



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
SUCCESS ACADEMY CHARTER  
SCHOOL - BRONX 4*

# Charter Schools Institute

Report on the Charter Schools Institute's Review of the New York City Department of Education's Charter Schools

Report prepared for the New York State Education Department by the Charter Schools Institute

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# INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,  
2013 and available at: [www.  
newyorkcharters.org/SUNY-  
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/)

## REPORT FORMAT

This renewal recommendation report compiles the evidence below using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

## RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

This report contains Appendices that provide additional statistical and organizationally related information, including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the Appendices also include additional information about the education corporation and its schools, including additional evidence on student achievement at other education corporation schools.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: [www.newyorkcharters.org/renewal](http://www.newyorkcharters.org/renewal)

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/)



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Success Academy Charter School - Bronx 4 and renew Success Academy Charter Schools - NYC's authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 10<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 873 students.

To earn an **Initial Full-Term Renewal**, a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>3</sup> is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.<sup>4</sup>

## REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1:

the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

2:

the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs it will offer, its structure, and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>5</sup>

3. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

4. SUNY Renewal Policies (p. 12).

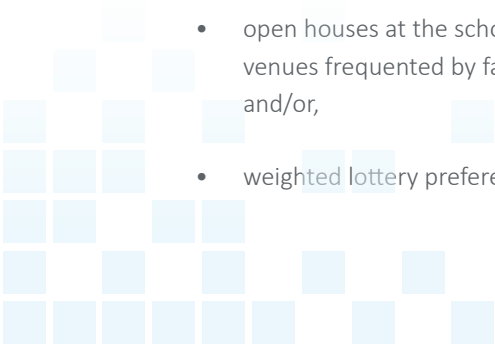
5. See New York Education Law § 2852(2).

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. The SUNY Trustees approved the original charter for Success Bronx 4 on October 28, 2013, and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY and the New York State Board of Regents (the "Board of Regents") finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

Success Bronx 4 makes good faith efforts to meet its enrollment and retention targets.

Success Academy Charter Schools - NYC ("SACS-NYC") submitted the following strategies it uses to meet schools' targets:

- mailings and distributions to residents of the school's community school district ("CSD");
  - mailings and distributions to residents in low-income in-district communities;
  - mailings and distributions to residents in mixed-income in-district communities;
  - targeted distribution of native language materials to individuals and communities within the CSD, as determined by each school;
  - advertisements, flyers, and/or marketing materials posted in local newspapers, supermarkets, community centers, and/or apartment complexes;
  - open houses at the schools and informational sessions hosted at public and private venues frequented by families of young children, including daycare and nursery schools; and/or,
  - weighted lottery preference for ELL students.
- 

# RENEWAL RECOMMENDATION

SACS-NYC designs its program to support students with disabilities, ELLs, and economically disadvantaged students in general education classrooms through a rigorous curriculum and instructional model proven highly successful in preparing students to meet and exceed state performance benchmarks. Students requiring more intensive supports in smaller settings receive special education services at one of several locations housing the education corporation's shared self-contained, or 12:1:1, programs. In 2016-17, the education corporation operates 17 self-contained classrooms; this will increase to 24 self-contained classrooms across multiple locations in the 2017-18 school year. SACS-NYC's English language immersion program has proven successful in helping ELLs reach English proficiency. Seventy-seven percent of SACS-NYC students qualify as economically disadvantaged and receive breakfast, one or more snacks, and lunch free of charge each day. The education corporation employs these efforts in an attempt to meet schools' enrollment and retention targets.

For additional information on the school's enrollment and retention target progress, see Appendix A.

## CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments received.

*As of the date of this report, the Institute has not received district comments in response to the renewal application.*



# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## SUCCESS ACADEMY CHARTER SCHOOL - BRONX 4

### BACKGROUND

The SUNY Trustees approved the original charter for Success Bronx 4 on October 28, 2013. It opened its doors in the fall of 2014 initially serving 190 students in Kindergarten and 1<sup>st</sup> grade. The school is authorized to serve 380 students in Kindergarten through 3<sup>rd</sup> grade during the 2016-17 school year. The school is co-located in a New York City Department of Education (“NYCDOE”) building at 885 Bolton Avenue, Bronx, NY 10473 in CSD 8. The building also houses J.H.S. 131 Albert Einstein and Soundview Academy for Culture, both district middle schools serving students in 6<sup>th</sup> through 8<sup>th</sup> grade.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. If granted renewal, Success Bronx 4 plans to serve students in Kindergarten through 10<sup>th</sup> grade, with a projected total enrollment of 873 students at the end of its subsequent charter term.

The mission of Success Bronx 4 is:



*The mission of Success Academy Charter School - Bronx 4 is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy.*

Success Bronx 4 is one of 38 SUNY authorized schools within the SACS–NYC education corporation. Twenty-nine of these authorized schools are currently open and operating, while the remaining nine schools are scheduled to open for the 2017-18 or 2018-19 school year. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations.

All schools operated by the education corporation contract with Success Academy Charter Schools, Inc., (“Success Academy” or the “network”), a Delaware not-for-profit charter management organization based in New York City, for comprehensive management services. The network provides all Success schools with academic, operational and back-office assistance.

Schools utilize the network’s curriculum and assessment materials, all of which the network curriculum teams purchase and/or design. The network is also responsible for managing and evaluating the performance of each school and school leaders, with network managing directors serving in supervisory roles for principals.

The school implements an academic program consistent with all SACS-NYC charter schools. This program, with its emphasis on critical thinking, problem solving, and oral communication, has proven to be successful in meeting the needs of both general education students and students considered to be at risk of academic failure.

Additional information about the Success Academy program model and schools appears in the Education Corporation Overview in Appendix E.

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

Although Success Bronx 4 has not yet produced data from state assessments, the school is a clear academic success. The school faithfully implements the Success Academy program model that has consistently yielded outstanding levels of student achievement. In 2015-16, 18 education corporation schools administered state assessments in English language arts (“ELA”) and mathematics. Ninety-four percent of students across those schools scored at or above proficiency in mathematics, and 82 percent performed at or above grade level standards in ELA.

The school has a particularly strong and effective educational program in place. As is the case across network schools, Success Bronx 4 continually monitors the effectiveness of its rigorous curriculum. Frequent assessments yield actionable data by which teachers make adjustments to instruction in order to meet all students’ needs. With a robust administrative structure and network supports in place, Success Bronx 4’s instructional leaders focus solely on teaching and learning. Community demand for this high quality option is strong as demonstrated by a waitlist of 2,200 prospective students at the time of the renewal review.

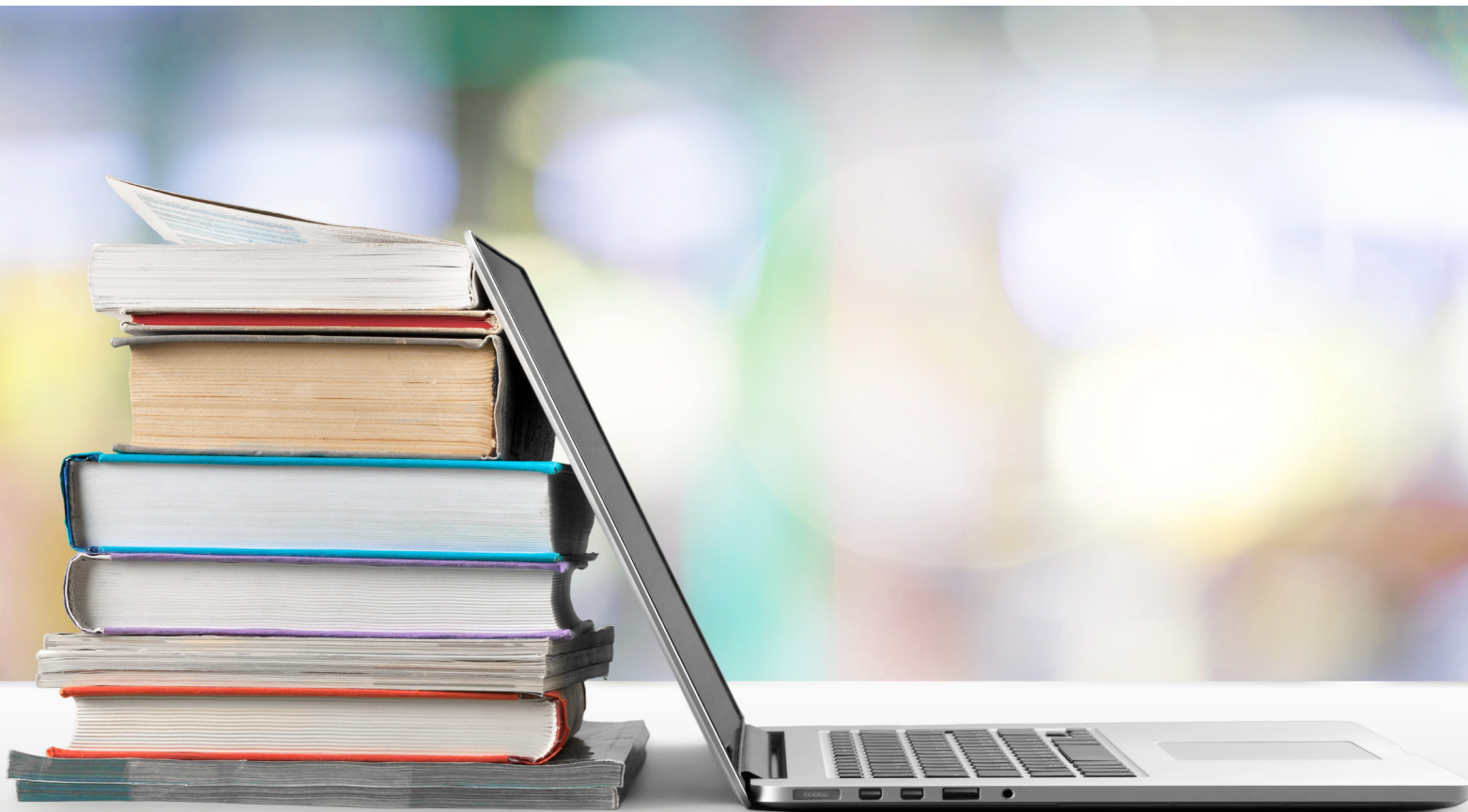
Success Bronx 4 has requested charter renewal in advance of the July 31, 2019, expiration of the education corporation’s authority to operate the school in order to pursue facilities options afforded under state statute. The school, which continues to expand within its chartered grade configuration, seeks to co-locate additional grades within NYCDOE school building space. Given the school’s faithful implementation of the proven Success Academy program model and the compelling track record of academic and organizational performance across SACS-NYC schools, the Institute supports the application.

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal. Though only in the third year of its initial charter term, Success Bronx 4 has evidenced academic success in implementing a high quality educational program that has enabled other SACS-NYC schools to meet and exceed academic Accountability Plan goals. The strength of the program in place and the network’s record of supporting high levels of student achievement lead the Institute to recommend that the SUNY Trustees grant Success Bronx 4 an Initial Full-Term Renewal.

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#### NOTEWORTHY

Success Bronx 4 enjoys positive relationships with both co-located schools in its building. Soundview Academy students serve as reading mentors, and Success Bronx 4 hosts an annual chess tournament with J.H.S. 131 teachers and students.



# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

With a demonstrably strong and effective educational program in place, Success Bronx 4 is an academic success. Rigorous curriculum, continual assessment of student progress, high quality pedagogy, and strong instructional leadership indicate that the school will produce student achievement results consistent with other SACS-NYC schools.

The Act outlines the requirement that authorizers “change from rule-based to performance-based accountability systems by holding [charter] schools . . . accountable for meeting measurable student achievement results.”<sup>6</sup> As described in this report, Success Bronx 4 has satisfied the requirements of the Act as well as the SUNY Renewal Policies<sup>7</sup> as it has made progress toward achieving its Accountability Plan goals and implements a particularly strong and effective educational program. Success Bronx 4’s curriculum, assessment system, instructional design, and leadership combine into a demonstrably successful implementation of SACS-NYC’s model. The strength of that model, detailed in Appendix E, provides the foundation for the Institute’s analysis that: 1) the school posts sufficient evidence to support the conclusion that it meets the academic and organizational criteria required by the SUNY Renewal Benchmarks; and, 2) the school merits a five-year renewal recommendation.

## SUNY RENEWAL BENCHMARK :GOALS

## HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Although Success Bronx 4 has not yet produced state assessment student outcome data, an abundance of evidence gives the Institute confidence that the school supports students in achieving at extraordinarily high levels. Since introducing the educational program in the 2006-07 school year, SACS-NYC schools have compiled a strong and compelling record of meeting and exceeding academic Accountability Plan goals. Every SACS-NYC school with testing grades outperformed 96 percent of other New York public schools in ELA and outperformed 99 percent of schools in mathematics in the most recent year for which data are available.

Eighteen SACS-NYC schools administered state assessments in ELA and mathematics in the 2015-16 school year. Of the more than 4,000 3<sup>rd</sup> through 8<sup>th</sup> grade students tested across the education corporation, fully 94 percent scored at or above proficiency in mathematics, and 82 percent met or exceeded grade level performance standards in ELA. Moreover, 100 percent of 4<sup>th</sup> and 8<sup>th</sup> grade students performed at proficiency on statewide science tests.

6. Education Law § 2850(2)(f).

7. SUNY Renewal Policies  
(pp. 12-15).

At-risk students enrolled in network schools outperform their citywide and statewide peers. Students with disabilities and ELLs exceeded the state's median growth percentile in ELA, which signals that SACS-NYC schools increase the performance of at-risk students above that of their peers. In addition to this comparative data, the schools post strong absolute performance for these groups of students. In ELA, 53 percent of students with disabilities and 61 percent of ELLs tested at or above proficiency. Proficiency rates in mathematics were 80 percent and 89 percent, respectively.

These results are striking and unequivocal: the Success Academy program model improves student learning and materially furthers the purposes of the Act. Success Bronx 4 implements with fidelity the academic program of the highest performing charter network in New York City and across the state.

Initial academic outcome data about the performance of the school's ELLs appears below, although it is not tied to specific goals in the school's formal Accountability Plan.

		2014-15	2015-16
<b>RESULTS</b>	ELL Enrollment (N)	(14)	(13)
	Tested on NYSESLAT* Exam (N)	(13)	(12)
	Percent 'Commanding' or Making Progress† on NYSESLAT	30.8	33.3

\* New York State English as a Second Language Achievement Test, a standardized state exam.

† Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

ACADEMIC  
PERFORMANCE

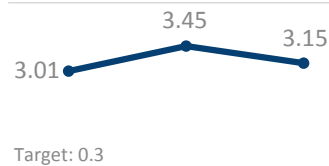
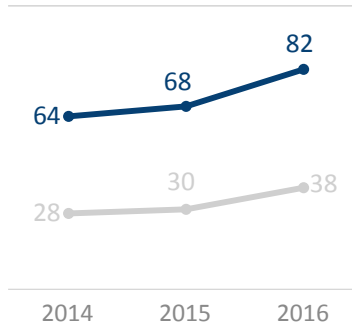
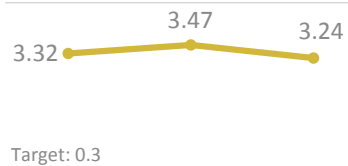
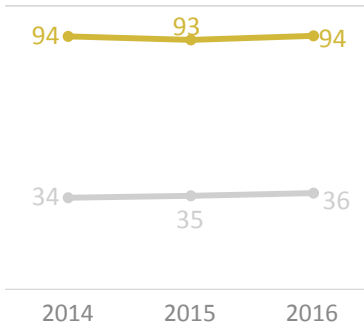
## ACADEMIC ACHIEVEMENT OF SUCCESS ACADEMY CHARTER SCHOOLS - NEW YORK

REQUIRED MEASURE  
DESCRIPTION

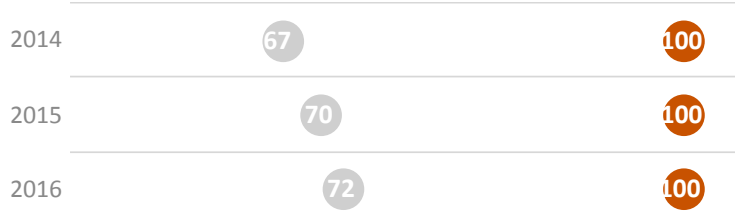
**Comparative Measure: District Comparison.** The chart on the right shows the percentage of students in at least their second year at SACS-NYC schools performing at or above proficiency in **ELA** and **mathematics** in comparison to that of students in **NYC public schools**.

**Comparative Measure: Effect Size.** Each year, schools are expected to exceed the predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The image on the right shows a weighted average Effect Size for all SACS-NYC schools administering state exams.

**Comparative Growth Measure: Mean Growth Percentile.** The image to the right shows the unadjusted mean growth percentile for all students in grades 4-8 across SACS-NYC schools in **ELA** and **mathematics**.

ENGLISH LANGUAGE ARTS  
ACCOUNTABILITY PLAN GOALMATHEMATICS  
ACCOUNTABILITY PLAN GOALSCIENCE  
ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** The chart on the right shows the percentage of students at SACS-NYC schools in at least their second year performing at or above proficiency in **science** compared to that of students in **NYC public schools**.



During 2013-14, 2014-15, and 2015-16, SACS-NYC administered the ELA and mathematics exams in 9, 12, and 18 schools respectively. During those same years, 7, 9, and 12 schools administered the science exam and produced mean growth percentiles.

## ACADEMIC PROGRAM SUMMARY

Success Bronx 4 has strong instructional leadership that supports the development of all teachers in place. The school provides weekly professional development that is driven by school priorities and recent student data. School leaders conduct daily teacher observations and immediately share feedback with the teacher. Teachers meet in grade teams once per week and content area teams two to three times per week to review student work. Every quarter school leaders formally evaluate teachers and set goals for student mastery. Leaders then monitor this mastery by analyzing student work every week.

The school has a successful Response to Intervention (“RtI”) system that assists students needing additional support. Initial interventions include before- and after- school tutoring or targeted in-class support. The RtI team meets regularly to monitor the effectiveness of interventions. When students do not make adequate progress within six to eight weeks, the school makes a referral to the district Committee on Special Education (“CSE”). As a charter school is considered part of the district under federal law for the purposes of providing settings and services to students with disabilities, the CSE holds statutory responsibility for evaluating special service needs and making Individualized Education Program (“IEP”) determinations. Charter schools must then implement the IEPs approved by the CSE. Success Bronx 4 utilizes an integrated co-teaching (“ICT”) model and special education teacher support services (“SETSS”) to provide mandated academic services.

Please refer to Appendix E for additional information on the Success Academy program model and how it meets the demands of the SUNY Renewal Benchmarks.

# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The Success Bronx 4 organization effectively delivers the school's rich educational program and fosters student achievement. The board employs good governance practices and closely monitors schools' financial standing, enrollment levels, and facilities planning. During the current charter term of authority to operate the school, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules, and regulations.

