

THE SUNY CHARTER SCHOOLS INSTITUTE

**RENEWAL RECOMMENDATION REPORT
ACHIEVEMENT FIRST BROOKLYN
CHARTER SCHOOLS' AUTHORITY TO
OPERATE:**

*ACHIEVEMENT FIRST VOYAGER
CHARTER SCHOOL*

Report Date: December 8, 2020

Visit Dates: October 13-16, 2020

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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 the education corporation’s Applications for Charter Renewal for all schools under renewal consideration during the current school year, and more broadly, details the merits of the schools’ cases 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”).¹

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



Based on these elements, the Institute is confident in Achievement First Brooklyn Charter Schools’ (“AF Brooklyn Schools”) or the “education corporation’s”) capacity to ensure that each school within the education corporation, and especially the charter school under renewal consideration during this school year, continues to produce high student achievement results.

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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REPORT FORMAT

For a high performing education corporation, the renewal recommendation report compiles the evidence below using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),² 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 an education corporation has made an adequate case for renewal for each of its schools.

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE EDUCATION CORPORATION 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?



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.

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that the school under renewal consideration implements the replicated program through classroom visits, interviews, and document reviews. For the school under renewal consideration, the Institute completes compliance related checks and meets with school leaders, teachers, and families. The Institute also meets with members of the education corporation board of trustees.

In this report, information about the education corporation and the academic program found across all its schools precedes information regarding the renewal school, which includes student performance information, copies of any school district comments on the Applications for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. The appendices that follow offer statistical information on each school in the education corporation and the SUNY Fiscal Dashboard information for the education corporation.

2. Version 5.0, May 2012, available at: 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 Achievement First Voyager Charter School for a period of five years. If the school is renewed, the education corporation will be granted the authority to continue to operate the school for a period of five years with authority to provide instruction to students in 5th - 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 240 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,³ 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 education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁴

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

4. SUNY Renewal Policies (p. 12).

3:

given the program it will offer, the structure, and 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.⁵

METHODOLOGY

By March 16, 2020, schools across New York State transitioned to Continuity of Learning Plans to provide remote instruction to students following Governor Cuomo’s executive orders, which closed schools to in person instruction in response to the COVID-19 pandemic. At the start of the facility closure period, the Institute continued oversight of programs and gathered Continuity of Learning Plans from every school and had ongoing communication to support and monitor programs. AF Brooklyn Schools transitioned to its Continuity of Learning Plan in that time frame. During summer 2020, the Governor and New York State Department of Health requested that all schools submit a Reopening Plan following specific health and safety guidelines. The Institute additionally requested SUNY authorized charter schools submit specific information regarding the structure of the school’s educational program for the 2020-21 school year. A brief summary of the education corporation’s current program is outlined in the Education Corporation Background section.

The Institute followed its typical renewal procedures, where possible. Schools submitted the Application for Charter Renewal by the August deadline and included additional information regarding the Continuity of Learning Plans. Using the Renewal Benchmarks, the Institute analyzed the school’s program.

The Institute team conducted its visit activities virtually. The Institute’s specific evaluative treatment for the school is outlined in the Education Corporation Background section.

In considering how to evaluate schools’ remote or hybrid learning plans, the Institute reviewed research and standards for remote and online teaching. Utilizing the National Standards for Quality Online Teaching (“NSQOT”),⁶ the Institute conducted a review of the SUNY Trustees’ Renewal Benchmarks with the standards and found that the Renewal Benchmarks and the National Standards for Quality Online Teaching align closely. In the qualitative review narrative found within this report, the visit team collected evidence of the quality of the school’s hybrid or remote learning model. In some instances, the Institute adjusted its indicators to reflect standards for online learning, where applicable.

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

6. NSQOT is a set of standards for online teaching established by a group of online education institutions. For more information, see www.nsqol.org/.

ENROLLMENT AND RETENTION TARGETS

Generally, enrollment and retention targets apply to all charter schools. 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.

