Principal)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 17
Physical Address(es)	72 Veronica Place, Brooklyn
Facility Owner(s)	DOE
School Opened For Instruction	2009-2010
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	5-8
Current Authorized Enrollment	400

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		
	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	10	10
# Met	1	1
# Partially Met	0	0
# Not Met	7	7
# Not Applicable *	2	2
% Met	10%	10%
% Partially Met	0%	0%
% Not Met	70%	70%
% Not Applicable *	20%	20%
% Met of All Applicable Goals	13%	13%

* 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	
	2013-2014
Fahari Academy Charter School	10.5%
CSD 17	18.6%
Difference from CSD 17 *	-8.1
NYC	27.4%
Difference from NYC *	-16.9
New York State **	30.6%
Difference from New York State	-20.1

% Proficient in Mathematics	
	2013-2014
Fahari Academy Charter School	12.0%
CSD 17	17.5%
Difference from CSD 17 *	-5.5
NYC	31.5%
Difference from NYC *	-19.5
New York State **	36.2%
Difference from New York State	-24.2

* 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

Median Adjusted Growth Percentile - English Language Arts	
	2013-2014
Fahari Academy Charter School - All Students	66.0%
Peer Percent of Range - All Students	65.2%
City Percent of Range- All Students	59.3%
Fahari Academy Charter School - School's Lowest Third	86.0%
Peer Percent of Range - School's Lowest Third	79.7%
City Percent of Range - School's Lowest Third	83.2%

Median Adjusted Growth Percentile - Mathematics	
	2013-2014
Fahari Academy Charter School - All Students	77.0%
Peer Percent of Range - All Students	94.5%
City Percent of Range- All Students	90.1%
Fahari Academy Charter School - School's Lowest Third	80.0%
Peer Percent of Range - School's Lowest Third	69.8%
City Percent of Range - School's Lowest Third	71.2%

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

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts	
	2013-2014
Students with Disabilities *	65.3%
English Language Learner Students	33.3%
Students in the Lowest Third Citywide	59.0%
Percent in the 75th Growth Percentile - Mathematics	
	2013-2014
Students with Disabilities *	65.3%
English Language Learner Students	60.0%
Students in the Lowest Third Citywide	61.0%

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

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a non-renewal at the conclusion of the current charter term, June 30, 2015.

As part of the school's 2013-2014 charter renewal, the following conditions were placed on the school as requirements for future renewal:

- **Academic Conditions: 2 of 7 met**
- **Administrative and Operational Conditions: 2 of 13 met, 5 of 13 partially met**

Achievement of Renewal Conditions

Academic Conditions		
1.	The average proficiency score of each middle school grade (i.e. grades 5-8) at Fahari Academy Charter School will equal or exceed the average proficiency score of its Community School District counterpart grade on the New York State English Language Arts and math exams.	Not Met
2.	On the New York State English Language Arts and math exams, in a majority of the grades tested, an equal or higher percentage of Fahari Academy Charter School students will perform at or above Level 3 than students in Community School District 17.	Not Met
3.	Fahari Academy Charter School's median adjusted growth percentile from the 2012-2013 school year to the 2013-2014 school year will be equal to or greater than the median adjusted growth percentile for 50% of all City schools on the New York State English Language Arts and New York State math exams.	Met
4.	Forty percent or more of eighth grade students with two or more years at Fahari Academy Charter School will pass the 2013-2014 New York State Living Environment Regents exam.	Met
5.	Sixty-five percent or more of students in need of intensive intervention in reading (i.e. two or more grade levels behind), as measured by the Fountas & Pinnell benchmark assessment in September 2014, will achieve one or more years of growth by the January 2015 mid-year assessment; and/or 1.5 or more years of growth by the June 2015 year-end assessment.	Not Met
6.	Forty percent or more of general education students that have a stanine score less than six on the Stanford 10 assessment will have increased by at least two stanines by June 2014.	Not Met

7.	Twenty percent or more of special education and ELL students that have a stanine score less than six on the Stanford 10 assessment will have increased by at least two stanines by June 2014.	Not Met
Administrative and Operational Conditions		
1.	Fahari Academy Charter School's Board of Trustees will provide the NYC DOE with a plan for the sound oversight and evaluation of school leadership by August 30, 2014.	Partially Met
2.	Fahari Academy Charter School will provide the NYC DOE with a plan to develop non-instructional administrative staff by August 30, 2014.	Partially Met
3.	Fahari Academy Charter School will provide the NYC DOE with the minutes of all meetings of the Board of Trustees on a monthly basis.	Not Met
4.	The NYC DOE will assign Fahari Academy Charter School to one of its Networks for professional development purposes for Fahari Academy Charter School to access as it sees fit.	N/A
5.	Fahari Academy Charter School will administer the Stanford 10 exam in June 2014.	Met
6.	The NYC DOE may monitor Fahari Academy Charter School's administration of standardized tests and the administration of the Fountas & Pinnell exams.	N/A
7.	Fahari Academy Charter School will provide the NYC DOE with the results of all standardized tests and Fountas & Pinnell assessments on a rolling basis and, in no event, no later than the following schedule: a. Any results that are known as of the effective date of the renewal charter shall be produced to the NYC DOE within 10 business days of the effective date; b. Results of all Fountas & Pinnell assessments shall be produced to the NYC DOE within 10 business days of the test administration; and c. Results of Stanford 10 exams shall be produced to the NYC DOE within 15 business days of Fahari Academy Charter School receiving those results.	Partially Met
8.	Fahari Academy Charter School will provide the NYC DOE with a revised discipline policy, including a description of Fahari Academy Charter School's in-school suspension policy and its detention policy, by August 30, 2014.	Partially Met
9.	Fahari Academy Charter School will track student discipline data, including the occurrence and length of each detention and suspension, and will provide this data to the NYC DOE on a quarterly basis.	Not Met
10.	Fahari Academy Charter School will provide the NYC DOE with updates of staff turnover within 30 days of a staff member leaving.	Partially Met
11.	Fahari Academy Charter School will provide the NYC DOE with updates of turnover on the Board of Trustees within five days of such turnover.	N/A
12.	Fahari Academy Charter School will provide the NYC DOE with updates of student turnover at the end of each month. Such update shall include a list of students who left the school, the reason for leaving (unless prohibited by law from doing so), and a list of any students added to the school.	Not Met
13.	Fahari Academy Charter School will update ATS records and invoices at the end of each month to accurately reflect the student body.	Met

A. Academic Performance

At the time of this school's renewal, Fahari Academy Charter School has not yet demonstrated academic success.