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Success Bronx 4 is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The implemented school design is likely to produce the academic results promised at the time the SUNY Trustees granted its charter.

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

**Parent Survey Data.** The Institute compiled data from NYCDOE's 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. Success Bronx 4 had a 28 percent parent participation rate for the NYCDOE's 2015-2016 NYC School Survey. The vast majority of survey responses (97 percent) indicate high satisfaction with the school. Given the low participation rate, the survey results might not be useful in framing the results as representative of the school community.

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**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. Both participants in the Success Bronx 4 focus group expressed deep satisfaction with and loyalty to the school's program. In particular, parents noted a wide variety of supports and resources that foster family involvement in student learning.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 87 percent of Success Bronx 4 students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or state wide context.

## DOES THE BOARD IMPLEMENT, MAINTAIN AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS AND PROCESSES?

The SACS-NYC board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems and processes, and procedures to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and the network accountable for both academic results and fiscal soundness.

- The board materially complies with the terms of its by-laws and code of ethics.
- The board provides common oversight of multiple charter schools with fidelity.
- The board avoids creating conflicts of interest.
- The board receives specific and extensive reports on fiscal and academic performance, and non-academic student and staffing trends.

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# ORGANIZATIONAL PERFORMANCE

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:COMPLIANCE

## HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

SACS-NYC generally and substantially complies with applicable laws, rules and regulations, and the provisions of its charter.

- **Complaints.** The school has generated several informal complaints. The complainants were directed to follow the appropriate complaint policies and initial inquiries by the Institute found no violations. The Institute has received no formal complaints.



# FISCAL PERFORMANCE



## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, SACS-NYC is fiscally sound as is its school, Success Bronx 4. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Success Bronx 4 and the education corporation has demonstrated fiscal soundness over the majority of the charter term.<sup>8</sup> (The SUNY Fiscal Dashboard for Success Bronx 4 is included in Appendix D as well and the Fiscal Dashboard for the SACS-NYC merged education corporation is included in Appendix F.) The discussion that follows relates mainly to the SACS-NYC education corporation because a school is not a legally distinct fiscal entity.

Success Bronx 4 has adequate financial resources to ensure stable operations. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school, SACS-NYC, and finds it too is fiscally sound. The network supports Success Bronx 4 in the area of academic and fiscal operations under the terms of a management contract for a fee of 15%. The SACS-NYC financial model is intended to ensure that all fully enrolled schools are financially sustainable and operating solely through public funding, but contributions have been needed to bolster schools' stability during start up years.

## DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Working in partnership with the network, Success Bronx 4 has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The network's finance team coordinates the development of annual and long-term budget preparation procedures with input from the school leadership staff, including the business operations manager and the SACS-NYC board finance committee.
- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school expands through 10<sup>th</sup> grade by the end of the renewal charter term.

8. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

- SACS-NYC prepares a long-term budget, which it updates on an annual basis.
- Success Bronx 4 has operated in shared NYCDOE facility space since opening in 2014 and is not responsible for rent, utilities, custodial services, maintenance, and school safety services on the facility.
- Because Success Bronx 4 operates within the SACS-NYC education corporation, the school benefits from operating efficiencies, increased purchasing power, and shared expenses with the network and 28 other open charters related by common management.

## DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Success Bronx 4 and SACS-NYC have a history of sound fiscal policies, procedures and practices, and maintain appropriate internal controls.

- SACS-NYC Financial Policies and Procedures Manual guides all internal controls and procedures at Success Bronx 4. The manual contains fiscal policies and procedures that undergo ongoing reviews. Most recently, the board approved changes to the purchase approval limits to increase efficiencies and reflect the growth of the organization and the increased sophistication of leadership. Another recent update to the manual included federal guidelines for grant management.
- SACS-NYC audit reports have had no findings of deficiencies. The next audit report for the fiscal year ending June 30, 2017, is due to the Institute on November 1, 2017.

**SUNY  
RENEWAL  
BENCHMARK**  
:INTERNAL  
CONTROLS

# FISCAL PERFORMANCE

## SUNY RENEWAL BENCHMARK :FINANCIAL REPORTING

### DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Success Bronx 4 and SACS-NYC have complied with financial reporting requirements.

- Over the charter term, Success Bronx 4 has provided the Institute, NYSED, and NYCDOE with required financial reports that are on time, complete, and follow generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements received unqualified opinions, with no observed material weaknesses or instances of non-compliance.
- The New York City Office of the Comptroller conducted an audit of SACS-NYC over the period July 1, 2012, through June 30, 2015, and issued a report dated December 19, 2016. The report identified findings and recommendations regarding fiscal oversight. The content of the report was reviewed and considered during this charter renewal process.
- Success Bronx 4 and SACS-NYC have generally filed key reports in a timely and accurate manner including audit reports, budgets and unaudited quarterly reports of revenue, expenses and enrollment.

## SUNY RENEWAL BENCHMARK :OPERATIONS

### DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Success Bronx 4 and SACS-NYC have maintained adequate financial resources to ensure stable operations.

- The school opened in 2014 with Kindergarten and 1<sup>st</sup> grade. In the 2016-17 school year, the Kindergarten through 3<sup>rd</sup> grade enrollment of 395 students was 104% of the chartered enrollment of 380.
- The individual school Fiscal Dashboard in Appendix D reflects an early deficit turning to surpluses over the charter term. The SACS-NYC Fiscal Dashboard in Appendix F reflects fiscally adequate financial condition.

- For education corporations with authority to operate more than one school, a single balance sheet contains the combined assets and liabilities of all the schools within the merged entity. In order to review the operations of each individual school's operating activities, the revenues and expenditures are reflected in individual dashboards to show operating surpluses and deficits.
- The SACS-NYC financial audit reports reflect total assets increased from \$41M to \$57M over the last audited fiscal year. Specifically, cash accounts, grant receivables, and technology equipment asset balances all increased on the balance sheet.
- SACS-NYC had total net assets, which is total assets minus total liabilities, decrease from approximately \$23M to \$20M as of the last audit report. For the year ending June 30, 2016, SACS-NYC incurred approximately \$26M in management fees and other expenses paid by the network on behalf of the schools.
- Each new charter is supported in the planning and startup period from the merged education corporation. Historically, a startup can cost upwards of \$1M. Success Bronx 4 represents net assets of approximately \$544,871 of the total merged net assets of \$20M.

SUNY Charter Schools Institute  
41 State Street, Suite 700  
Albany, New York

# FUTURE PLANS



## IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

Success Bronx 4 is an academic success as indicated by its faithful implementation of a particularly strong and effective educational program. The school and network have ample organizational capacity for continued implementation of the high quality program, and the education corporation is fiscally sound. As such, the school's plans for a subsequent charter term are reasonable, feasible and achievable.

SACS-NYC plans to continue to operate Success Bronx 4 according to the existing Success Academy model, expanding to serve Kindergarten through 10<sup>th</sup> grade in the next charter term. The Institute finds the plans for Success Bronx 4 are reasonable, feasible and achievable based on the renewal review.

**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

**Plans for the Educational Program.** Success Bronx 4 plans to continue to implement the same core elements that have enabled other SACS-NYC schools to exceed the academic targets set by the SUNY Trustees. These core elements are likely to enable Success Bronx 4 to meet its Accountability Plan goals in the future.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	380	873
<b>Grade Span</b>	K - 3	K - 10
<b>Teaching Staff</b>	24	60
<b>Days of Instruction</b>	180	180

**Plans for Board Oversight & Governance.** Board members express interest in continuing to serve SACS-NYC in the next charter term.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five-year financial plan, SACS-NYC presents a reasonable and appropriate fiscal plan for the next charter term, including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

Success Bronx 4 plans to provide instruction for Kindergarten through 10<sup>th</sup> grade in NYCDOE public school space.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Success  
Bronx 4

# Ax

## APPENDICES

### PAGES Ax 1-50

**SO**<sup>A</sup>  
SCHOOL  
OVERVIEW

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**PS**<sup>B</sup>  
PERFORMANCE  
SUMMARIES

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**DC**<sup>C</sup>  
DISTRICT  
COMMENTS

PAGE Ax 9

**FD**<sup>D</sup>  
FISCAL DASHBOARD

PAGE Ax 11

**EO**<sup>E</sup>  
ED CORP OVERVIEW

PAGE Ax 15

**EF**<sup>F</sup>  
ED CORP FISCAL

PAGE Ax 47

# APPENDIX A: School Overview

## BOARD OF TRUSTEES

### CHAIR

Samuel Cole

### VICE CHAIR

Bryan Binder

### TREASURER

Scott Friedman

### SECRETARY

Gregory Sawers

### TRUSTEES

Catherine Shainker

Darrell Bradford

Isela Bahena

Khadijah Patrick-Pickel

Lorenzo Smith

Sandeep Chainani

Suleman Lunant

Andrew Stone

Brian Levine

Graham Officer

Jarrett Posner

Rich Barrera

## SCHOOL LEADERS

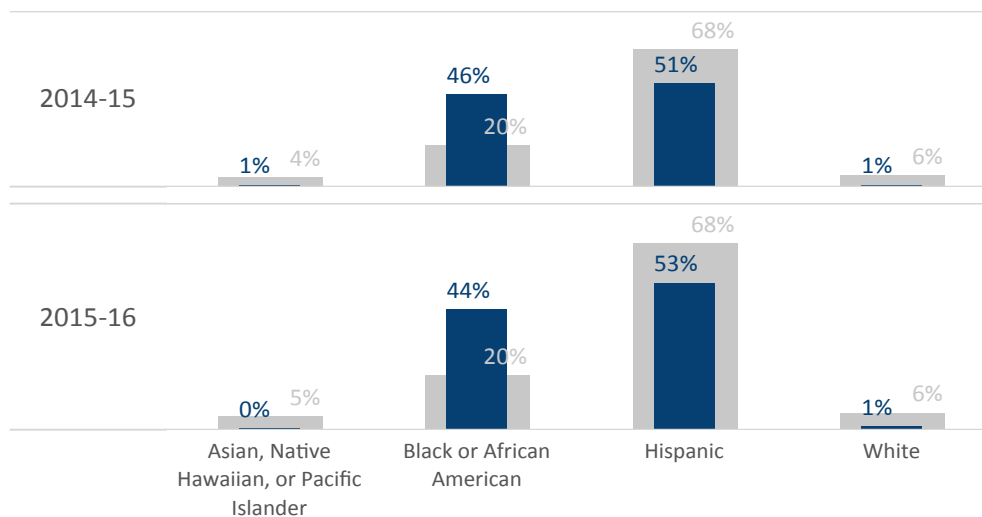
### PRINCIPAL

*Shea Reeder (2014-15 to present)*

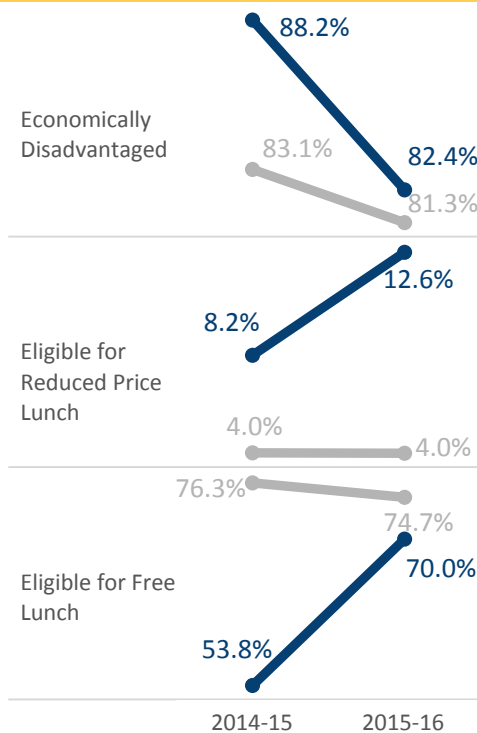
## SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	190	197	104%	K-1	K-1
2015-16	250	249	100%	K-2	K-2
2016-17	380	395	104%	K-3	K-3
2017-18	510			K-4	
2018-19	675			K-5	

## STUDENT DEMOGRAPHICS: RACE/ETHNICITY

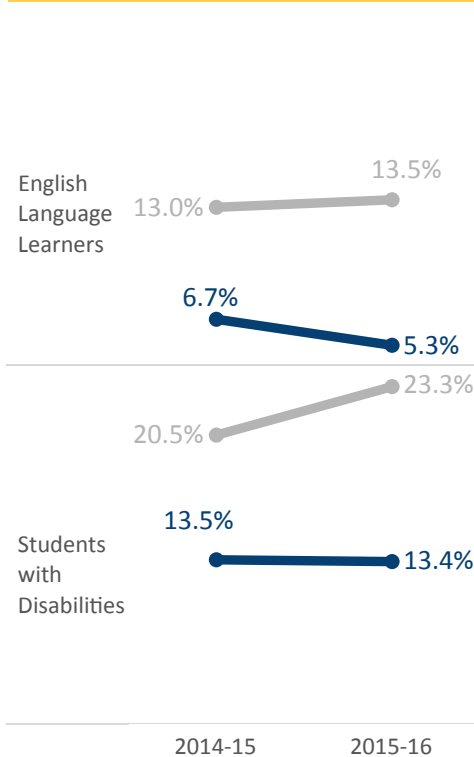


## STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced Price lunch among other qualifying income assistance programs.

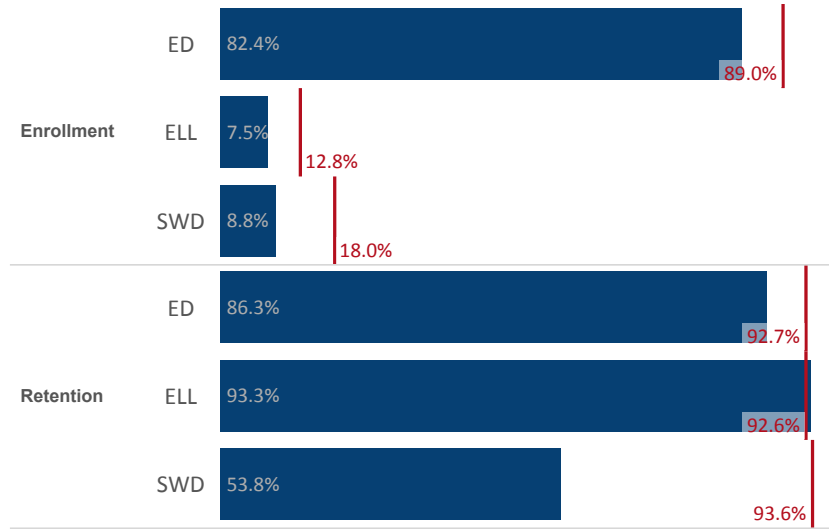
## STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



The charts show trends in enrollment in the **school** and the **district** for each subgroup.

# APPENDIX A: School Overview

## ENROLLMENT AND RETENTION TARGETS



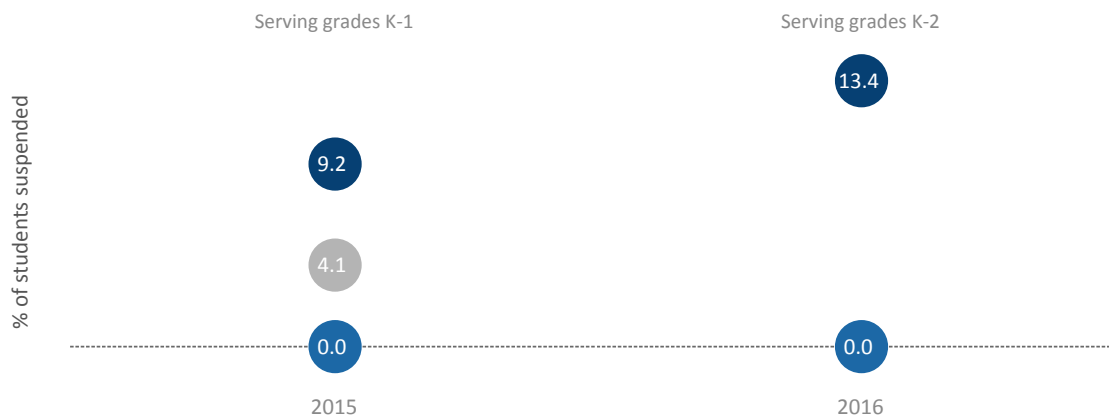
The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recently available data provided by the school.

## PERSISTENCE IN ENROLLMENT



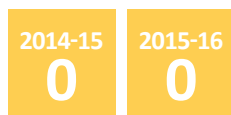
Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

## Suspensions: Success Academy Charter School - Bronx 4's **Out of School suspension rate, In School suspension rate**, and the **District Overall suspension rate**.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12<sup>th</sup> grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

## EXPULSIONS: THE NUMBER OF STUDENTS EXPELLED FROM THE SCHOOL EACH YEAR



## PARENT SATISFACTION: SURVEY RESULTS



# APPENDIX A: School Overview

## TIMELINE OF CHARTER SCHOOL RENEWAL



## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
April 11, 2017	Natasha Howard, PhD	Managing Director for Program
	Adam Aberman	External Consultant
	Kerri Rizzolo	School Evaluation Analyst

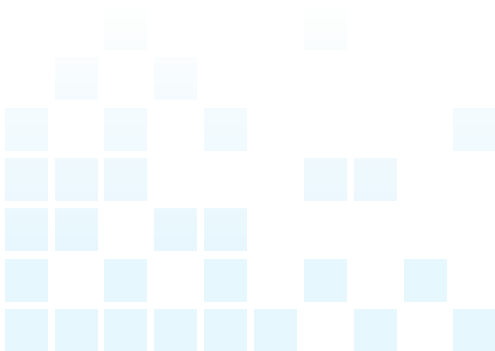
## KEY DESIGN ELEMENTS

ELEMENT	EVIDENT?
A focus on student achievement;	+
Research-based, results-driven curriculum;	+
Frequent assessments produced and analyzed in real time;	+
Extended school day;	+
School leaders with the power to lead;	+
Highly-qualified and highly trained staff; and,	+
Strong school culture including reinforcement of ACTION principles (Agency, Curiosity, Try and Try, Integrity, Others and No Shortcuts).	+

# APPENDIX B: Performance Summaries

THIS APPENDIX IS NOT APPLICABLE AT THIS TIME

THIS APPENDIX IS NOT APPLICABLE AT THIS TIME



# APPENDIX C: District Comments

NO COMMENTS RECEIVED



# APPENDIX D: Fiscal Dashboard

## SUCCESS ACADEMY CHARTER SCHOOL - BRONX 4

NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

##### Other Assets

##### Total Assets - **GRAPH 1**

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - **GRAPH 1**

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - **GRAPHS 2, 3 & 4**

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

##### Total Revenue - **GRAPHS 2 & 3**

##### Change in Net Assets

##### Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

##### Net Assets - End of Year - **GRAPH 2**

Opened 2014-15

	2011-12	2012-13	2013-14	MERGED 2014-15	MERGED 2015-16
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
Resident Student Enrollment	-	-	-	2,799,239	3,458,495
Students with Disabilities	-	-	-	151,590	160,184
State and local	-	-	-	-	186,246
Federal - Title and IDEA	-	-	-	152,546	166,806
Federal - Other	-	-	42,763	450,970	158,715
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	-	42,763	3,554,345	4,130,446
Regular Education	-	-	-	2,643,164	3,210,910
SPED	-	-	-	360,431	437,851
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Program Services</b>	-	-	-	3,003,595	3,648,761
Management and General	-	-	43,184	232,529	280,331
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	43,184	3,236,124	3,929,092
<b>Surplus / (Deficit) From School Operations</b>	-	-	(421)	318,221	201,354
Contributions	-	-	-	17,693	1,000
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	185	6,840
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	-	17,878	7,840
Total Unrestricted Revenue	-	-	42,763	3,572,223	4,138,286
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	42,763	3,572,223	4,138,286
Change in Net Assets	-	-	(421)	336,099	209,194
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	-	(421)	335,677
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	(421)	335,678	544,871

## SCHOOL INFORMATION - (Continued)

### Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	-	-	-	144,940	373,192
Instructional Personnel	-	-	-	1,240,958	1,548,742
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	<b>1,385,898</b>	<b>1,921,934</b>
Fringe Benefits & Payroll Taxes	-	-	-	291,771	379,112
Retirement	-	-	-	32,074	48,509
Management Company Fees	-	-	-	419,886	518,774
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	-	41,524	65,235
Professional Fees, Consultant & Purchased Services	-	-	-	40,229	20,330
Marketing / Recruitment	-	-	42,763	87,218	74,403
Student Supplies, Materials & Services	-	-	297	391,745	242,992
Depreciation	-	-	-	158,343	226,139
Other	-	-	123	387,436	431,664
<b>Total Expenses</b>	-	-	<b>43,184</b>	<b>3,236,123</b>	<b>3,929,092</b>

## SCHOOL ANALYSIS

### ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	-	190	250
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	-	-	-	197	249
Chartered Grades	-	P-Year	P-Year	K-1	K-2
Revised Grades	-	-	-	-	-

### Primary School District:

<b>Per Pupil Funding</b> (Weighted Avg of All Districts)	-	-	-	13,877	13,877
Increase over prior year	0.0%	0.0%	0.0%	100.0%	0.0%

### PER STUDENT BREAKDOWN

#### Revenue

Operating	-	-	-	18,042	16,588
Other Revenue and Support	-	-	-	91	31
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>18,133</b>	<b>16,620</b>

#### Expenses

Program Services	-	-	-	15,247	14,654
Management and General, Fundraising	-	-	-	1,180	1,126
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>16,427</b>	<b>15,779</b>
% of Program Services	0.0%	0.0%	0.0%	92.8%	92.9%
% of Management and Other	0.0%	0.0%	0.0%	7.2%	7.1%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	<b>10.4%</b>	<b>5.3%</b>

### Student to Faculty Ratio

-	-	-	9.6	10.0
---	---	---	-----	------

### Faculty to Admin Ratio

-	-	-	8.2	5.0
---	---	---	-----	-----

### Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A

### Working Capital - GRAPH 7

Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

### Quick (Acid Test) Ratio

Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

### Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

### Months of Cash - GRAPH 8

Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

# APPENDIX D: Fiscal Dashboard

GRAPH 1

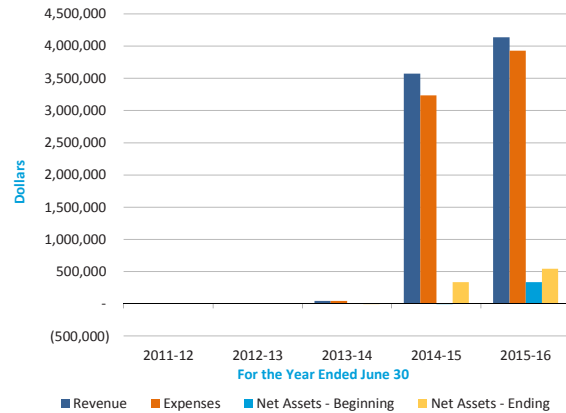
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

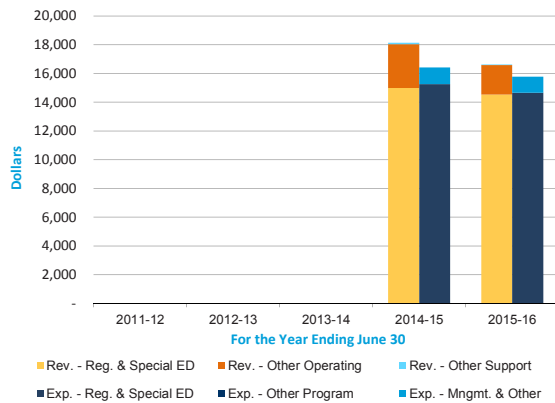
Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

GRAPH 3

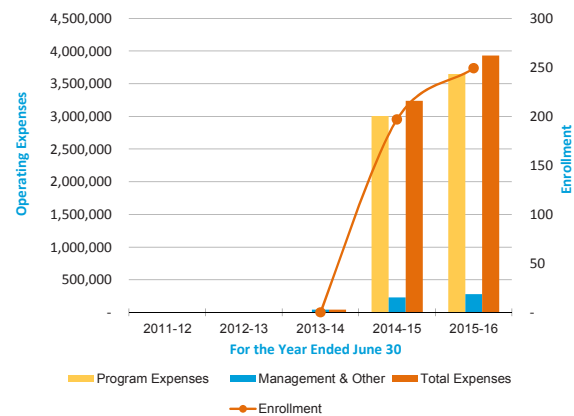
Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses

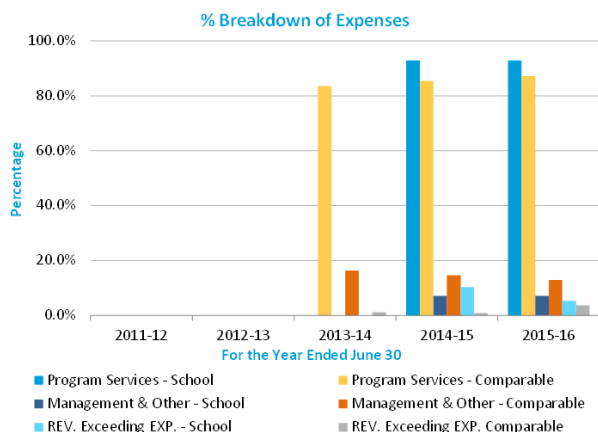


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

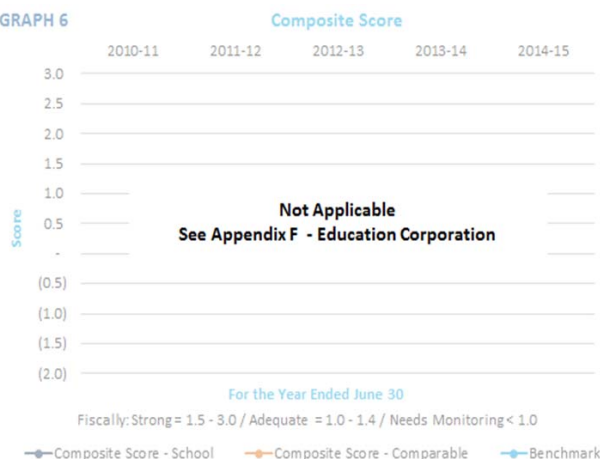
\* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5



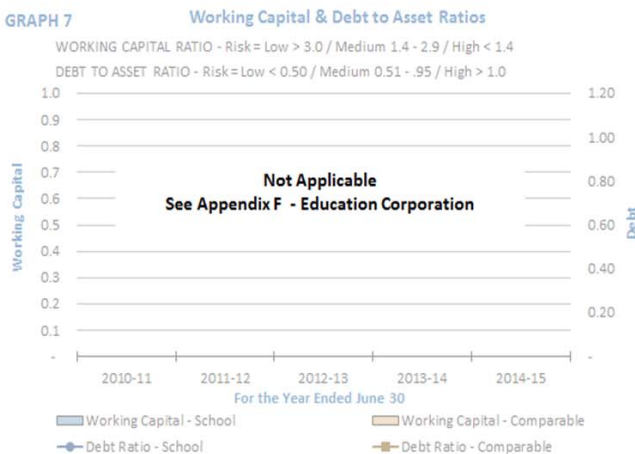
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6



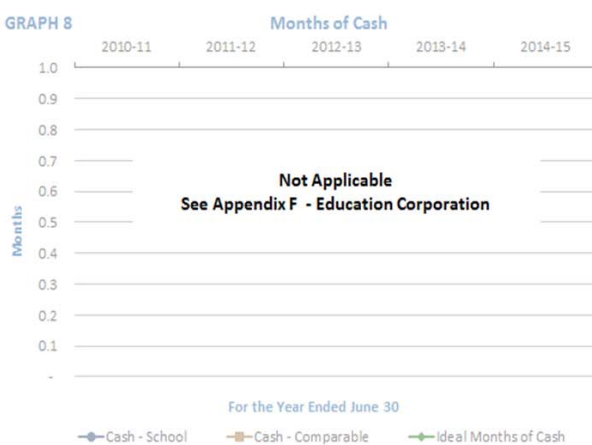
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

## SUNY RENEWAL BENCHMARK 1B

### SUCCESS ACADEMY CHARTER SCHOOLS - NYC<sup>1</sup>

For high performing SUNY authorized charter schools that implement a common school design across multiple schools, the Institute provides an analysis and description of the schools' academic design, structured using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on instruction, assessment, curriculum and leadership. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report.

### DOES SUCCESS ACADEMY CHARTER SCHOOLS HAVE AN ASSESSMENT SYSTEM?

Success Academy Charter Schools, Inc. ("Success Academy") implements a rigorous and comprehensive assessment system that improves instructional effectiveness and student learning. Network schools administer a variety of diagnostic, formative and benchmark assessments throughout the school year in order to determine students' level of mastery and identify intervention needs. To measure students' literacy skills, Success Academy administers the Fountas & Pinnell<sup>2</sup> ("F&P") and Success for All<sup>3</sup> ("SFA") assessments, both of which have demonstrated success as academic interventions with urban and low-income students. Schools administer network-developed interim assessments in ELA, mathematics, and science as well as weekly tests in vocabulary, spelling, and No Hesitation Math facts.

Extensive training prepares teachers to implement valid and reliable processes for scoring assessments and evaluating results. For example, following each administration of interim assessments, grade level teachers exchange student work and set a consistent performance standard across classrooms; this norming practice ensures grading consistency. School-based data coordinators work in conjunction with Success Academy central staff to provide thorough analyses of assessment data at the student, class, grade and school levels using the network's robust Student Management System ("SMS"). This portal serves as a repository for student data and allows schools and the network to analyze results across classrooms, grades, and schools. SMS performance reports allow leaders to review other schools' data, which enables school-to-school comparisons across grade levels and assists in developing leaders' plans for targeted coaching of teachers. In reviewing network-wide results, leaders can identify a teacher at another school whose students are performing exceptionally well in an area that students within his or her school find challenging. Thus, principals can plan teachers' peer observations of instruction across schools. Additionally, leaders and the network's instructional management team use data to identify topics for professional development and to identify strategies needed for general coaching. Success Academy continually uses assessment data to evaluate teacher and program effectiveness.

1. For additional information on the managing organization, refer to [www.successacademies.org](http://www.successacademies.org)

2. The F&P assessment system is both formative and summative. It provides baseline information on students' independent and assisted reading levels and enables progress monitoring against grade level standards. For additional information, please visit [www.heinemann.com/fountasandpinnell](http://www.heinemann.com/fountasandpinnell)

3. Originally developed by researchers at Johns Hopkins University, the SFA program is now implemented in approximately 1,000 schools nationwide. For additional information, please visit [www.successforall.org](http://www.successforall.org)

## DOES THE NETWORK'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Success Academy's rigorous, research-based curriculum supports teachers in their instructional planning within and across grades. The network conducts ongoing reviews of its curricular materials to ensure that its schools prepare students for success on state assessments and in college and career. Beyond considering performance of students at its schools and across New York State, Success Academy reviews the practices of high performing schools (district, charter, and private) nationwide and education research developments while assessing its curricular strengths and weaknesses. During the school year, teachers work in grade level study teams to adjust instructional plans and provide feedback to network teams. School leaders complete annual surveys of the curriculum's effectiveness. Network content area teams manage revision of curricular materials by reviewing feedback from schools and piloting instructional materials in classrooms.

In addition to a curriculum framework that details what students will learn in each grade, the network provides teachers with a variety of supporting tools including scope and sequence documents, unit plans and individual lesson plans that provide a bridge between the framework and daily lessons. These materials detail what students should learn and be able to do throughout the school year; therefore, teachers know what to teach and when to teach it. Importantly, the framework creates a multitude of opportunities for interdisciplinary instruction with thematic units, which cover common themes in different content area lessons.

The academic program relies on a combination of network developed and commercial curricula. For ELA, Success Academy supplements its THINK Literacy framework with the SFA program, which uses a research-based approach to enhance students' literacy skills through methods such as cooperative learning and frequent assessment of student understanding. In mathematics, Success Academy uses TERC Investigations,<sup>4</sup> a program that centers on the teaching of fundamental ideas of numbers, operations, data and measurement, and Cognitively Guided Instruction, an instructional approach that builds from students' mathematical reasoning, in the elementary grades. In the middle grades, schools use a network-developed program adapted from Math in Context,<sup>5</sup> a module-based program that challenges students to solve real world problems, largely through peer discussion. Students develop higher-order thinking and problem solving skills as they apply mathematical thinking to answer questions rich with realistic context that engages students. In addition to internally developed science and technology programs, Success Academy schools offer an array of specials classes including chess, theater and dance.

## SUNY RENEWAL BENCHMARK 1C

4. For additional information, please visit [www.investigations.terc.edu](http://www.investigations.terc.edu)

5. For additional information, please visit [www.mathincontext.eb.com](http://www.mathincontext.eb.com)

## SUNY RENEWAL BENCHMARK 1D

### IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE NETWORK?

High quality instruction that creates consistent focus on academic achievement and develops students' higher-order thinking and problem-solving skills is evident across Success Academy schools. In the last five years across first year visits, mid charter term visits, and renewal visits to Success Academy schools, Institute teams conducted classroom observations in 16 schools. Consistently, visit teams have found well-crafted lessons that feature student-to-student interaction in solving real world problems, skillful questioning and ongoing informal assessment of students' progress toward concept mastery.

Typically, lessons limit the amount of time spent on direct instruction while maximizing opportunities for students to work independently or in small groups. In a mathematics lesson, for example, the teacher might model the steps necessary to solve a sample problem then assess the need for additional examples by asking individual students direct questions and checking for whole class understanding with a thumbs up/thumbs down prompt. Once the teacher determines students are ready to move on, he or she would then introduce a challenging activity that builds on students' previous knowledge and features the recently introduced concept. In addition to circulating around the classroom to monitor students' progress as they work collaboratively, the teacher might have students independently complete a brief task at the end of the planned lesson, in order to make adjustments to future instruction based on student responses. Across content areas, Success Academy teachers' artful questions challenge students to deepen their understanding of concepts and engage in rich peer-to-peer discussions. With students responsible for most of the talking during a lesson, teachers encourage students to be active learners capable of handling the heavy cognitive lifting required to develop higher-order thinking skills.

A pervasive sense of urgency for learning is part and parcel of Success Academy's approach to instruction. Teachers maximize learning time with appropriate lesson pacing and effective classroom management techniques. Routines for transitioning students from one lesson to the next or one topic to the next within a lesson ensure students remain focused on learning tasks. Silent hand signals generally enable teachers to redirect any low level misbehavior without disrupting the learning environment.

## DOES THE NETWORK HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Success Academy schools' strong instructional leadership practices include providing teachers with extensive coaching and professional development opportunities designed to catalyze accelerated student learning and achievement. Robust instructional teams at the school and network level support the development of teachers with daily sustained and systemic coaching and professional development activities that interrelate with classroom practice. Teachers receive over 400 hours, on average, of professional development throughout the year, including inter-visitation opportunities for teachers and leaders to observe strong teaching across network schools, and data analysis days where staff members analyze benchmark assessments.

Schools throughout the network set high expectations for teacher performance, measured largely by student achievement results. All schools use the SMS to monitor progress toward meeting network-wide performance goals as well as school-wide goals set by the leader. For example, a principal could set growth, or improvement, targets in addition to a network goal of 90 percent proficiency in a particular skill area.

Success Academy's particularly strong professional development program begins with summer "Teacher School," a three week pre-service training often referred to as "T-School." School leaders and network staff collaborate to determine topics and trainings designed to address student achievement and teacher pedagogical needs. In addition to network-wide activities, school leaders conduct weekly professional development sessions that build on topics and skills introduced in T-School, frequently differentiated by content area or grade level, in order to target teacher and student needs most precisely. In addition to gearing professional development activities toward specific grades, Success Academy often conducts different sessions for varying levels of experience.

## DOES THE NETWORK MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Success Academy has a wide range of strong supports in place to meet the needs of at-risk students. Success Academy schools implement clear procedures for identifying and serving students with disabilities, ELLs and students at risk of academic failure. During the 2015-16 school year, students with special needs represented 14.3 percent of enrollment across the network, and ELLs comprised 4.5 percent of total enrollment. Schools disaggregate student performance data on an ongoing basis to assess the effectiveness of instructional and behavioral interventions. Teachers across the network receive extensive professional development designed to prepare them to meet the needs of all students.

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## APPENDIX E: Education Corporation Overview

Success Academy uses a tiered Response to Intervention (“RtI”) process to identify students struggling academically and to modify interventions as necessary. SFA embeds initial interventions within schools’ curricula in that the program emphasizes early oral language development through rich peer-to-peer discussions as well as connections to students’ lives outside of school. Teachers combine whole class instruction with flexible, ability-based groupings to respond to individual needs. Students identified as performing below grade level based on regular internal assessments receive progressive supports within the classroom setting and through pull-out tutoring. School staff identifies specific learning gaps and monitors students’ progress in meeting performance goals at the end of each intervention cycle, usually aligning with network benchmark assessments. If a student does not make sufficient progress, school-based student support teams determine next steps including additional small group or individualized interventions and referral to the district Committee on Special Education (“CSE”) as necessary. As charter schools are considered part of the district under federal law for the purposes of providing settings and services to students with disabilities, the CSE holds statutory responsibility for evaluating special service needs and making Individualized Education Program (“IEP”) determinations. Charter schools must then implement the IEPs approved by the CSE.

Success Academy schools educate students with disabilities in the least restrictive environment in accordance with each student’s IEP while offering additional supports embedded in its existing programming. Success Academy schools offer students with disabilities related services (i.e., speech/language, occupational, physical and psychological therapy), special education teacher support services (“SETSS”), integrated co-teaching (“ICT”) classrooms, individual and group counseling, behavior intervention plans and programming within the RtI framework. For students requiring a self-contained setting, SACS-NYC offers 17 12:1:1 classrooms across the operating schools. Of the 1438 students with disabilities enrolled in 2015-16, 426 received SETSS services, 760 learned in ICT classrooms, 60 attended a 12:1:1 program;<sup>6</sup> and 192 students received related services. Teachers are well aware of students’ IEP goals and collaborate with at-risk program staff to plan instruction and monitor progress. Student support teams meet regularly to discuss students’ progress toward meeting IEP goals using disaggregated data from the network SMS, classroom assignments, and teacher observations.