New York Charter Schools Act

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

§ 2850 (2)

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

Data available for Fahari Academy Charter School indicates that the school has made minimal progress towards meeting a few of these objectives.

Mission and Vision

Fahari Academy Charter School's (Fahari Academy) mission is to educate, support, challenge, and train scholars in Brooklyn's Flatbush neighborhood for success in college. In order to determine if the school is meeting its mission, the Board and school leadership develop annual goals related to academic performance and growth, student engagement and retention, parent satisfaction, and staff retention, which they measure on a monthly basis at Board meetings.

School Specific Academic Performance

The school entered its sixth year of operation with the 2014-2015 academic year. The school was last renewed in June 2014, at which time it received a one year renewal. As a result, the New York City Department of Education (NYC DOE) has one year of New York State (NYS) assessment data and one year of other academic data, such as data obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at Fahari Academy Charter School over the retrospective charter term.

Fahari Academy Charter School struggled with poor performance over the retrospective charter term. The school's aggregate English Language Arts (ELA) and math proficiency rates on the NYS assessments were below those of both Community School District (CSD) 17 and New York City (NYC) for the one-year charter term under review. However, while the school's overall proficiency rates were significantly below those of both CSD 17 and NYC, the school's median adjusted growth percentiles on the NYS assessments in ELA and math exceeded the CSD 17 and NYC middle school averages.

For NYS assessments administered beginning with the 2012-2013 school year, NYS tests were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable. However, as this school's current charter term covers only one school year, all proficiency results provided in this renewal report are aligned to the CCLS.

In 2013-2014, only 12.0% of Fahari Academy Charter School's students were proficient in math on the NYS assessments. For 2013-2014, Fahari Academy Charter School's math proficiency was greater than 46% of middle schools citywide. However, when compared to middle schools with student populations most like its own (i.e. peer schools) Fahari Academy Charter School outperformed 83% of its peer schools. The school also outperformed 65% of CSD 17 middle schools. In 2013-2014, only 10.5% of Fahari Academy Charter School's students demonstrated proficiency on NYS assessments in ELA. With this level of proficiency, Fahari Academy Charter School outperformed only 37% of middle schools citywide. However, Fahari Academy Charter School outperformed 73% of its peer schools and 53% of other middle schools in CSD 17.

Over the one year that data is available for the retrospective charter term, Fahari Academy Charter School has met only 13% of its applicable academic charter goals.^{1,2} Fahari Academy Charter School met one of eight applicable academic performance goals in its most recent year. Because of 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.

In 2013-2014, Fahari Academy Charter School's ELA median adjusted growth percentile on the NYS assessments was 66.0% with a City Percent of Range of 59.3%, placing the school in the 63rd percentile of all middle schools citywide.³ Similarly, the school's peer and Community School District percentiles were 68% and 82%, respectively. This means that more than two-thirds of the other middle schools in Fahari Academy Charter School's peer group and four-fifths of middle schools in CSD 17 had ELA median adjusted growth percentiles lower than Fahari Academy Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Fahari Academy Charter School's math median adjusted growth percentile on the NYS assessments was 77.0% with a City Percent of Range of 90.1%, placing the school in the 94th percentile of all middle schools citywide. Similarly, the school's peer and CSD percentiles were 100% and 94%, respectively. The school's math median adjusted growth percentile was greater than that of all of its peer schools and nearly all other middle schools in CSD 17.

On March 21, 2014, the NYC DOE Senior Supervising Superintendent, Dr. Laura Feijoo, visited Fahari Academy to reconsider an original non-renewal recommendation made by the previous administration. During the visit, the Senior Supervising Superintendent found that the school had effective leadership in place and that the instructional leadership was able to clearly articulate what improvements had been made to date and which classrooms were still in need of support. In addition, artifacts from the visit included a program schedule that provided opportunities for targeted interventions and that classrooms showed evidence of differentiation. On January 21, 2015, the Senior Supervising Superintendent returned to the school as part of the renewal visit and found that, although different procedures were in place for pedagogical hiring, the school had instructional turnover again since the March 2014 visit and as a result there are still a number of new teachers that are not progressing in their instructional development implementation of curriculum that will benefit a long-term instructional program. Further, Dr. Feijoo found that while teachers are clearly more aligned in a unified instructional plan, it does not appear rigorous enough to make the necessary academic performance gains required at the school. Dr. Feijoo noted that although staff appears to be working hard and making progress with learning strands as evidenced in student tasks, the school has not made the sustained incremental growth that is required by the charter and there was little evidence during the visit that this would be possible in the near future.

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

¹ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for the 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).

² It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

³ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 59.3% indicates that the school's median adjusted growth percentile was greater than the average but less than one standard deviation above the average (that only 59.3% of the range around the average represented scores lower than that of Fahari Academy Charter School), while a citywide percentile of 63% indicates that Fahari Academy Charter School's ELA median adjusted growth percentile was higher than 63% of all middle schools citywide.

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, 61.0% of Fahari Academy Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Fahari Academy Charter School in the 81st percentile of all middle schools citywide. In the same year, 59.0% of the school's students in the lowest third citywide experienced growth on the NYS assessments in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level places Fahari Academy Charter School in the 80th percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 65.3% of Fahari Academy Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places Fahari Academy Charter School in the 94th percentile of all middle schools citywide. Similarly, 65.3% of the school's students with disabilities experienced growth on the NYS assessments in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level places Fahari Academy Charter School in the 90th percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 60.0% of Fahari Academy Charter School's English Language Learner (ELL) students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting math scores. This level places Fahari Academy Charter School in the 92nd percentile of all middle schools citywide. In the same year, only 33.3% of ELL students experienced growth on the NYS assessments in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting ELA scores; this level places Fahari Academy Charter School in the 26th percentile of all middle schools citywide.

B. Governance, Operations & Finances

Fahari Academy 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:

- Fahari Academy Charter School's Board of Trustee bylaws;
- Fahari Academy Charter School's Board of Trustee meeting minutes;
- Fahari Academy Charter School's self-reported staffing data;
- Fahari Academy Charter School's financial disclosure forms;
- Fahari Academy Charter School's FY14 independent financial audit;
- Fahari Academy Charter School's 2014-2015 staff handbook;
- Fahari Academy Charter School's 2014-2015 student/family handbook; and
- Fahari Academy Charter School's FY15 budget.