6. These counts include 19 students who received both SETSS and ICT services at some point in the school year.

Success Academy uses the Home Language Survey and the New York State Identification Test for English Language Learners (“NYSITELL”) to identify students requiring English acquisition supports. Success Academy implements a comprehensive English language immersion program, focused on increasing early literacy skills. Success Academy schools serve ELLs within the core academic program, which provides abundant opportunities for oral and written communication through its research-based curriculum. Schools monitor student progress annually with the New York State English as a Second Language Achievement Test (“NYSESLAT”) and informally throughout the school year. Network

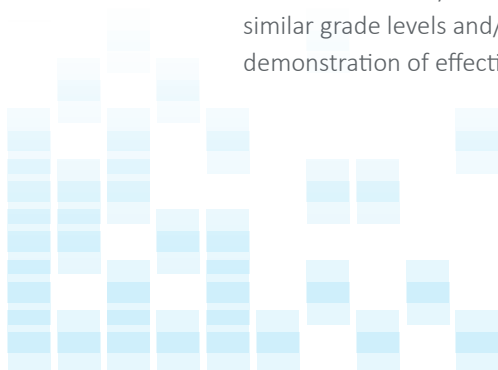
professional development activities develop teachers' skills in supporting ELLs with strategies such as intentional seating, visual demonstrations and the use of supplementary audio materials. These supports prove to be successful, with many ELLs reaching English proficiency and performing better than district peers on state ELA assessments.

## DO SUCCESS ACADEMY SCHOOL ORGANIZATIONS EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

Success Academy schools establish well-functioning organizational structures with staff, systems and procedures that support high levels of student achievement and effective delivery of the comprehensive educational program. Clear roles and responsibilities at both the school and network level allow school leaders to focus on student learning, instructional practice and teacher development. Principals serve as primary instructional leaders and receive considerable support from leadership residents. Deans focus largely on school culture and operations staff members manage the day-to-day business of schools. Strong network supports and clearly established career paths assist Success Academy in recruiting and retaining high quality staff. Network level managing directors visit schools regularly to conduct classroom observations, coach teachers and develop leaders' communication, management and data analysis skills.

Success Academy has developed a leadership residency program that prepares internal and external candidates to take on future principal positions with ongoing training while managing a variety of instructional and general academic program responsibilities, including teacher coaching. School leaders and network staff use student achievement results, classroom observations, coaching feedback and other data to identify particularly strong teachers and staff for the leadership residency program. This one- to two-year program serves as a leadership pipeline to retain quality talent and as a feeder system to support the network's increasing portfolio of schools. Network leaders report this pipeline provides more than 90 percent of the future leader candidate pool. Success Academy invests in its teaching teams. In 2012, the network launched a teacher preparation partnership with Touro College. In 2016, the network launched a second teacher preparation partnership with Hunter College. Through these programs, Success Academy teachers earn a master's degree from a graduate school of education at no cost while teaching full-time. Success Academy pays teachers' tuition. The network has also developed an informal peer learning process that provides less experienced teachers opportunities to observe master teachers across network schools. As master teachers possess exceptionally strong instructional delivery and classroom management skills, school leaders may send teachers struggling to develop their own pedagogical practice in similar grade levels and/or content areas to observe one or more master teachers for live demonstration of effective strategies.

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## APPENDIX E: Education Corporation Overview

Sucess Academy centrally manages student recruitment and efforts to meet enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants to the FRPL program. (See charts below for information on enrollment and retention targets across the network.) Few SACS-NYC schools face enrollment challenges. Efforts to recruit at-risk students include multilingual advertisements, informational sessions, and canvassing of local CSDs. Though SACS-NYC established a lottery preference for ELLs as a good faith recruiting effort, the U.S. Department of Education (“USDOE”) released guidance limiting the ability of charters schools receiving Charter Schools Program (CSP) grant funding to utilize weighted lotteries, and the preference was suspended in 2013-14. SACS-NYC discussed the issue with the USDOE, and reached an understanding regarding a revised admissions policy that reinstated the ELL lottery preference for 2016-17 applicants.

SACS-NYC continually monitors its programs and makes changes as necessary. The network instructional team, like school leaders, regularly uses the SMS to analyze student assessment data in order to identify which objectives students have mastered and which they have not. This determination may result in adjustments to pacing documents and/or other curricular materials. While school leaders have some discretion over implementation of certain program aspects, major changes are mainly driven by network analyses of data gathered from assessments, leaders’ daily observations of classrooms, feedback from teachers and school leaders provided in annual surveys and informal communications throughout the year. Previous analyses have resulted in changes to existing curricular materials, development of supplementary materials and modifications to professional development plans.

### SUNY RENEWAL BENCHMARK 2D

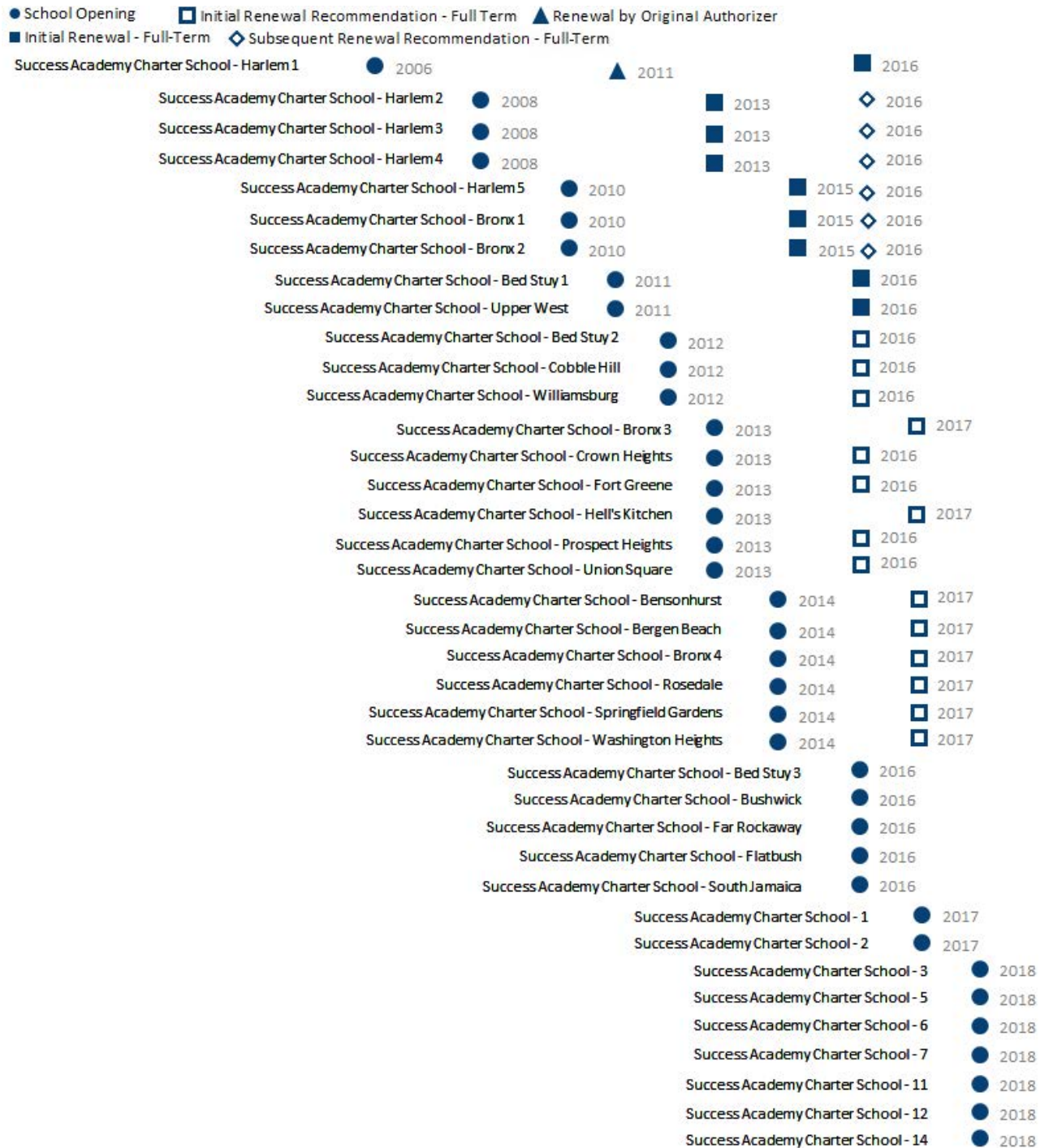
#### DOES THE EDUCATION CORPORATION BOARD WORK EFFECTIVELY TO ACHEIVE SCHOOLS’ ACCOUNTABILITY PLAN GOALS?

The SACS-NYC board, equipped with a diverse skill set relevant to governance, provides rigorous oversight of all its schools with a central focus on student outcomes. Though deeply knowledgeable about the schools’ educational program, progress toward meeting Accountability Plan goals enrollment levels, financial condition and facility plans, it maintains appropriate distance from the day-to-day management of schools, which it delegates to Sucess Academy. The board establishes clear priorities including fundraising goals, to support the education program, and monitors progress toward achieving these goals while holding the network and school leaders accountable for student achievement with annual evaluations.

The board requires detailed reports on schools' academic, financial and operations data from Success Academy prior to each of six annual board meetings. It reviews these reports thoroughly for clear understanding of individual school status and of the network as a whole. In addition to these written reports, the board receives information directly from school leaders in presentations specific to individual schools on matters such as student performance, student attendance or staff concerns. The board also receives information on litigation and other legal matter from Success Academy counsel. It understands well the schools' Accountability Plan goals and the multiple performance measures within the goals. The board directs an abundance of resources to schools to ensure high levels of student achievement. The board works with the network to ensure schools have what they need to support and retain high quality staff and to purchase technology and other learning tools to implement the Success Academy program with fidelity.

# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Success Academy Charter School – Bed Stuy 1	CSD 14	Yes	601	K-6
Success Academy Charter School – Bed Stuy 2	CSD 14	Yes	675	K-5
Success Academy Charter School – Bed Stuy 3	CSD 18	Yes	190	K-1
Success Academy Charter School - Bensonhurst	CSD 21	Yes	380	K-3
Success Academy Charter School - Bergen Beach	CSD 22	Yes	380	K-3
Success Academy Charter School – Bronx 1	CSD 7	Yes	697	K-7
Success Academy Charter School – Bronx 2	CSD 8	Yes	705	K-7
Success Academy Charter School – Bronx 3	CSD 8	Yes	510	K-4
Success Academy Charter School – Bronx 4	CSD 8	Yes	380	K-3
Success Academy Charter School - Bushwick	CSD 22	No – NYCDOE Leased	190	K-1
Success Academy Charter School – Cobble Hill	CSD 15	Yes	675	K-5
Success Academy Charter School – Crown Heights	CSD 17	Yes	510	K-4

# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

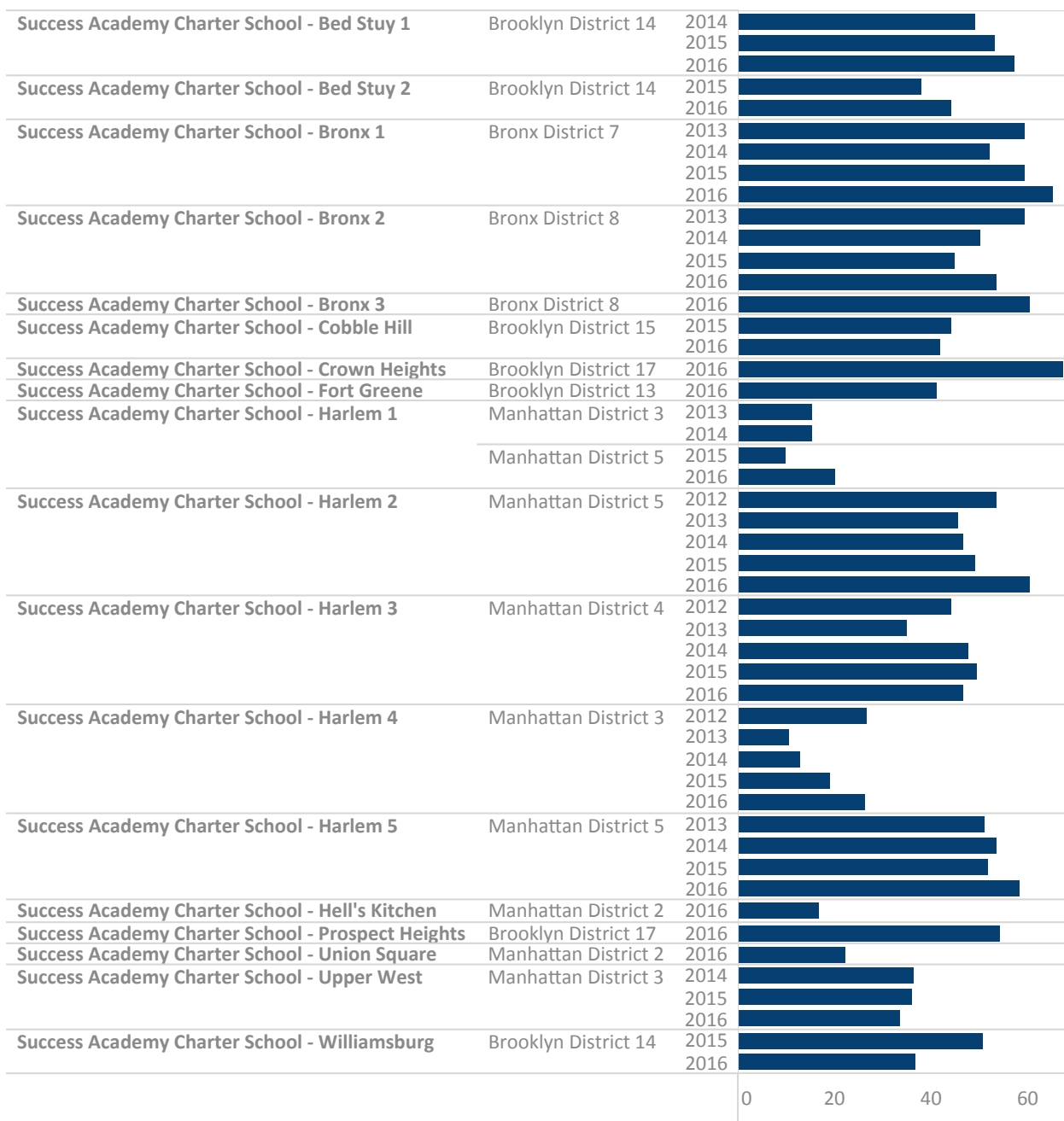
School	Local District	Co-located?	Chartered Enrollment	Grade Span
Success Academy Charter School – Far Rockaway	CSD 27	Yes	190	K-1
Success Academy Charter School - Flatbush	CSD 17	No – NYCODE Leased	190	K-1
Success Academy Charter School – Fort Greene	CSD13	Yes	510	K-4
Success Academy Charter School – Harlem 1	CSD 3	Yes	1058	K-11
Success Academy Charter School – Harlem 2	CSD 5	Yes	918	K-8
Success Academy Charter School – Harlem 3	CSD 4	Yes	906	K-8
Success Academy Charter School – Harlem 4	CSD 3	Yes	647	K-8
Success Academy Charter School – Harlem 5	CSD 5	Yes	678	K-7
Success Academy Charter School – Hell’s Kitchen	CSD 2	Yes	510	K-4
Success Academy Charter School – NYC 1	CSD 2	To Open Fall 2017	To Open Fall 2017	To Open Fall 2017
Success Academy Charter School – NYC 2	CSD 3	To Open Fall 2017	To Open Fall 2017	To Open Fall 2017
Success Academy Charter School – NYC 3	CSD 9	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – NYC 5	CSD 13	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018

## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Success Academy Charter School – NYC 6	CSD 14	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – NYC 7	CSD 15	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – NYC 11	CSD 23	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – NYC 12	CSD 24	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – NYC 14	CSD 30	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – Prospect Heights	CSD 17	Yes	510	K-4
Success Academy Charter School - Rosedale	CSD 29	No – NYCDOE Leased	380	K-3
Success Academy Charter School – South Jamaica	CSD 28	No – NYCDOE Leased	190	K-1
Success Academy Charter School – Springfield Gardens	CSD 29	Yes	380	K-3
Success Academy Charter School – Union Square	CSD 2	Yes	510	K-4
Success Academy Charter School – Upper West	CSD 3	Yes	622	K-6
Success Academy Charter School – Washington Heights	CSD 6	No – NYCDOE Leased	380	K-3
Success Academy Charter School - Williamsburg	CSD 14	Yes	675	K-5

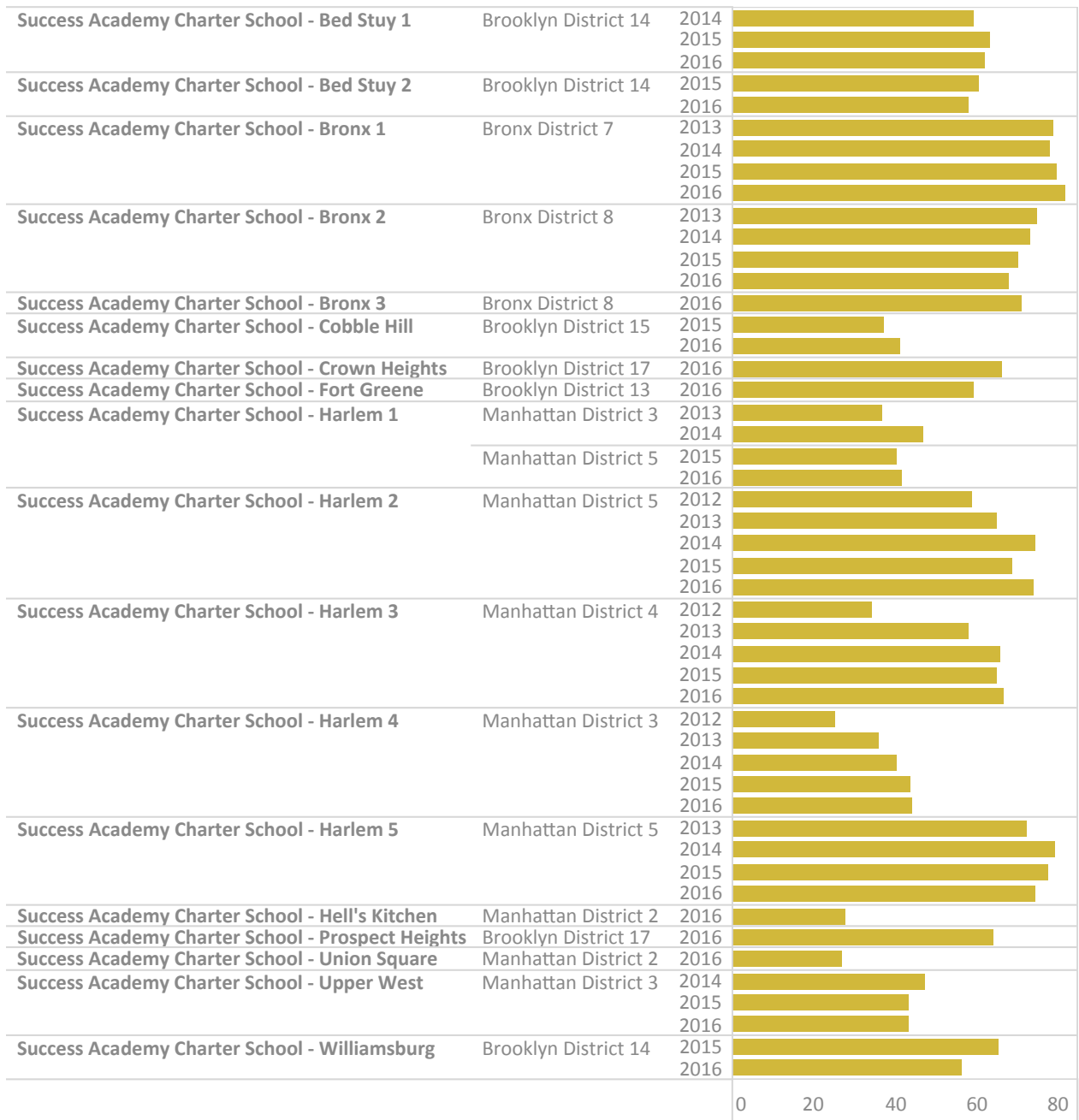
# APPENDIX E: Education Corporation Overview

## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

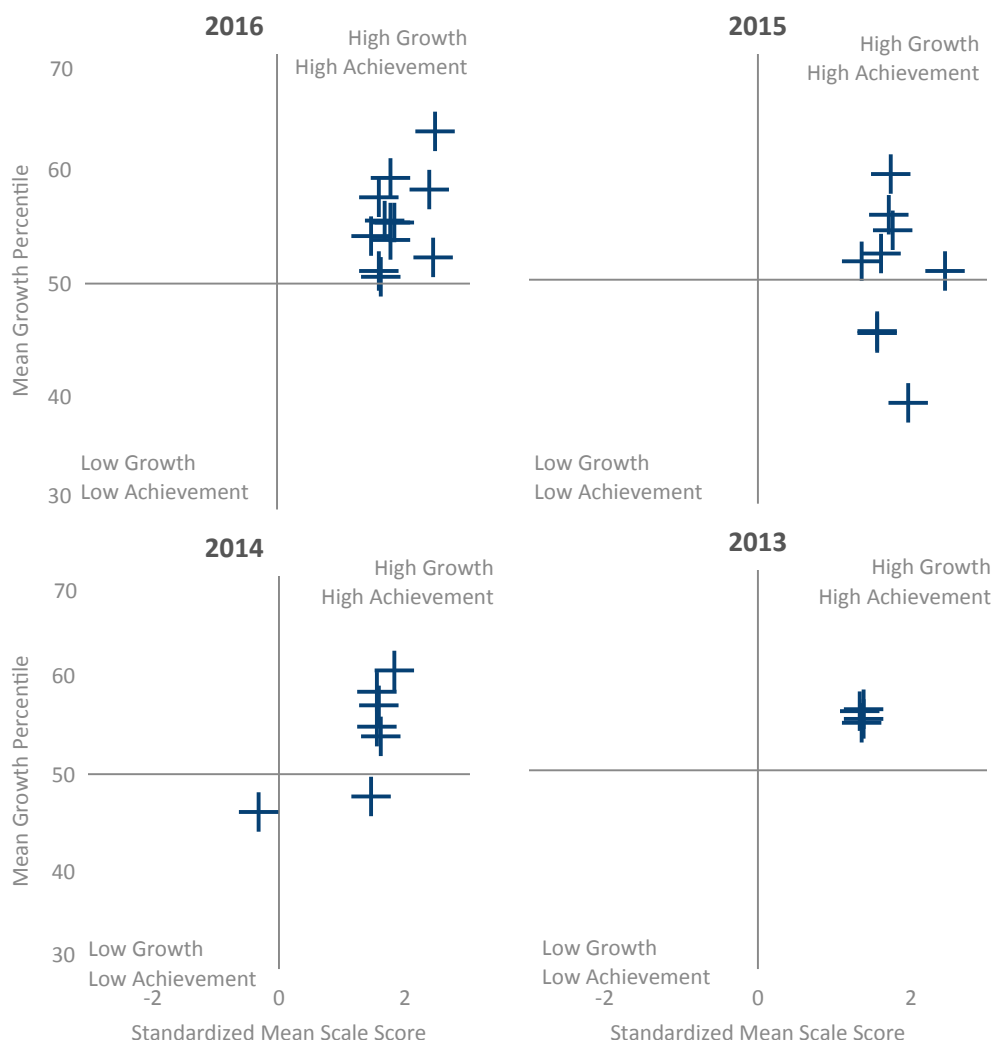
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

# APPENDIX E: Education Corporation Overview

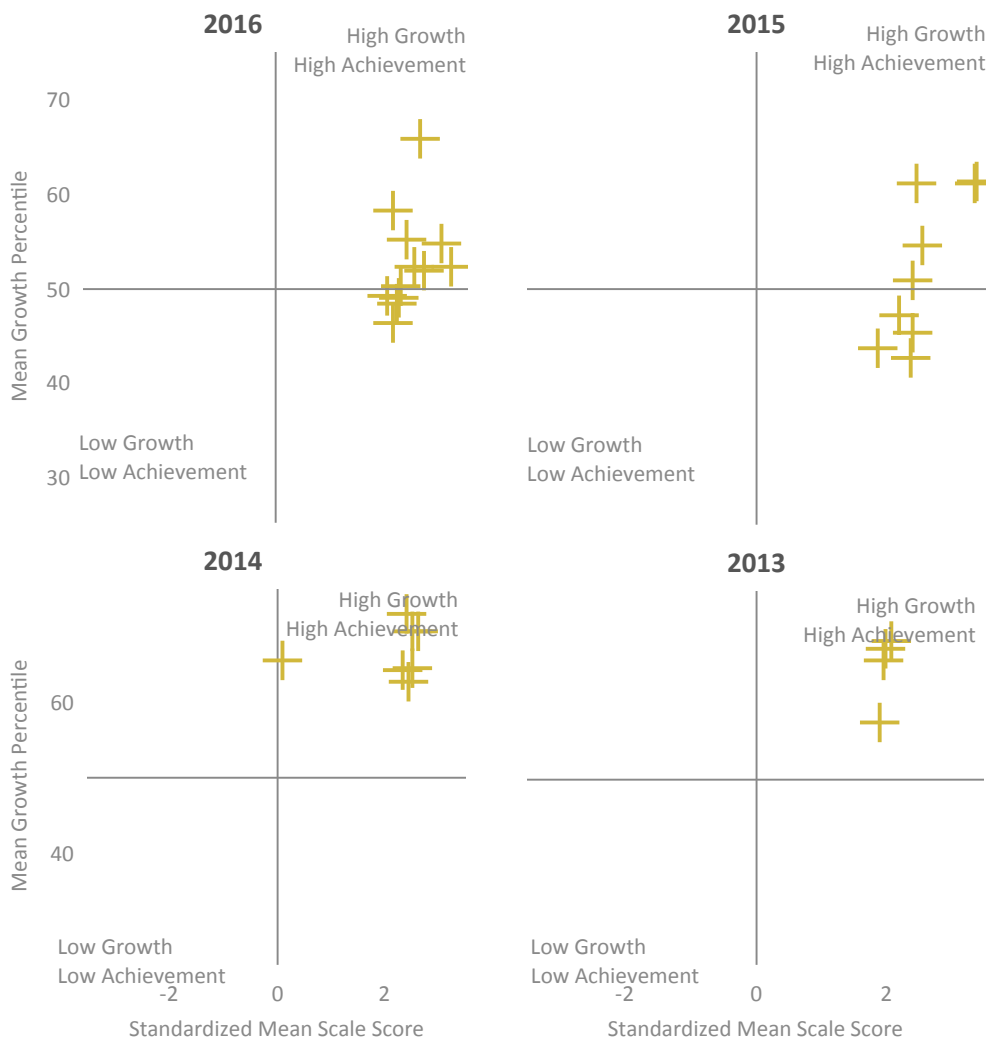
## ELA GROWTH AND ACHIEVEMENT: 2012-13 THROUGH 2015-16



These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

## MATH GROWTH AND ACHEIVEMENT: 2012-13 THROUGH 2015-16



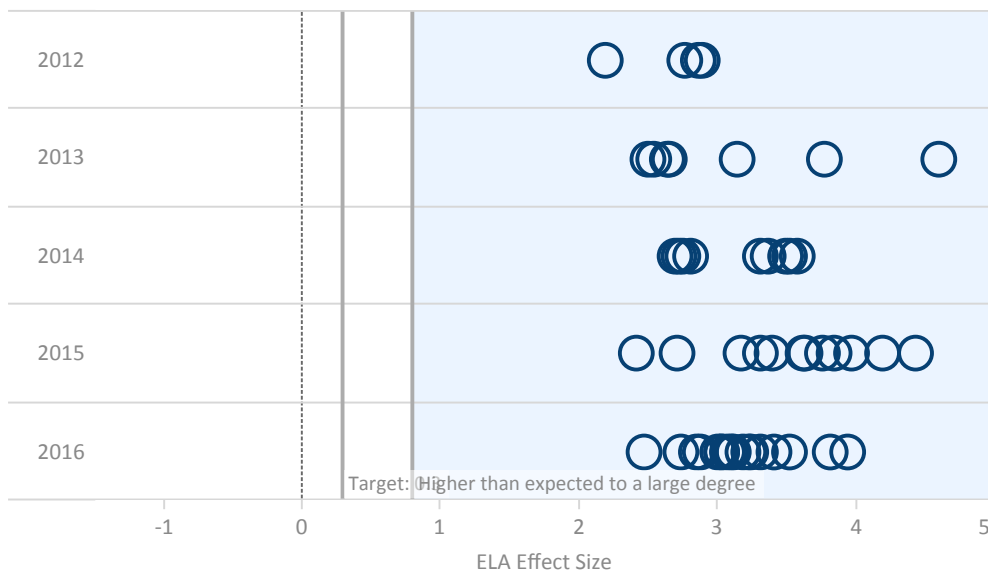
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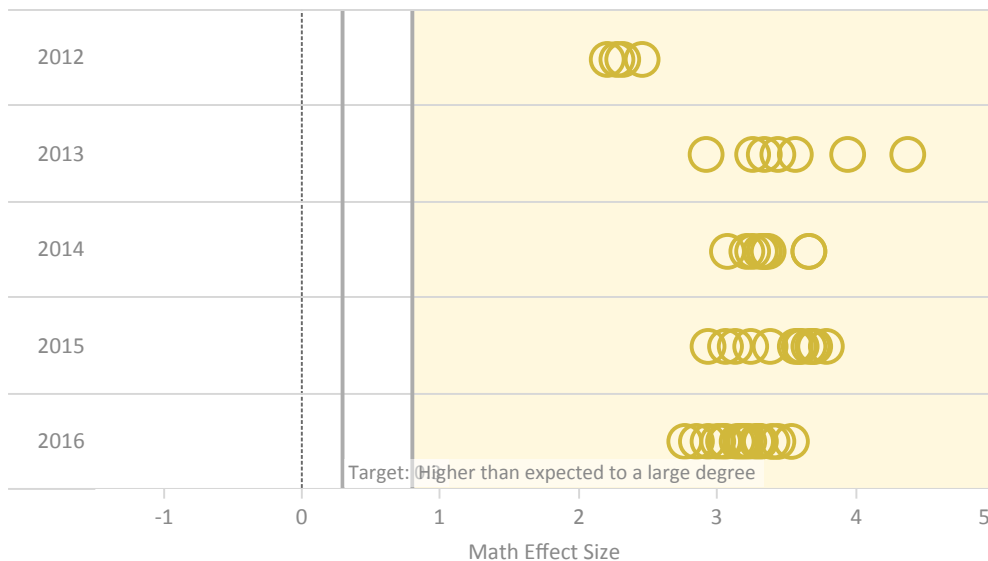


## ELA AND MATH EFFECT SIZE DOT PLOTS: 2011-12 THROUGH 2015-16

**ELA Effect Size by Year and School**



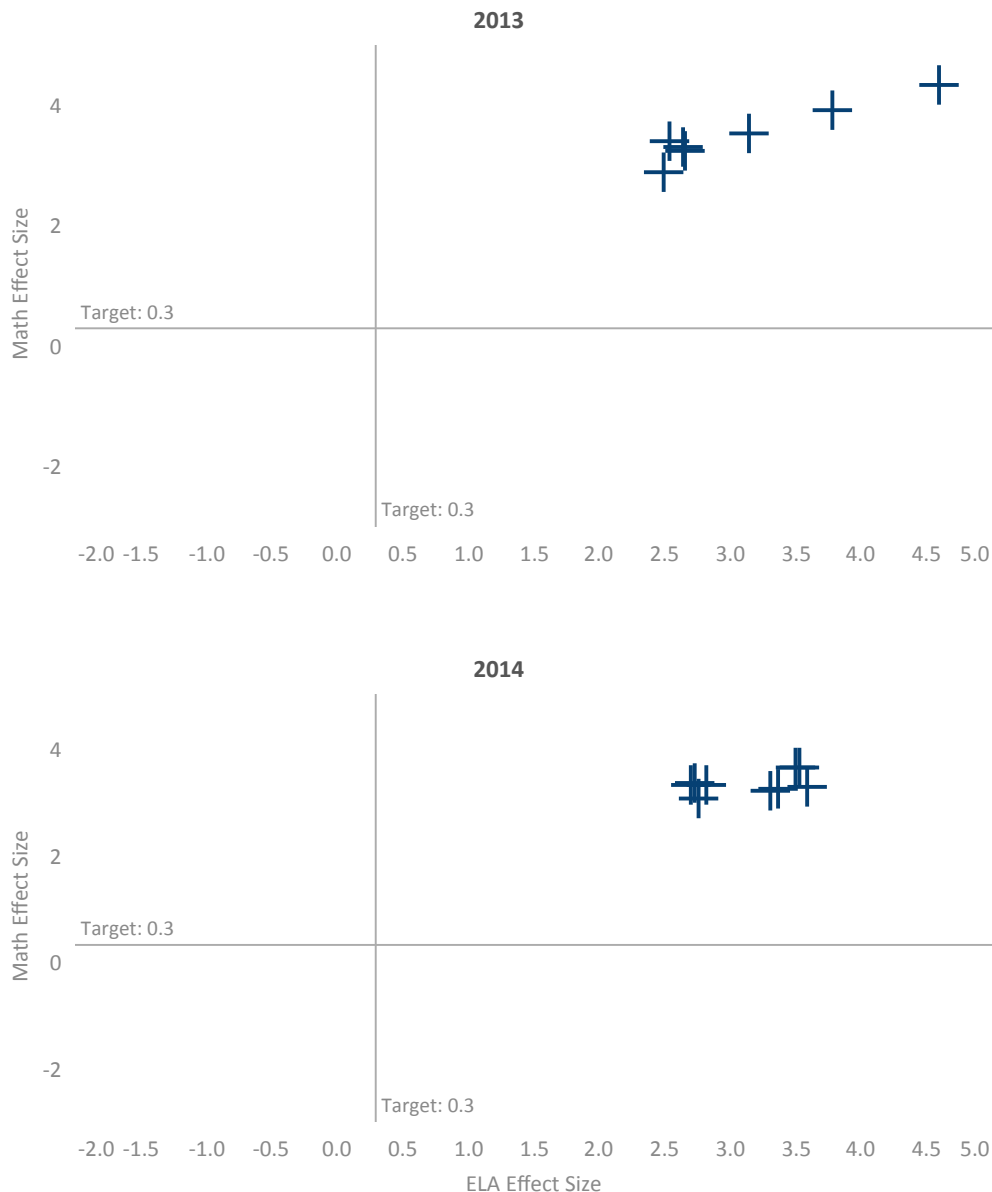
**Math Effect Size by Year and School**



The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

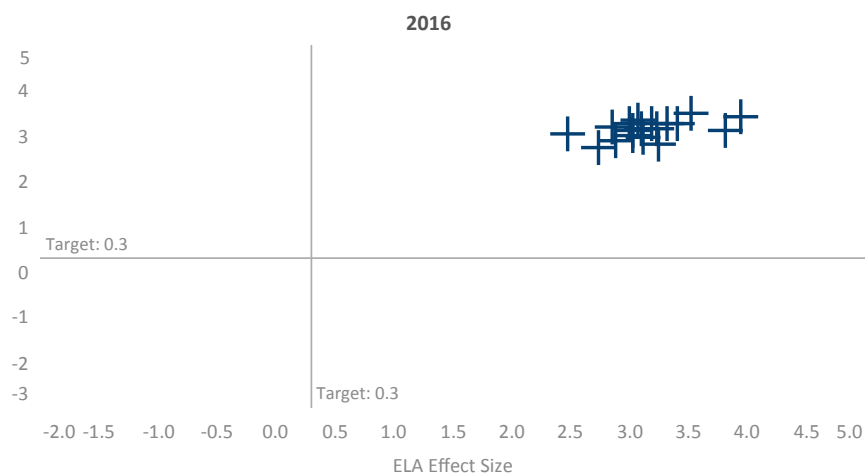
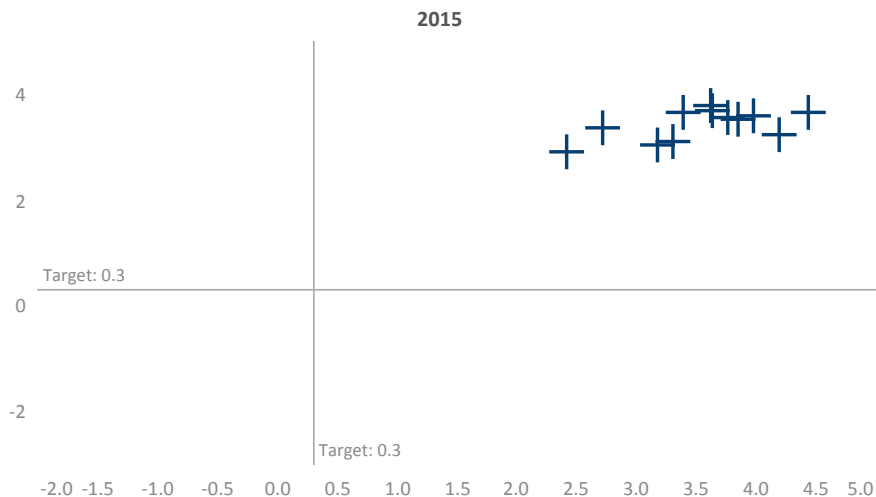
# APPENDIX E: Education Corporation Overview

## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2012-13 THROUGH 2013-14



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

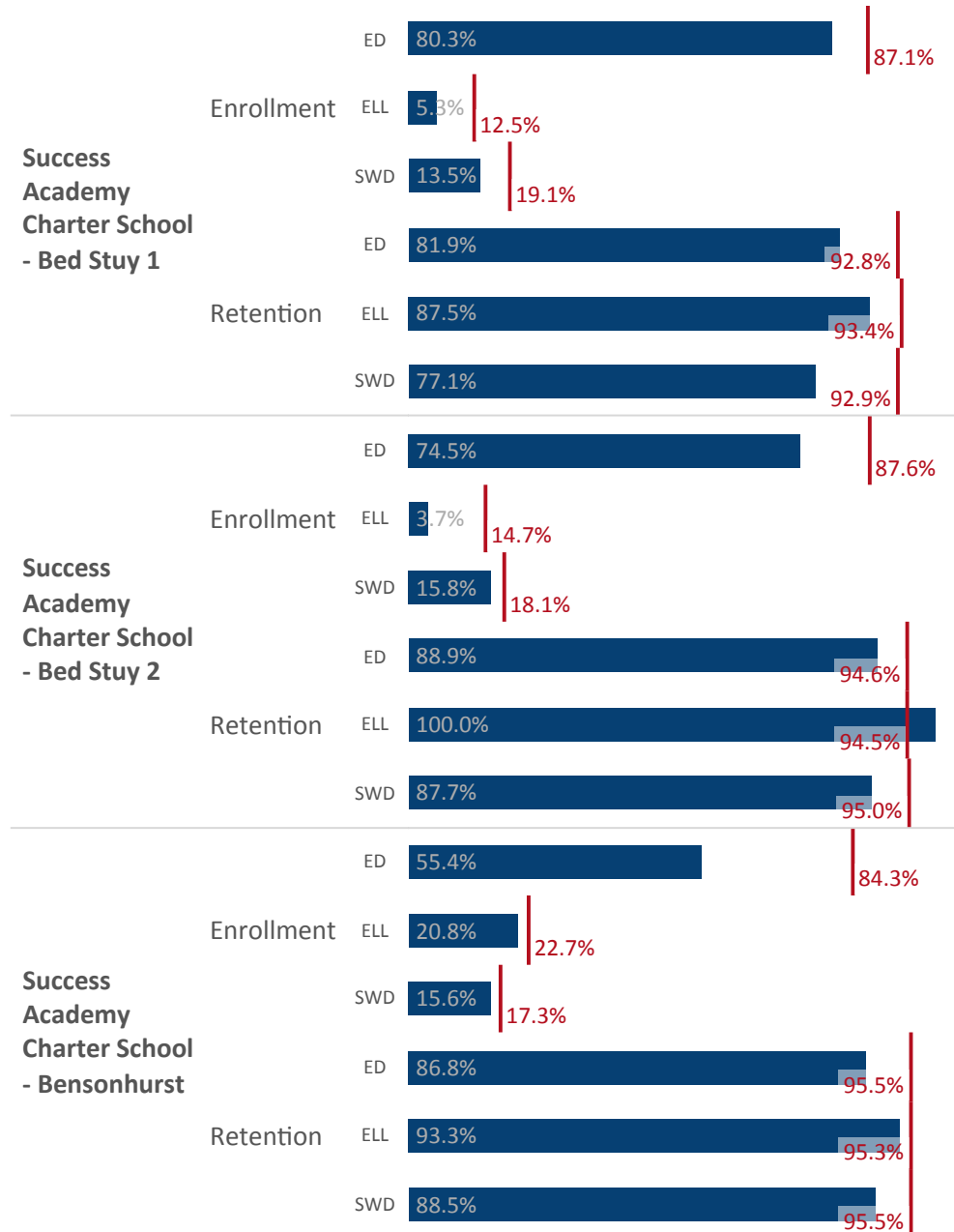
## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



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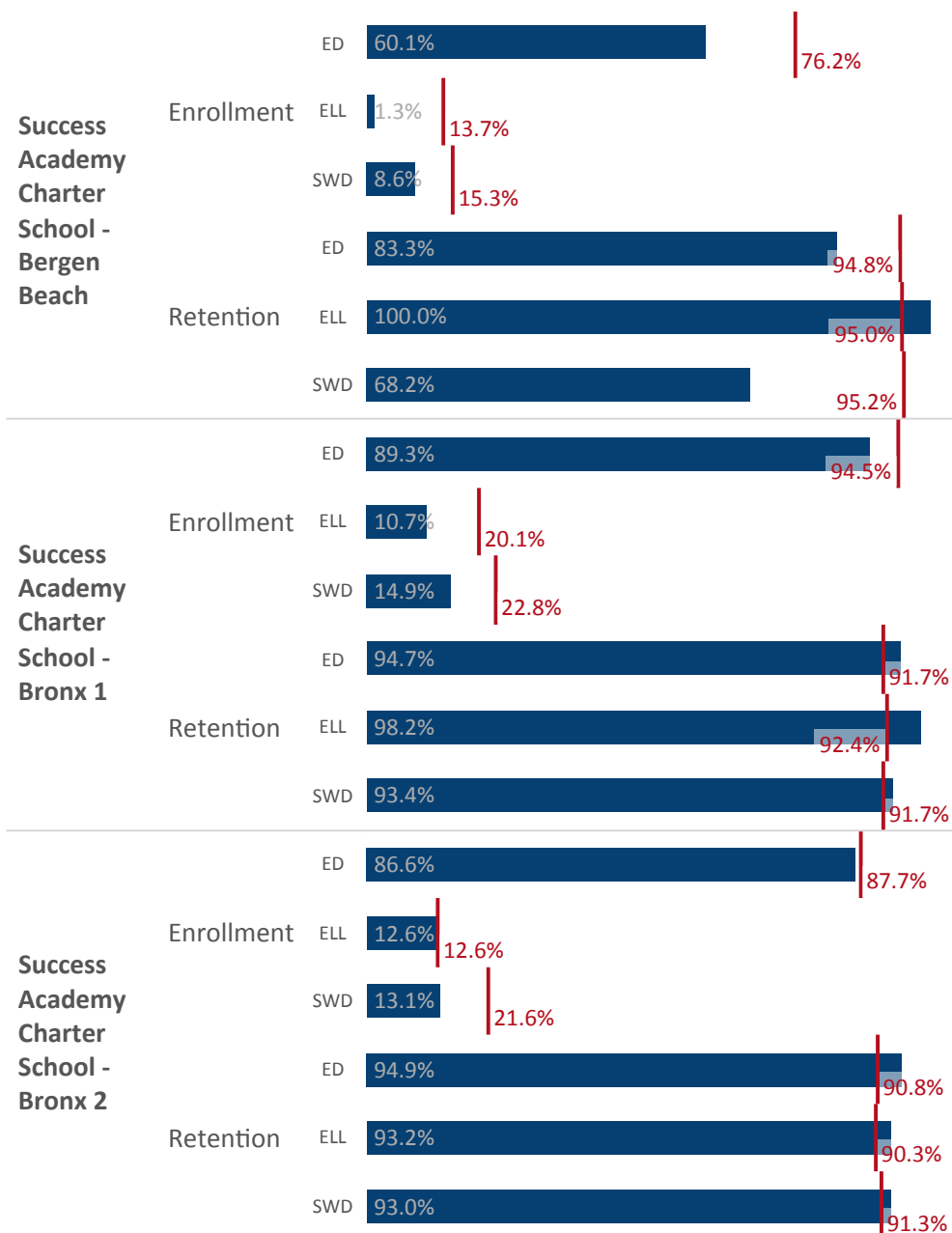
# APPENDIX E: Education Corporation Overview

## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.

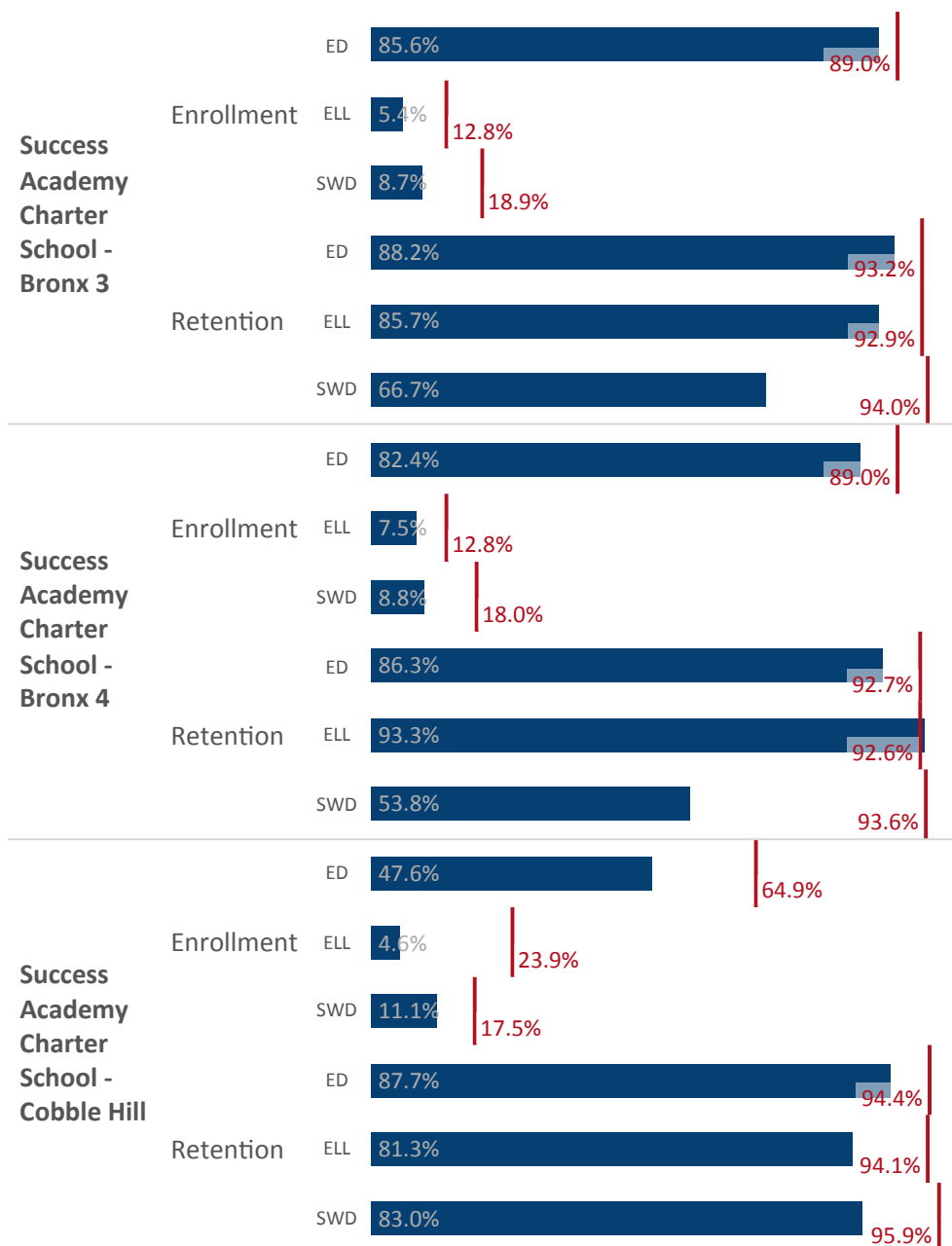
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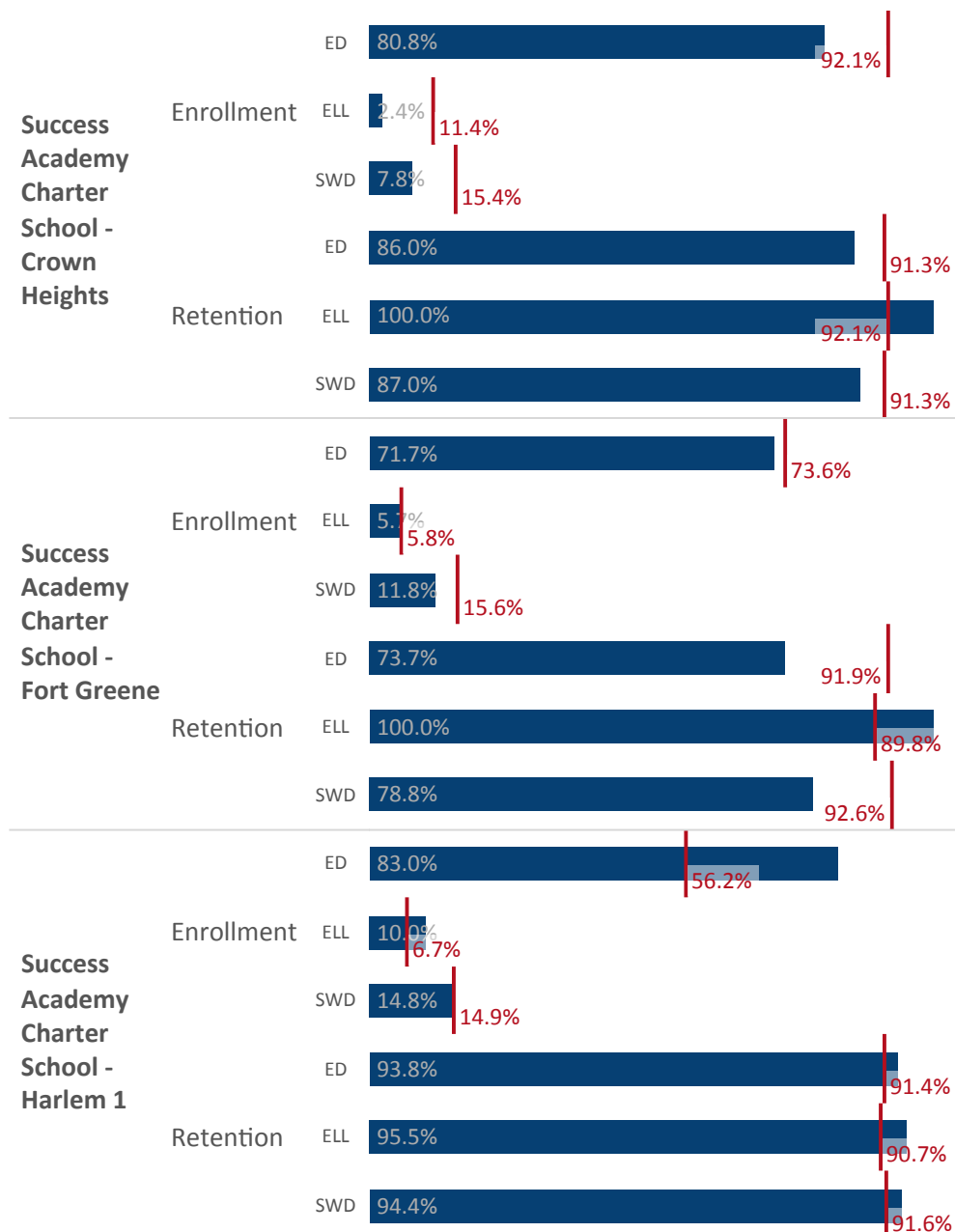
# APPENDIX E: Education Corporation Overview