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

According to the Board's calendar for the 2014-2015 school year, the Board should have held seven meetings to date in the current charter term. However, minutes from only three of those meetings were available to the NYC DOE for review, although four meeting dates have been posted on the school's website. According to the minutes provided, quorum was held at these three meetings. There are clear lines of accountability between the Board and school leadership as evidenced by the school leadership team's updates on academic progress and performance to the Board and its committees. The Board has active and functioning committees, as required by its bylaws, including an Executive Committee, a Governance Committee, a Finance Committee, a

Development Committee, and an Academic Accountability Committee, as recorded in its roster and evidenced in available Board meeting minutes.

Over the course of the school's charter term, the school has partially developed a stable school culture. There has not been a change in Board leadership throughout the one-year charter term. Jason Starr, the Board's current Chair, assumed the position in July 2012 during the previous charter term and has held the position since. In May 2013 the Board of Trustees hired current principal Stephanie Clagnaz, who fully transitioned into the role during the summer of 2013. In addition, two key leadership roles were created for the 2014-2015 school year: Assistant Principal for Instruction, filled by Marcia Tineo, and Assistant Principal for Administration and Culture, filled by Jared Roebuck.

Although leadership has been stable for the current one-year charter term, both instructional and administrative staff turnover have been high, with 44% of instructional staff not returning for the 2014-2015 school year and 33% of administrative staff not returning for the 2014-2015 school year.⁴ Further, Fahari Academy's 2013-2014 NYC School Survey evidenced mixed results of parent and teacher satisfaction. While the percentage of Fahari's parents who agreed or strongly agreed that they felt satisfied with the education [their] child has received this year (96%) was slightly higher than the parents' citywide average (95%), the percentage of Fahari's teachers who agreed or strongly agreed that they would recommend their school to parents (69%) was lower than the teachers' citywide average (81%).⁵

Overall, the school is in a neutral position to meet near-term financial obligations. Fahari's current ratio is 1.49 and the school has at least \$465,436 unrestricted cash on hand to meet current liabilities totaling \$506,977. Cash on hand represents 25 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 one independent financial audit during the charter term for FY14.

As part of the current charter renewal's terms, Fahari Academy had Administrative and Operational Conditions, in addition to Academic Conditions, that it was required to meet. Fahari Academy had mixed results of meeting these conditions. For example, while the school did provide the NYC DOE with a plan for oversight and evaluation of school leadership and a plan to develop non-instructional administrative staff, Fahari Academy failed to meet the deadline for both deliverables of August 30, 2014. Fahari Academy was also to provide the NYC DOE with monthly deliverables, including the minutes of all Board of Trustees meetings and student turnover. The school did submit three sets of Board meeting minutes to date, but these minutes are not inclusive of all Board meetings to date, nor were they submitted in the designated timeframe. In addition, Fahari Academy has not to date submitted any documentation of student turnover. Fahari Academy also did not submit any tracked student discipline data, including the occurrence and length of each detention and suspension, due to the NYC DOE on a quarterly basis, at any time during the current charter term.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Fahari Academy 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 of five members, which 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.

All current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted do not demonstrate conflicts of interest.⁶

⁴ Self-reported information collected through the Renewal Application Data Collection Form

⁵ 2013-2014 NYC School Survey

⁶ Source: New York State Education Department Annual Report

The school's bylaws indicate that the Board is to hold one annual meeting each June and regular meetings at least six times per year. According to the school's website, four meetings have been held in the current charter term to date; however, minutes for only two meetings are available on the website. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

As of the time of review, the school had not posted to its website its annual audit for FY14 for this charter term, as required in charter law. The Board submitted the 2013-2014 Annual Report, the only applicable Annual Report in the current charter term, to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date).

All staff members have appropriate fingerprint clearance.

The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department, and the school has the required number of staff with AED/CPR certification.

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 compliant with federal law.

D. Plans for Next Charter Term

The school does not have any plans for material revisions to its charter during the next charter term that would increase enrollment or have the school expand to serve additional grades.

Part 2: School Overview and History

Fahari Academy Charter School is a middle school serving 390 students⁷ in grades five through eight during the 2014-2015 school year. It opened in the 2009-2010 school year with grade five and is under the terms of its second charter. The school's authorized full grade span is for grades five through eight, which it reached in 2012-2013 during its previous charter term.⁸ The school was renewed for one year in June 2014 and the current charter term expires on June 30, 2015. The school does not currently offer a public universal Pre-Kindergarten program in New York City. The school is located in a New York City Department of Education⁹-operated facility in Community School District 17 in Brooklyn and is co-located with M.S. 246 Walt Whitman.¹⁰

In 2008, the NYC DOE initially authorized Fahari Academy's first five-year charter to serve grades five through twelve. Notwithstanding the original authorization, the school currently serves grades five through eight only. On November 13, 2013, the NYC DOE denied Fahari Academy's application for a five-year renewal of its charter, but extended the charter until June 30, 2014 to align the charter term with the NYC DOE school year calendar. As the non-renewal decision was made at the end of the former NYC DOE administration's term, the new administration agreed to review the renewal decision upon Fahari Academy's request. On March 21, 2014, NYC DOE's Senior Supervising Superintendent, Dr. Laura Feijoo, visited Fahari Academy. Although both qualitative and quantitative data from the previous charter term suggested that Fahari Academy was a struggling school, the qualitative observations of the March 2014 visit suggested that the school had the right pieces in place and had started to improve. Based on this inconsistency, and due to the fact that the quantitative data did not reflect the time period of the March 21, 2014 qualitative observations, in June 2014, the NYC DOE Chancellor made a new recommendation to the Board of Regents for a one-year renewal charter term for the school.

Fahari Academy's mission is to educate, support, challenge, and train scholars in Brooklyn's Flatbush neighborhood for success in college. "Fahari" is from the Swahili word meaning pride and helps define the school's core values: Preparedness, Respect, Inquisitiveness, Determination, and Excellence. The school seeks to fulfill its mission by creating a school culture that meets the needs of the whole child, providing behavioral support systems that are developmentally appropriate for adolescents.

Fahari Academy's Board of Trustees is led by chair Jason Starr; he assumed this position in July 2012. Currently, the school's principal is Stephanie Clagnaz, who joined the school in May 2013. The school added two Assistant Principal positions prior to the 2014-2015 school year: Assistant Principal for Instruction, Marcia Tineo, who has been with the school since August 2011; and Assistant Principal for Administration and Culture, Jared Roebuck, who joined the school staff full-time in July 2014. The school also has a Director of Operations, Frances Cuadro, who joined the school in September 2014.

The school typically enrolls new students in all grades, though grades five and six are considered the primary entry grades. The school has indicated that it does backfill empty seats from the waitlist during the school year across all grades. However, there were zero students on the waitlist after the Spring 2014 lottery.¹¹

⁷ ATS data as of October 31, 2014

⁸ NYC DOE internal data

⁹ NYC DOE internal data

¹⁰ NYC DOE Location Code Generation and Management System

¹¹ Self-reported information collected through the 2014-2015 DOE Annual Charter School Survey

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.

Enrollment

Grade-Level Annual Enrollment *	2013-2014
Grade 5	114
Grade 6	115
Grade 7	121
Grade 8	61
Total Enrollment	411

* Enrollment figures reflect ATS data as of October 31 for the 2013-2014 school year.

Additional Enrollment Data

School Year 2013-2014 Information	Section Count	Average Class Size
Grade 5	4	29
Grade 6	4	29
Grade 7	4	30
Grade 8	2	31
Students Admitted Through The Lottery	128	

* 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 were determined by dividing ATS enrollment as of October 31, 2013 by the appropriate grade-level section count.

Please see additional demographic data in Section 4 of this report for information regarding the enrollment of special populations at Fahari Academy Charter School. This information includes enrollment data for the percentage of students eligible for Free or Reduced Price Lunch, English Language Learners and students with disabilities as compared to the CSD and citywide averages, as well as targets recently finalized by the New York State Education Department (NYSED).¹²

¹² Beginning with the 2014-2015 school year, Board of Regents authorized charter schools, including those authorized by NYC DOE, will be held accountable to enrollment targets established by NYSED for students with disabilities, English Language Learner students, and students qualifying for Free or Reduced Price Lunch. Please note that the recently finalized targets are currently based on enrollment in the 2010-2011 school year and may be updated in the future.

Part 3: Renewal Report Overview

Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress during the current charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, a report on student achievement data and a school visit by the Office of School Design and Charter Partnerships (OSDCP) 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.¹³

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.

¹³ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

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

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

Staff Representatives

The following experts participated in the review of this school, including the renewal visit to the school on January 21 – 22, 2015:

- Dr. Laura Feijoo, Senior Supervising Superintendent, NYC DOE Division of School Support
- DawnLynne Kacer, Executive Director, NYC DOE Office of School Design and Charter Partnerships
- 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
- 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
- Mariama Sandi, Chairperson, Division of Specialized Instruction and Student Support, Charter Committee on Special Education Citywide
- Jamal Young, Independent Consultant

Part 4: Findings

Essential Question 1: Is the School an Academic Success?

At the time of this school's renewal Fahari Academy Charter School has not yet demonstrated academic achievement, but has partially demonstrated academic progress.

High Academic Attainment and Improvement

- The school has one year of academic performance data and one year of New York State assessment data at the time of this report for the retrospective charter term. For detailed information on grade-level data on NYS assessments and for school performance data for the 2012-2013 school year, please see Appendix A. The 2012-2013 school performance data is provided for reference only; it was not used to inform the school's renewal recommendation.

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

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

% Proficient in English Language Arts	
	2013-2014
Fahari Academy Charter School	10.5%
CSD 17	18.6%
Difference from CSD 17 *	-8.1
NYC	27.4%
Difference from NYC *	-16.9
New York State **	30.6%
Difference from New York State	-20.1

% Proficient in Mathematics	
	2013-2014
Fahari Academy Charter School	12.0%
CSD 17	17.5%
Difference from CSD 17 *	-5.5
NYC	31.5%
Difference from NYC *	-19.5
New York State **	36.2%
Difference from New York State	-24.2

* 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.

Mission and Academic Goals

According to the Renewal Application submitted to the NYC DOE by Fahari Academy Charter School, as well as the 2013-2014 annual report submitted to the NYSED, over the one year retrospective charter term, the school met academic goals as follows:

- 1 of 8 applicable charter goals in the 2013-2014 school year.¹⁴

Progress Towards Academic Charter Goals *

Academic Goals		2013-2014
1.	Each year, 75% of fifth grade students will perform at or above Level 3 on the NYS Examinations for ELA and math.	Not Met
2.	Each year, 75% of sixth grade students will perform at or above Level 3 on the NYS Examinations for ELA and math.	Not Met
3.	Each year, 75% of seventh grade students who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Examinations for ELA and math.	Not Met
4.	Each year, 75% of eighth grade students who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Examinations for ELA, Science and math.	Not Met
5.	Grade-level cohorts of students will reduce by one half the gap between the percent at or above Level 3 on the previous year's NYS ELA and math exams and 75% at or above Level 3 on the current year's NYS ELA and math exams.	Not Met
6.	Each year, the percentage of students performing at or above Level 3 on the NYS Examination for ELA in each tested grade will, in the majority of grades, exceed the average performance of students tested in Community School District 17. This will be measured by an analysis of performance compared to the CSD conducted by the NYC DOE.	Not Met
7.	Each year, the percentage of students performing at or above Level 3 on the NYS Examination for math in each tested grade will, in the majority of grades, exceed the average performance of students tested in Community School District 17. This will be measured by an analysis of performance compared to the CSD conducted by the NYC DOE.	Not Met
8.	Each year, the school will receive a grade of 'B' or higher on the Student Progress section of the NYC DOE Progress Report.	N/A
9.	Each year, the school will be deemed "In Good Standing." ¹⁵	N/A
10.	Each year, the school will demonstrate its student engagement by maintaining a 92% attendance rate. This will be measured by school reported data from an attendance tracking system such as ATS.	Met

* 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.

¹⁴ 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.

¹⁵ Goals that reference a school's status on the 2013-2014 NYSED Report Cards are not reported on because the 2013-2014 NYS Report Cards have not yet been released.

In addition to the above academic goals, seven academic conditions were placed on the school as part of the school's 2013-2014 charter renewal. The school met two of these seven academic conditions. Details on the academic conditions, including which were met, partially met, not met, and not applicable, are presented in Part 1, Section II of this report.