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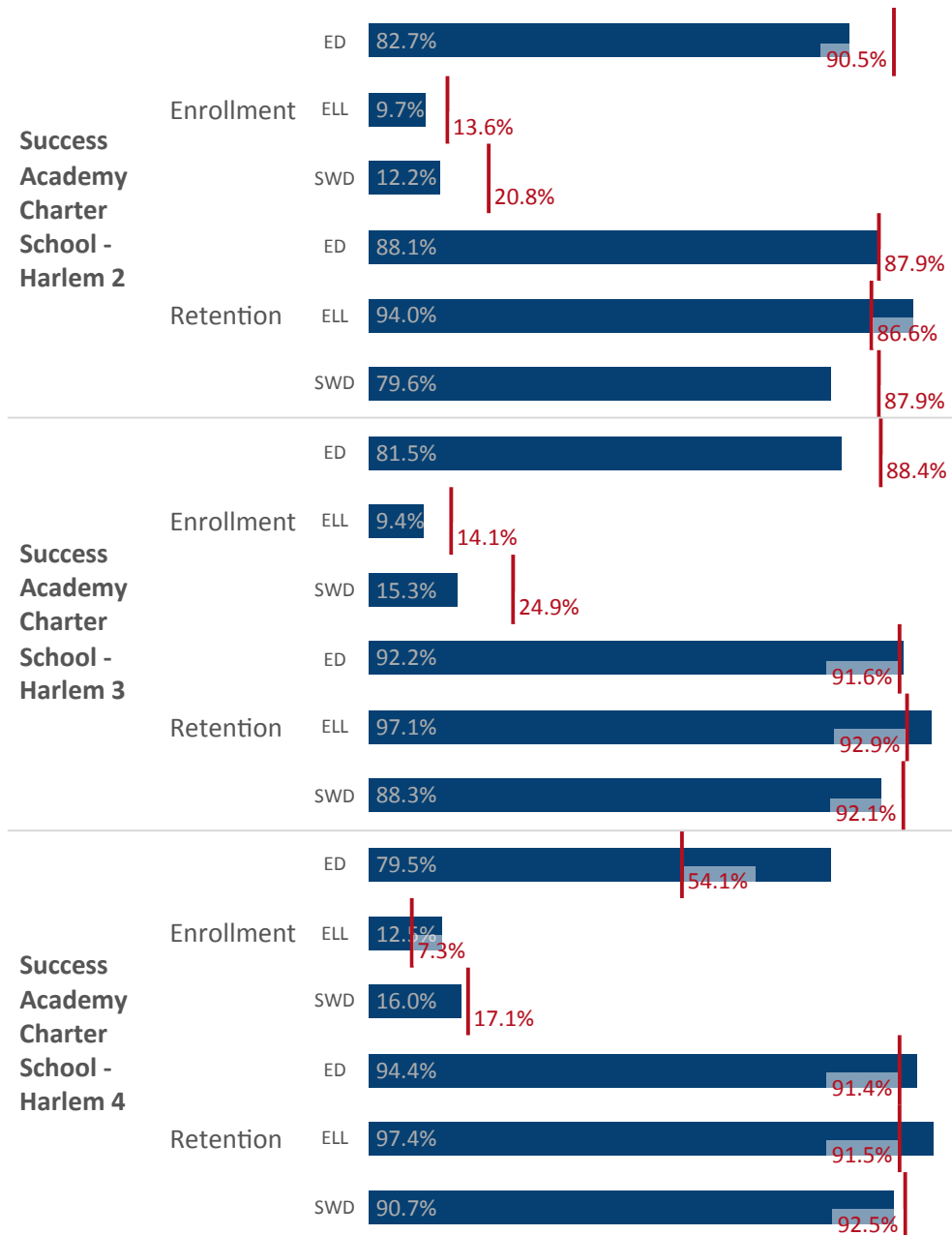
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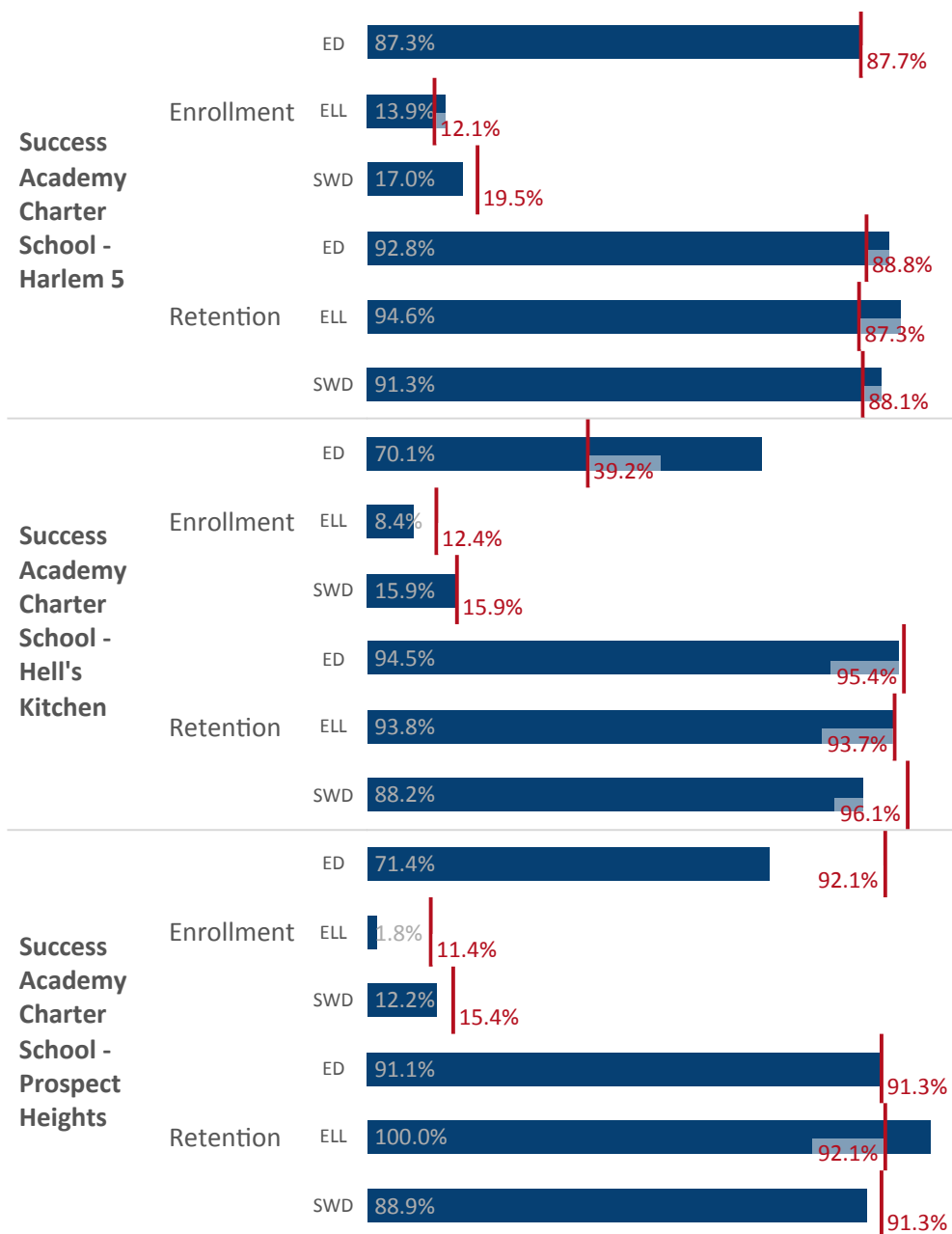
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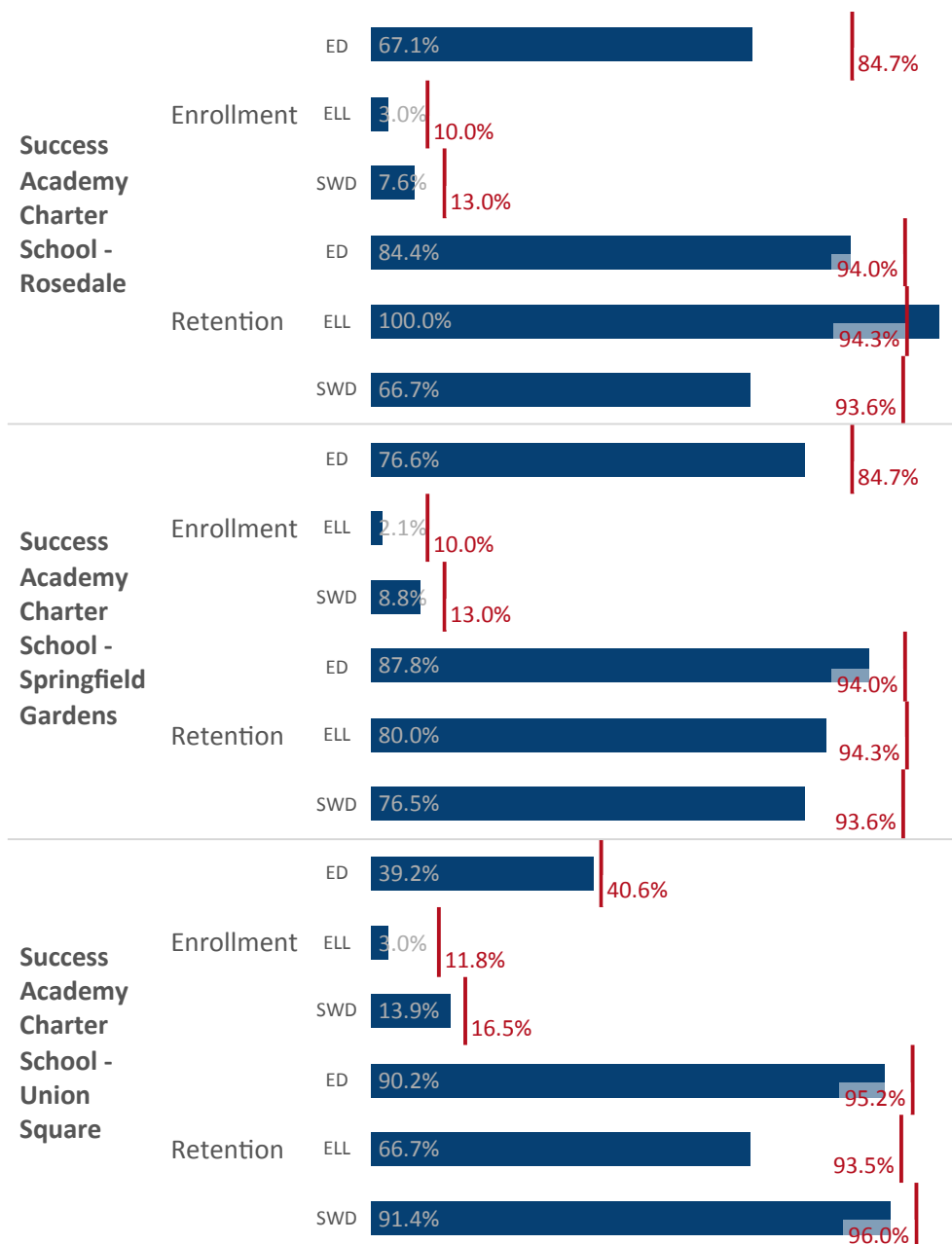
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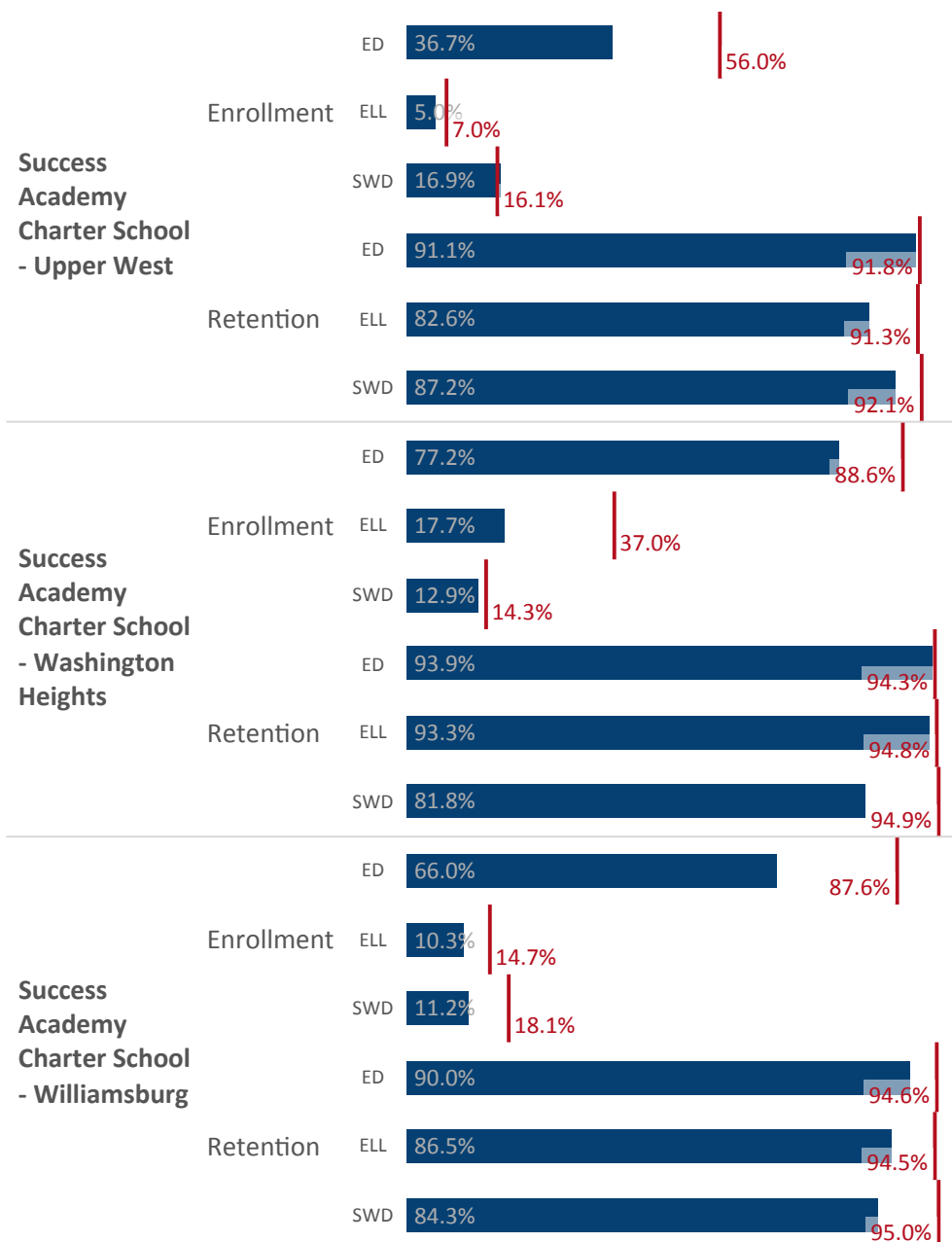
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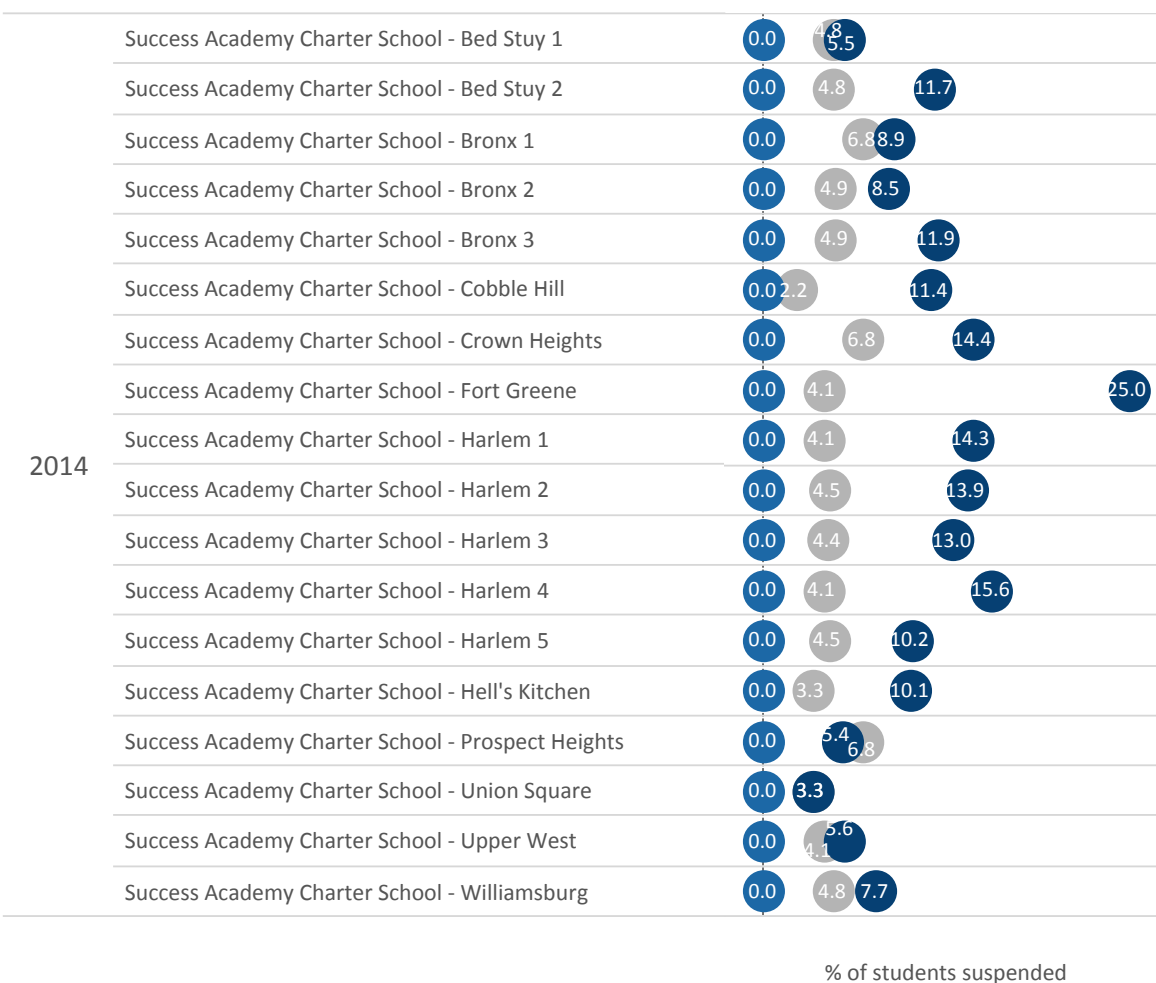
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# APPENDIX E: Education Corporation Overview

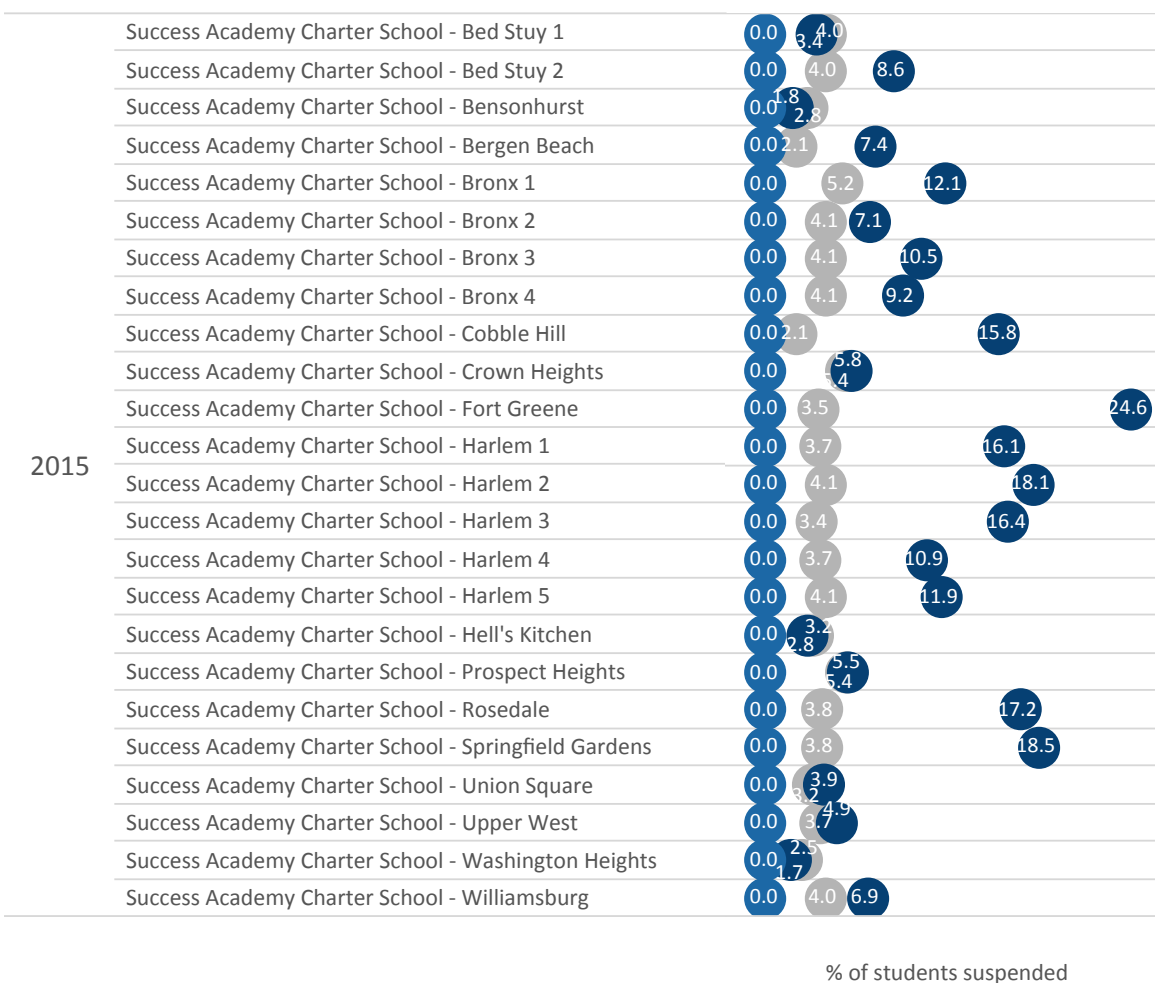
**Suspensions: Success Academy Charter Schools' out of school suspension rate, in school suspension rate, and the district overall suspension rate.**



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible because available CSD data includes Kindergarten through 12<sup>th</sup> grades and school data includes only the grades served by the school. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the school year ending in 2014, SACS-NYC schools expelled 0 students.