Responsive Education Program

As part of its goals and conditions for the one-year renewal term, the school administered Fountas & Pinnell and the Stanford 10 for its internal assessments, both of which were a continuation of internal assessments used in the previous charter term. The following data was found:

- **Fountas & Pinnell Assessment Results**
 - Based on benchmark assessments administered at the beginning of the 2014-2015 school year, 193 out of 380 students (51% of all students) required intensive intervention because they were not meeting or approaching grade-level expectations. Of these 193 students, only 22 students (11% of those requiring intensive intervention) were meeting or exceeding expectations by the mid-year assessment administered in January 2015.
 - Of the same 193 students in need of intensive intervention, only 66 students (34%) achieved one or more years of growth by the mid-year assessment.
 - Of the 380 students who took both the benchmark and mid-year assessments, 70 students either scored the same or lower on the mid-year assessment as they did on the benchmark assessment, meaning that 18% of students demonstrated negative or no growth in reading in the first half of the 2014-2015 school year.

2014-2015 Fountas & Pinnell Assessment Results		
	Benchmark Assessment	Mid-Year Assessment
% Meeting or Exceeding Expectations	39%	43%
Exceeds Expectations	68	101
Meets Expectations	80	63
Approaches Expectations (Needs Short-Term Intervention)	39	52
Does Not Meet Expectations (Needs Intensive Intervention)	193	164

- **Stanford 10 Assessment Results**
 - Fahari Academy Charter School administered the benchmark Stanford 10 assessment to sixth, seventh, and eighth grade students in late June 2013 (the end of the 2012-2013 school year) and to fifth grade students in late October 2013 (the start of the 2013-2014 school year). The school administered the next Stanford 10 assessment to sixth, seventh, and eighth grade students in mid-June 2014 (the end of the 2013-2014 school year).
 - The percentage of students with an initial stanine score less than six whose stanine score increased by two or more stanines between test administrations was 17% for Reading Comprehension and 22% for Math Problem Solving.
 - Of the 276 students who took the reading and math Stanford 10 assessments during both the first and second test administrations, only 69 students (25%) scored a six or above on both reading and math by the second test administration. These 69 students represent an increase of 30 students or an increase of 11 percentage points (25% from 14%) who scored a stanine score of six or more on both reading and math by the second administration.
 - Of the 276 students who took both subject assessments for two administrations, 49 students (18%) scored lower on the second assessment than on the first assessment in reading comprehension, demonstrating a loss of reading comprehension.

- Of the 276 students who took both subject assessments for two administrations, 34 students (12%) scored lower on the second assessment than on the first assessment in math.

Stanford 10 Assessment Results*			
		First Test Administration	Second Test Administration
% of Students with Stanine Score of 6 or Above in Both Reading and Math		39	69
Reading Comprehension	Stanine Score Below 6	208	176
	Stanine Score of 6 or Above	68	100
Math Problem Solving	Stanine Score Below 6	211	160
	Stanine Score of 6 or Above	65	116

*Includes only those students who took all four Stanford 10 assessments.

As part of the renewal review process, representatives for the NYC DOE visited the school on January 21–22, 2015. Based on discussion, document review, and observation, the following was noted:

- **Alignment with Common Core:**

- School leadership reported that math and English Language Arts (ELA) curricula are aligned with the Common Core Learning Standards (CCLS) and that teachers use the EngageNY modules to guide instruction.
- School leadership also reported that during the 2014-2015 school year the Social Studies Common Core Framework is being infused into Social Studies instruction, and anticipates that the curriculum will be aligned with the CCLS literacy standards during the 2015-2016 school year.
- The school placed a focus on literacy during the current charter term, utilizing the Fountas & Pinnell Benchmark Assessments to measure student progress in ELA. The school incorporates close reading of grade-level informational and literary texts, as well as uses texts at the students' individual achievement levels.
- Based on student achievement data, school leadership decided to move away from the workshop model used in the previous charter term to instead use guided practice to give students more scaffolding and support.

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

- School leadership reported that they created, for the 2014-2015 school year, a school schedule where every child receives daily a double block of ELA and one block of ELA intervention or enrichment, as well as a double block of math and one block of math intervention or enrichment.
- The school leadership team reported that teachers meet with their students to set goals for each assessment cycle, based on the data from the Fountas & Pinnell Benchmark Assessment results.
- School leadership reported that they utilize after school and Saturday programming as additional time where they can provide students with academic supports in the form of homework help, test preparation, and tutoring.
- School leadership reported that the model for students with Individualized Education Programs (IEPs) includes Integrated Co-Teaching (ICT) instruction, with some classrooms for ELA and math instruction. The school increased its staffing for the 2014-2015 school year to include four counselors, 10 special educators, four reading specialists, and an English as a Second Language (ESL) teacher. Teacher leaders also take on the roles of coordinators of special education and reading.

- The ESL teacher, who was hired due to an increased population of English Language Learner students and Students with Interrupted Formal Education (SIFE), works with these students for multiple blocks a day by giving them direct English language instruction and practice in basic numeracy skills.
- **Instructional Model and Classroom Instruction:**
 - Following a review of the results from the 2013-2014 school year, the school leadership team implemented a school-wide instructional focus at the beginning of the 2014-2015 school year, which includes identifying power standards, gathering data, developing plans for specific students, and checking for mastery.
 - The school has on staff a full-time Director of Data, Technology, and Testing, who supports the school's increased use of data. The Director develops, oversees, and evaluates the assessment program, as well as organizes and analyzes data.
 - School leadership reported that the teacher leaders and formal school leaders use components of the Danielson *Framework for Teaching* as the basis of teacher evaluation and feedback. Formal observations, which occur three times during the school year, are unannounced and followed by a post-observation reflective discussion. School leaders also reported that after all three observations, the teacher is scored with an end-of-year HEDI [highly effective, effective, developing, or ineffective] rating.
 - School leadership reported that professional development (PD) is provided on a weekly basis. Each week the PD session rotates between department meetings, full-school inquiry teams, union committees, special education and co-teaching topics, and immediate school-specific topics. In addition, grade level teams meet weekly to discuss student progress, instructional strategies to address students' needs, and cross-curricular projects and activities.
 - During the renewal visit, 29 classrooms across grades five through eight were observed with the school's Principal, Assistant Principal for Instruction, Assistant Principal for Administration and Culture, Instructional Coach, and a Reading Teacher.
 - In most observed classes, students were following the gradual release model of instruction with a single teacher in the classroom. In a few classrooms, there were additional adults who were either special education teachers or paraprofessionals. In the ICT classrooms observed, the general education teacher was the primary instructor, while the special education teacher supported the lesson by working in small groups with students.
 - Class sizes observed ranged from 15 to 29 students, with one teacher in most classes, except ICT classes, where two teachers were present. In some classes paraprofessionals were present to assist with specific students.
 - Forms of questioning identified during the classroom observations included a mix of basic recall, challenging students to demonstrate understanding, and challenging students to analyze and apply information.
 - In most classrooms observed, checks for understanding included questioning, teacher observation, class work, and exit slips.
 - In almost all observed classrooms, there was no observed differentiation of materials, tasks, or products. In the ICT classrooms observed, the level of expectation and class work for students with disabilities did not differ from that for the general education students.
 - In some observed classes, students were either fully on task or mostly on task. In other observed classes, several students were observed off-task, which went mostly unaddressed by the teachers.
 - Based on debriefs with the school's leadership team members after classroom visits, most classrooms had instruction that aligned with the instructional model and current academic goals of the school. In a number of classrooms observed, however, the Depth of Knowledge levels utilized were short of the "ideal" as described by school leadership.

Learning Environment

NYC DOE representatives conducted one-on-one interviews with 25 teachers, the Assistant Principal for Instruction, the Assistant Principal for Administration and Culture, the Director of Student Culture, and the Director of Family Engagement. The following was noted:

- Several interviewed teachers mentioned professional development around the Danielson Framework for Teaching model. Additionally, interviewed teachers mentioned professional development with Dr. Karin Hess focused on Depth of Knowledge (DOK) levels. Teachers also discussed the “in-house” professional development, which is offered weekly and focuses on topics including classroom management strategies and item analysis.
- All interviewed teachers reported they are evaluated using the Danielson Framework for Teaching and receive three observations over the course of the year; however, at the time of the visit, only some teachers had received formal observations and been provided with feedback. Interviewed teachers reported that observations are conducted by the Principal and the Assistant Principal for Instruction. A few teachers interviewed reported that teachers who earn a rating of “Highly Effective” are given the option of creating a professional study project in the following school year rather than being rated using the clinical observation process.
- Most interviewed teachers reported that they use a variety of assessments, including module-aligned assessments from EngageNY and self-created projects, collaborative assignments, and entrance/exit slips in all subject areas. A few teachers mentioned the use of the Fountas & Pinnell Benchmark Assessment System as well as the Teachers College Running Records assessment to monitor literacy.

A group of nine fifth and sixth grade students and a group of 10 seventh and eighth grade students were interviewed. Based on student interviews conducted on the January 22, 2015 visit to the school, the following was noted:

- Students interviewed reported that homework is a way of reviewing classwork and helps students understand their work. Additionally, students reported that homework is a way for teachers to check for student understanding.
- Students interviewed reported that they know they are doing well when their teachers call home to say the student has done a good job, when they get shout-outs in the community, and when they get points to save up for Fahari dollars.

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 97% of parents who responded to the survey agree or strongly agree “that the school has high expectations for [their] child.”¹⁶

According to the 2013-2014 NYC School Survey, only 67% of teachers agree or strongly agree that “order and discipline are maintained at the school,” and 31% agree with the statement that “at my school students are often harassed or bullied in school.”¹⁷

¹⁶ According to the 2013-2014 NYC School Survey, 57% of parent respondents strongly agree that Fahari Academy Charter School has teachers who are interested and attentive when they discuss their child; another 39% agree with the statement. Similarly, 62% of parent respondents strongly agree that Fahari Academy Charter School has high expectations for their child; another 35% agree with the statement.

¹⁷ According to the 2013-2014 NYC School Survey, 3% of teacher respondents strongly agree that order and discipline are maintained at Fahari Academy Charter School; another 64% agree with the statement. Of teacher respondents, 17% strongly disagree that students are often harassed or bullied in the school; 53% of teacher respondents disagree with the statement; 25% agree with the statement; and 6% strongly agree with the statement.

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

Thirteen administrative and operational conditions were placed on Fahari Academy Charter School as part of the school's 2013-2014 charter renewal. The school met two of these conditions, though three were considered not applicable. Details on the administrative and operational conditions, including which were met, partially met, not met and not applicable, are presented in Part 1, Section II of this report.

Governance Structure & Organizational Design

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

On February 24, 2015, as part of the renewal review process, representatives for the NYC DOE met with a representation of the school's Board of Trustees independent of the school leadership team and conducted an observation of the Board meeting. Based on document review and observation, the following was noted:

- The Board currently has five 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.
- The Board's bylaws indicate that officers must include a Chair or Co-Chairs, one or more Vice Chairs, an Executive Director, a Clerk, and a Treasurer and that any other officers may also be appointed. According to the Board's roster, the Chair, Vice Chair and Treasurer positions are filled. The Executive Director and Clerk roles, however, were not filled during the current charter term.
- Minutes from three Board meetings held during the charter term were made available for review to the NYC DOE, however only two meeting minutes have been posted to the school's website. Quorum was achieved at each of those meetings. However, according to the school's website, four meetings have been held in the current charter term. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.
- There is a clear reporting structure with the school's leadership team providing regular updates on academic progress and performance to the Board and its committee, as recorded regularly in meeting minutes.
- The Board has active and functioning committees, as required by its bylaws, including an Executive Committee, a Governance Committee, a Finance Committee, a Development Committee, and an Academic Accountability Committee, as recorded in its roster and evidenced in available Board meeting minutes.
- There has not been a change in Board leadership during the current one-year charter term. Jason Starr, the Board's current Chair, assumed the position in July 2012 during the previous charter term and has held the position since. In May 2013, the Board of Trustees hired current principal Stephanie Clagnaz, who fully transitioned into the role over the summer of 2013. Two key leadership roles were created for the 2014-2015 school year: Assistant Principal for Instruction, filled by Marcia Tineo and Assistant Principal for Administration and Culture, filled by Jared Roebuck.

School Climate & Community Engagement

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

- The school did meet its charter goal of having an annual average student attendance rate of at least 92% in the 2013-2014 school year. Average daily attendance for students was 92.1%, which was below the citywide average, as presented in the table below.¹⁸

¹⁸ The table reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school year 2013-2014. Please note that the school self-reported a different attendance rate than that recorded in ATS for the 2013-2014 school year. The school self-reported an attendance rate of 94.0% for 2013-2014.