**Suspensions: Success Academy Charter Schools' out of school suspension rate, in school suspension rate, and the district overall suspension rate.**

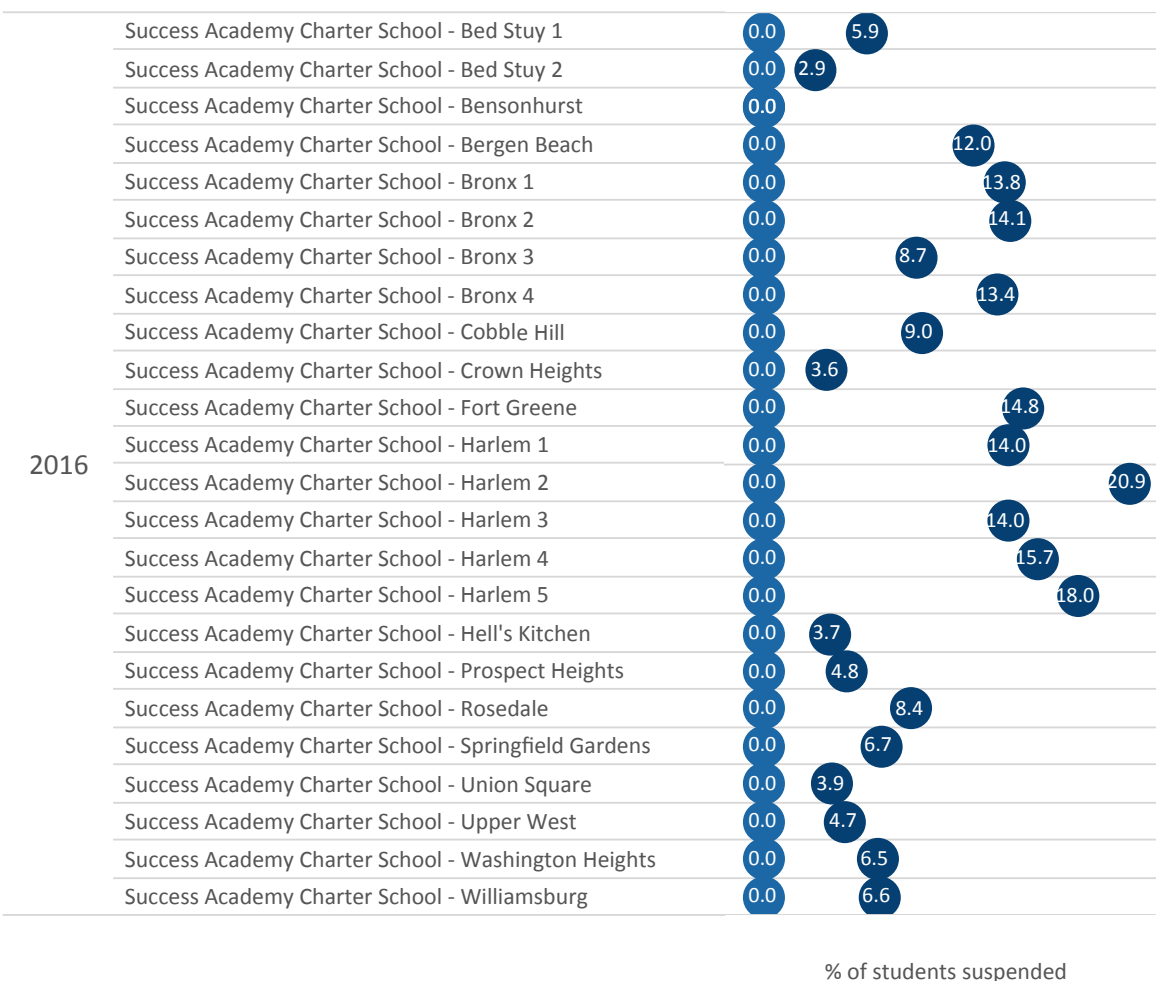


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During the school year ending in 2015, SACS-NYC schools expelled 1 student.

# APPENDIX E: Education Corporation Overview

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The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100. COMPARISON DATA IS NOT CURRENTLY AVAILABLE FOR 2016.

During the school year ending in 2016, SACS-NYC schools expelled 0 students.

## PERSISTENCE IN ENROLLMENT

2015-16	90.1%
2014-15	89.3%
2013-14	91.0%

Persistence in enrollment illustrates the percentage of students not scheduled to age out of the schools who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

# APPENDIX F: Ed Corp Fiscal Dashboard

## SUCCESS ACADEMY CHARTER SCHOOLS - NYC (MERGED)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

Other Assets

##### Total Assets - **GRAPH 1**

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - **GRAPH 1**

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - **GRAPHS 2, 3 & 4**

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

##### Total Revenue - **GRAPHS 2 & 3**

##### Change in Net Assets

##### Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

##### Net Assets - End of Year - **GRAPH 2**

	MERGED	MERGED	MERGED	MERGED
2011-12	2012-13	2013-14	2014-15	2015-16
-	4,983,066	5,630,445	4,070,877	8,989,662
-	1,860,018	2,921,408	8,283,986	14,823,909
-	-	-	-	-
-	1,710,515	2,823,903	4,090,345	5,464,767
-	-	-	-	-
-	8,553,599	11,375,756	16,445,208	29,278,338
-	3,985,758	10,153,572	24,818,614	27,796,762
-	11,522,347	3,234,700	350,002	351,816
-	24,061,704	24,764,028	41,613,824	57,426,916

-	308,817	480,918	2,244,130	2,078,759
-	-	601,603	48,333	55,227
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	2,153,385	2,915,862	7,805,703	26,600,039
-	2,462,202	3,998,383	10,098,166	28,734,025
-	1,450,000	2,700,000	8,500,000	8,500,000
-	3,912,202	6,698,383	18,598,166	37,234,025

-	20,149,502	17,405,645	22,795,658	20,192,891
-	-	660,000	220,000	-
-	20,149,502	18,065,645	23,015,658	20,192,891
-	24,061,704	24,764,028	41,613,824	57,426,916

-	41,017,028	55,929,750	122,210,419	146,577,659
-	-	4,375,139	10,728,685	15,063,882

-	314,515	-	-	3,774,716
-	3,308,294	1,889,190	4,139,842	4,846,982
-	-	2,086,502	4,805,683	5,974,599
-	-	-	-	-
-	-	-	-	-
-	44,639,837	64,280,581	141,884,629	176,237,838

-	30,095,202	47,634,229	117,611,180	147,054,202
-	7,447,352	6,495,579	16,037,881	20,052,846
-	-	-	-	-
-	-	-	-	-
-	37,542,554	54,129,808	133,649,061	167,107,048
-	8,442,962	13,199,157	10,701,909	12,661,678
-	-	-	-	-
-	45,985,516	67,328,965	144,350,970	179,768,726
-	(1,345,679)	(3,048,384)	(2,466,341)	(3,530,888)

-	270,652	1,137,910	2,548,977	36,500
-	-	-	-	-
-	51,690	36,927	7,516	748,758
-	-	-	-	-
-	322,342	1,174,837	2,556,493	785,258

-	44,962,179	64,795,418	144,881,122	177,023,096
-	-	660,000	(440,000)	-
-	44,962,179	65,455,418	144,441,122	177,023,096

-	(1,023,337)	(1,873,547)	90,152	(2,745,630)
-	21,172,839	20,149,500	22,925,506	23,015,663
-	-	-	-	-
-	20,149,502	18,275,953	23,015,658	20,270,033

## SUCCESS ACADEMY CHARTER SCHOOLS - NYC (MERGED)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service	-	-	-	4,871,981	116,218
Administrative Staff Personnel	-	-	-	64,270,955	180,441
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	23,085,127	32,608,159	-	-
<b>Total Salaries and Staff</b>	-	<b>23,085,127</b>	<b>32,608,159</b>	<b>69,142,936</b>	<b>296,659</b>
Fringe Benefits & Payroll Taxes	-	5,314,524	6,789,542	13,842,538	37,098
Retirement	-	-	-	1,438,557	2,594
Management Company Fees	-	5,632,591	8,389,463	18,323,033	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	612,312	1,277,601	1,883,087	72,400
Professional Fees, Consultant & Purchased Services	-	161,247	536,383	1,704,919	859,532
Marketing / Recruitment	-	2,060,051	1,858,928	3,154,593	245
Student Supplies, Materials & Services	-	3,180,756	5,816,891	11,303,770	(71,145)
Depreciation	-	1,753,768	3,247,644	10,154,458	1,868,206
Other	-	4,185,140	7,359,695	13,403,079	794,957
<b>Total Expenses</b>	-	<b>45,985,516</b>	<b>67,884,306</b>	<b>144,350,970</b>	<b>3,860,546</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	4,075	7,088	9,854	12,925
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	-	3,425	6,365	8,715	10,420
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

	2011-12	2012-13	2013-14	2014-15	2015-16
	-	13,527	13,527	13,877	13,877
	0.0%	100.0%	0.0%	2.5%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	13,034	10,099	16,281	16,913
Other Revenue and Support	-	94	185	293	75
<b>TOTAL - GRAPH 3</b>	-	<b>13,128</b>	<b>10,284</b>	<b>16,574</b>	<b>16,989</b>

##### Expenses

Program Services	-	10,961	8,504	15,336	16,037
Management and General, Fundraising	-	2,465	2,074	1,228	1,215
<b>TOTAL - GRAPH 3</b>	-	<b>13,426</b>	<b>10,578</b>	<b>16,564</b>	<b>17,252</b>
% of Program Services	0.0%	81.6%	80.4%	92.6%	93.0%
% of Management and Other	0.0%	18.4%	19.6%	7.4%	7.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	<b>-2.2%</b>	<b>-2.8%</b>	<b>0.1%</b>	<b>-1.5%</b>

#### Student to Faculty Ratio

-	-	-	-	-
---	---	---	---	---

#### Faculty to Admin Ratio

-	-	-	-	-
---	---	---	---	---

#### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

0.0	2.5	1.9	1.6	1.0
N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Adequate

#### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low  $\geq 3.0$  / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent  $\geq 3.0$  / Good 1.4 - 2.9 / Poor < 1.4)

0	6,091,397	7,377,373	6,347,042	544,313
0.0%	13.5%	11.4%	4.4%	0.3%
0.0	3.5	2.8	1.6	1.0
N/A	LOW	MEDIUM	MEDIUM	HIGH
N/A	Excellent	Good	Good	Poor

#### Quick (Acid Test) Ratio

Score  
Risk (Low  $\geq 2.5$  / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent  $\geq 2.5$  / Good 1.0 - 2.4 / Poor < 1.0)

0.0	2.8	2.1	1.2	0.8
N/A	LOW	MEDIUM	MEDIUM	HIGH
N/A	Excellent	Good	Good	Poor

#### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.2	0.3	0.4	0.6
N/A	LOW	LOW	LOW	MEDIUM
N/A	Excellent	Excellent	Excellent	Good

#### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

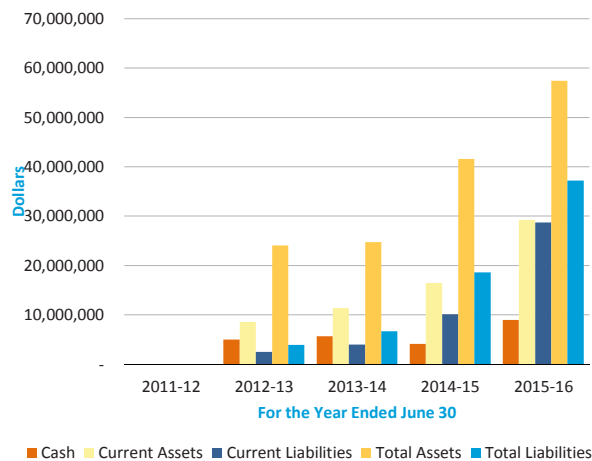
0.0	1.3	1.0	0.3	0.6
N/A	MEDIUM	MEDIUM	HIGH	HIGH
N/A	Good	Good	Poor	Poor

# APPENDIX F: Ed Corp Fiscal Dashboard

## SUCCESS ACADEMY CHARTER SCHOOLS - NYC (MERGED)

GRAPH 1

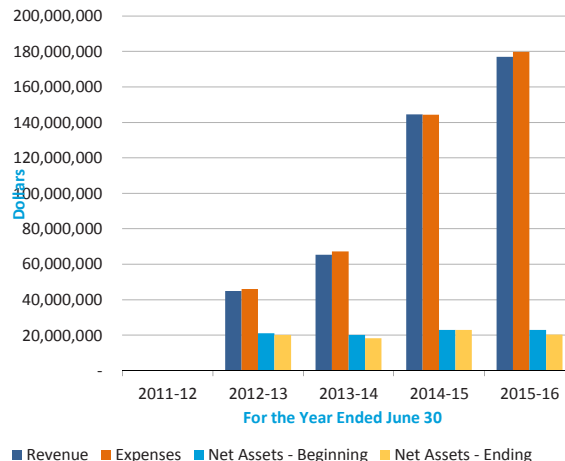
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

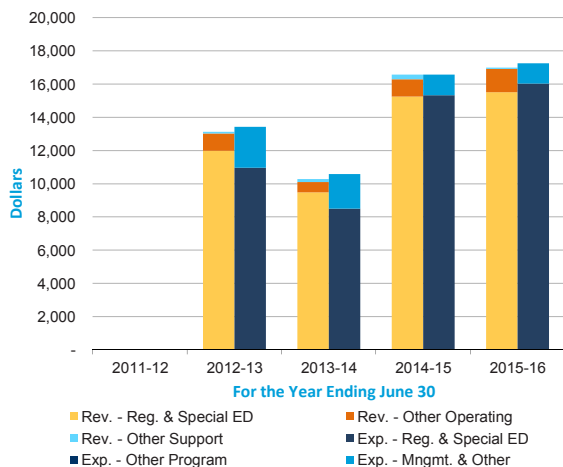
Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

GRAPH 3

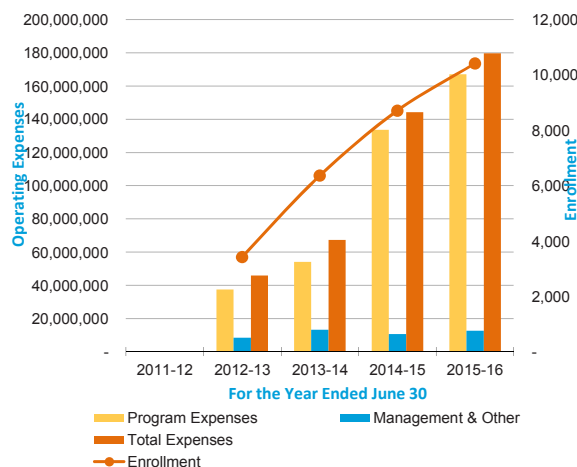
Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

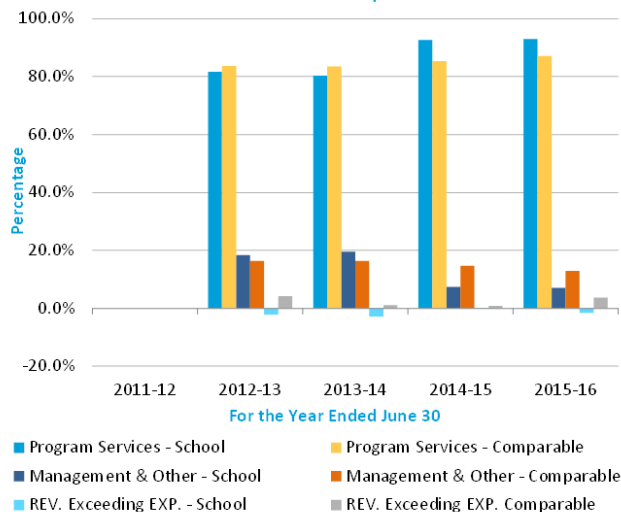
## SUCCESS ACADEMY CHARTER SCHOOLS - NYC (MERGED)

### Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

\* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5

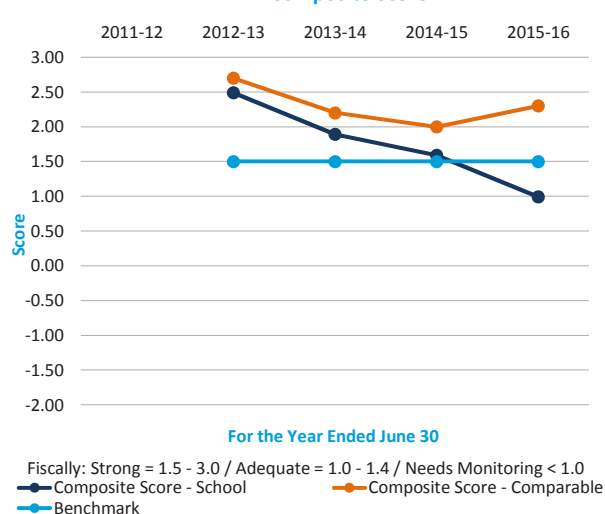
#### % Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

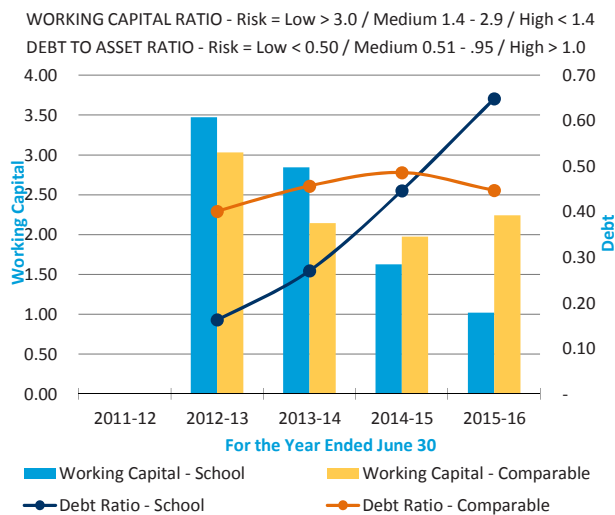
#### Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

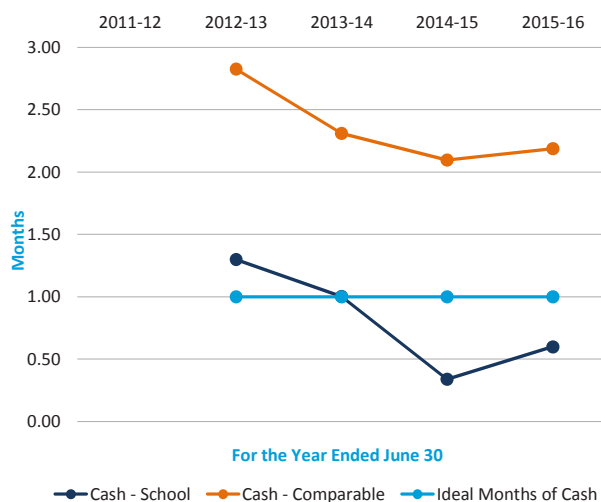
#### Working Capital & Debt to Asset Ratios



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

#### Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