Average Attendance

Elementary and Middle School Attendance	
	2013-2014
Fahari Academy Charter School*	92.1%
NYC**	93.2%
Difference from NYC	-1.1

* Attendance figures reflect average attendance as reflected in ATS.

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

- The teacher turnover rate from the 2013-2014 school year to the 2014-2015 school year was 44%. Additionally, the administrative staff experienced a 33% staff turnover rate during that same time.
- Student mobility is presented below for the charter term without comparison to other schools, the CSD, or NYC as final student retention goals were not yet finalized by the New York State Education Department for the retrospective charter term at the time of the writing of this report. Based on the NYC DOE's evaluation and not in comparison to any other school, the CSD, or NYC averages, the school has had challenges with retaining students.

Mobility

Student Mobility out of Fahari Academy Charter School *	
	2013-2014
Number of Students who Left the School	79
Percent of Students who Left the School	23.1%

* 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.

- Beginning with the 2013-2014 NYC School Survey, survey categories are not measured in total points out of 10 possible points. As the survey questions may change from year to year, selected questions, consistent with the NYC DOE OSDCP Accountability Framework were identified as relevant for charter schools. These are presented below. In the most recent year of survey results, 2013-2014, the percentage of teachers agreeing or strongly agreeing was above the citywide averages for two of the four selected questions; the percentage of parents agreeing or strongly agreeing was above citywide averages for all of the three selected questions; and the percentage of students agreeing or strongly agreeing was above citywide averages for only one of the three selected questions.
- Response rates for each students, parents and teachers are presented below for the most recent year of survey results, 2013-2014. The response rates for Fahari Academy Charter School students, parents and teachers were all above NYC averages in 2013-2014.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree			
Survey Question		Fahari Academy Charter School	Citywide Average
		2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.	67%	62%
	Most students at my school treat each other with respect.	47%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	64%	79%
Parents	I feel satisfied with the education my child has received this year.	96%	95%
	My child's school makes it easy for parents to attend meetings.	95%	94%
	I feel satisfied with the response I get when I contact my child's school.	98%	95%
Teachers	Order and discipline are maintained at my school.	67%	80%
	The principal at my school communicates a clear vision for our school.	89%	88%
	School leaders place a high priority on the quality of teaching.	97%	92%
	I would recommend my school to parents.	69%	81%

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

NYC School Survey Results

Response Rates		
		2013-2014
Students*	Fahari Academy Charter School	96%
	NYC	83%
Parents	Fahari Academy Charter School	74%
	NYC	53%
Teachers	Fahari Academy Charter School	95%
	NYC	81%

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

- 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 will only have met this goal if 50% or more parents participate in the survey." Beginning with the 2013-2014 NYC School Survey, survey categories are not measured in total points out of 10 possible points, therefore this goal is 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 will only have met this goal if 50% or more teachers participate in the survey." Beginning with the 2013-2014 NYC School Survey, survey categories are not measured in total points out of 10 possible points, therefore this goal is 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 will only have met this goal if 50% or more students participate in the survey." Beginning with the 2013-2014 NYC School Survey, survey categories are not measured in total points out of 10 possible points, therefore this goal is 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:

- Over the course of the charter, the school has maintained its Parent Teacher Organization (PTO), which meets monthly and is run by elected family members.
- The NYC DOE conducted a public renewal hearing on January 22, 2015 at Fahari Academy Charter School, 72 Veronica Place Brooklyn, NY 11226, for the school in an effort to elicit public comments. Approximately 340 participants attended the hearing, with 40 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 in January 2015. Calls to parents/guardians were made until 20 phone calls were completed. Of these calls, 95% of parent/guardian respondents provided positive feedback regarding the school, 0% were neutral, and 5% were negative.

Financial Health

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

- Based on the fiscal year 2014 (FY14) financial audit, the school's current ratio of 1.49 indicated a strong ability to meet its current liabilities.
- Based on the FY14 financial audit and follow up, the school's unrestricted cash availability of \$465,436 indicated a risk that the school will not be able to cover at least one month of its operating expenses without an infusion of cash. Fahari's current cash on hand represents only 25 days of operating expenses.
- A comparison of the enrollment projections for the 2014-2015 budget to the actual enrollment as of January 31, 2015 revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY14 financial audit, the school had no debt obligations.

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

- Based on the financial audit for FY14, the school operated at a 1% 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, the school's debt-to-asset ratio of 0.42 indicated that the school had more total assets than it had total liabilities.
- Based on the financial audit for FY14, the school carried over negative cash flow from FY14 to FY15.

There were no material deficiencies or weaknesses for the FY14 audit.

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

Over the charter term, Fahari Academy Charter School has been compliant with most applicable laws and regulations, but not others.

As of the review in February 2015 the Board of Trustees for Fahari Academy is in compliance with:

- **Membership size.** Over the charter term, the Board has consistently had a membership size of five members which 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.
- **Submission of all required documents.** All current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted do not demonstrate conflicts of interest.¹⁹
- **Required number of monthly meetings.** The school's bylaws indicate that the Board is to hold one annual meeting each June and regular meetings at least six times per year. According to the school's website, four meetings have been held in the current charter term; however, minutes are only available for two meetings. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.
- **Notification of Board Member Resignations/Submission of New Board Members for Approval.** The Board has not added any new members during the charter term and no members have resigned.

As of the review on February 2015, the Board of Trustees for Fahari Academy is out of compliance with:

- **Posting of minutes and agendas.** The Board has posted minutes to its website to date for only two of the four meetings that are indicated to have taken place during the current charter term per the schedule of meetings.
- **Timely submission of documents.** The Board did submit 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 2014-2015. The school has not posted to its website its annual audit for FY14, as required in charter law.

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

- **Fingerprint clearance.** All staff members have appropriate fingerprint clearance.
- **Teacher certification.** The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.
- **Immunization.** The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- **Insurance.** The school has submitted appropriate insurance documents to the NYC DOE.
- **Fire Emergency.** One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- **Timely Submission of Invoicing and Reconciliation Documents.** Over the course of the current charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.
- **Student Discipline Plan.** The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be compliant with federal law.
- **Application and Lottery.** During the 2013-2014 school year, the school had an application deadline of April 1, 2014 and lottery date of April 8, 2014, for students to enroll in the 2014-2015 school year. During the current charter term, the school has a proposed application deadline of April 1, 2015 and proposed lottery date of April 7, 2015. Both application deadlines and lottery dates adhere to charter law's requirement of accepting applications up to at least April 1.
- **Safety Documents.** The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification. There are six staff members with AED/CPR certification.

¹⁹ Source: New York State Education Department Annual Report

Enrollment and Retention Targets

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, “to meet or exceed enrollment and retention targets” for students with disabilities, English Language Learners, and students who are eligible for the Free and Reduced Price Lunch program. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate “that it has made extensive efforts to recruit and retain such students” in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school’s performance against these targets and the efforts it makes to meet this state requirement.
 - As of the writing of this report, charter school enrollment and retention targets as required by the NYS Charter Schools Act were still in a proposed status; these targets have since been finalized. The information presented below for enrollment is compared to NYC CSD and NYC averages, as well as the recently finalized current enrollment targets developed by NYSED. It should be noted that these targets were developed using a different methodology than that used to develop the school-specific enrollment rates for each special population as presented below.²⁰
- In school year 2013-2014, the most recently completed school year, Fahari Academy Charter School:
 - served a lower percentage of students qualifying for Free or Reduced Price Lunch compared to the CSD 17 rate, but a higher percentage compared to the citywide rate;
 - served a higher percentage of students with disabilities compared to the CSD 17 rate, but a lower percentage compared to the citywide rate; and
 - served a lower percentage of English Language Learner students compared to both the CSD 17 and citywide percentages.

²⁰ Please see the following website for more information: <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

Enrollment of Special Populations²¹

Special Population		2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL)	Fahari Academy Charter School	83.9%	90.0%
	CSD 17	92.5%	
	NYC	82.3%	
Students with Disabilities (SWD)	Fahari Academy Charter School	20.2%	14.3%
	CSD 17	18.0%	
	NYC	21.0%	
English Language Learners (ELL)	Fahari Academy Charter School	5.1%	9.5%
	CSD 17	8.9%	
	NYC	12.0%	

Additional Enrollment Information	
	2013-2014
Grades Served	5-8
CSD(s)	17

²¹ 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 serve additional grades or increase its enrollment in the next charter term.

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.²²

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.²³ 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

²² See §§ 2851(4) and 2852 of the Act.

²³ 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.²⁴

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.²⁵

²⁴ § 2851(4)(e) added with the 2010 amendments to the Act.

²⁵ 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 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 Reports²⁶

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

²⁶ 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 location²⁷ or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage enrollment process and annual waiting lists with integrity
- Employ instructional staff with appropriate security clearances and meet all certification requirements

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

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

²⁷ School-specific targets for enrollment and retention were developed by the NY State Education Department. This requirement of the New York State Charter Schools Act applies to schools renewed after 2010.

3c. Applicable Regulations

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

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

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

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

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

4a. School Expansion or Model Replication

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

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

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

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

4b. Organizational Sustainability

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

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

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

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

4c. School or Model Improvements

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

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

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

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

Appendix A: School Performance Data

The school performance data provided in the tables below for the 2012-2013 school year is for reference only; it was not used to inform the school's renewal recommendation. Only the performance data during the school's retrospective charter period, i.e. the 2013-2014 school year, was evaluated.

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

% Proficient in English Language Arts		
	2012-2013	2013-2014
Fahari Academy Charter School	7.5%	10.5%
CSD 17	16.7%	18.6%
Difference from CSD 17 *	-9.2	-8.1
NYC	25.7%	27.4%
Difference from NYC *	-18.2	-16.9
New York State **	31.1%	30.6%
Difference from New York State	-23.6	-20.1

% Proficient in Mathematics		
	2012-2013	2013-2014
Fahari Academy Charter School	10.6%	12.0%
CSD 17	14.7%	17.5%
Difference from CSD 17 *	-4.1	-5.5
NYC	27.3%	31.5%
Difference from NYC *	-16.7	-19.5
New York State **	31.1%	36.2%
Difference from New York State	-20.5	-24.2

* 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

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Fahari Academy Charter School – All Students	49.0%	66.0%
Peer Percent of Range - All Students	0.0%	65.2%
City Percent of Range- All Students	0.0%	59.3%
Fahari Academy Charter School – School's Lowest Third	70.0%	86.0%
Peer Percent of Range - School's Lowest Third	12.4%	79.7%
City Percent of Range - School's Lowest Third	13.9%	83.2%

Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Fahari Academy Charter School – All Students	37.0%	77.0%
Peer Percent of Range - All Students	0.0%	94.5%
City Percent of Range- All Students	0.0%	90.1%
Fahari Academy Charter School – School's Lowest Third	50.0%	80.0%
Peer Percent of Range - School's Lowest Third	0.0%	69.8%
City Percent of Range - School's Lowest Third	0.0%	71.2%

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

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	57.1%	65.3%
English Language Learner Students	9.5%	33.3%
Students in the Lowest Third Citywide	35.0%	59.0%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	54.3%	65.3%
English Language Learner Students	26.1%	60.0%
Students in the Lowest Third Citywide	34.5%	61.0%

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

Students scoring at or above Level 3

Grade-Level Proficiency in English Language Arts		
	2012-2013	2013-2014
Fahari Academy Charter School		
Grade 5	2.1%	11.3%
Grade 6	5.3%	8.6%
Grade 7	11.3%	11.4%
Grade 8	19.6%	10.7%
DIFFERENCE FROM CSD 17 *		
Grade 5	-17.5	-9.2
Grade 6	-8.5	-7.9
Grade 7	-5.2	-5.7
Grade 8	2.1	-9.7
DIFFERENCE FROM NYC		
Grade 5	-26.6	-17.1
Grade 6	-18.0	-16.7
Grade 7	-14.2	-15.4
Grade 8	-5.9	-18.2

Grade-Level Proficiency in Mathematics		
	2012-2013	2013-2014
Fahari Academy Charter School		
Grade 5	1.1%	12.4%
Grade 6	8.2%	12.4%
Grade 7	15.2%	13.2%
Grade 8	33.3%	3.7%
DIFFERENCE FROM CSD 17 *		
Grade 5	-15.4	-13.5
Grade 6	-9.2	-7.2
Grade 7	4.1	0.9
Grade 8	19.0	-9.2
DIFFERENCE FROM NYC		
Grade 5	-28.5	-26.4
Grade 6	-20.6	-21.4
Grade 7	-9.8	-16.4
Grade 8	7.6	-19.1

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

Appendix B: Additional Accountability Data

NYC DOE Accountability Reports

[Renewal Report 2013-2014 \(Amended June 2014\)](#)