AF Brooklyn Schools makes good faith efforts to meet its enrollment and retention targets. The education corporation contracts with the Connecticut not-for-profit charter management organization (“CMO”) Achievement First, Inc. (“Achievement First” or the “network”), for, among other things, support with monitoring the enrollment and retention targets of the schools within AF Brooklyn Schools. AF Voyager exceeds or comes close to the targets for the enrollment of students with disabilities and the retention for all three groups. The school does not meet the targets for enrolling economically disadvantaged students or ELLs. Network leaders plan to continue using the following strategies to meet targets in the next charter term:

- maintaining a lottery preference for students from low-income families, ELLs, and students with disabilities;
- distributing recruitment materials in English and Spanish languages;
- giving presentations in English and Spanish languages at community organizations and at outreach events;
- providing Spanish language speaking interpreters at school events;
- conducting outreach to daycare centers that serve students with disabilities;
- advertising the schools’ services for students with disabilities in network marketing materials;
- utilizing families as spokespeople to attract other families; and,
- providing high quality programs for all students including ELLs and students with disabilities that enable the schools to retain students.

For additional information on the school’s enrollment and retention target progress, see the School Overview, below.

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.

As of the date of this report, the Institute has not received district comments for AF Voyager in response to the renewal application. A summary of public comments submitted to the Institute for AF Voyager appears in the School Overview section below.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS

This section of the report provides an overall description of the highly successful model and aggregate analysis of AF Brooklyn Schools' student achievement results. A detailed analysis highlighting the individual school background, student performance, and fiscal information, is presented in the School Overview sections.

BACKGROUND

AF Brooklyn Schools, a not-for-profit charter school education corporation, is currently authorized to operate 12 charter schools. The SUNY Trustees approved the original charter for AF Voyager on October 8, 2014.

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. Effective July 1, 2015, the SUNY Trustees permitted AF Voyager, and seven other SUNY authorized Achievement First schools, to merge into one education corporation. On December 7, 2015, the SUNY Trustees approved three Achievement First schools authorized by the New York City Schools Chancellor to merge into AF Brooklyn Schools, effective April 1, 2016.

As the CMO, Achievement First contracts with 37 charter schools located in New York, Connecticut, and Rhode Island that serve 15,000 students in Kindergarten – 12th grade. The network provides the schools with academic, operational, facilities, and back office assistance. Schools utilize the network's curriculum and assessment materials. The network is also responsible for managing and evaluating the performance of each school and school leader, and making recommendations to the AF Brooklyn Schools board for its approval.

AF Voyager opened an elementary school site in the third year of its charter term. The space provided by the New York City Department of Education ("NYCDOE") was in walking distance of two existing Achievement First elementary schools. In the second year of operating the elementary school location, the AF Brooklyn Schools board decided to close the location due to low enrollment, to transfer the students to the nearby elementary programs, and continue operating AF Voyager with 5th – 8th grade students.

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EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

AF Brooklyn Schools' mission states:



The mission is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in our communities.

COVID-19 RESPONSE

In March 2020, AF Voyager shifted to a fully remote program due to the COVID-19 pandemic. All of AF Brooklyn Schools, including AF Voyager, transitioned approximately 8,600 students and families to a remote learning program using a mix of synchronous and asynchronous learning opportunities depending on the grade level. By March 23, 2020, Achievement First Brooklyn Schools shipped over 500 devices to students who did not have laptops. The school made concerted efforts to schedule synchronous sessions for students to come together with staff members to focus on social emotional issues through events like daily morning meetings, weekly community times, and one on one check-ins. The schools also created a time in the day for small group instruction remotely to add more support for at-risk students.

During summer 2020, AF Brooklyn Schools partnered with the National Summer School Institute to offer a remote summer program for students in 3rd – 8th grade to support continuous learning. In addition to support in the core content areas, the program offered opportunities for students to engage in physical education learning and mindfulness practices. For high school students, the schools with high school grades offered SAT preparation and credit recovery opportunities.

Over the course of the summer, AF Brooklyn Schools held numerous town halls and conducted surveys to understand how to move forward with its reopening plans for fall 2020. After understanding family, student, and staff member concerns, AF Brooklyn Schools opened on September 1, 2020 with a full remote learning model with synchronous teaching. The school expanded its core content blocks to provide more time for students to learn mathematics, reading, and writing skills. The schools also invested in NeatBar technology so when the schools transition to a hybrid model, each classroom will be able to livestream the lesson to students learning remotely.

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EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

As the Institute's review fell over the period of time that AF Voyager remained in a full remote learning model, the team conducted a virtual renewal review of the school, which included observations of synchronous lessons; an analysis of documents including lesson plans, curricula, interim assessment data, and student work products; and, virtual interviews with staff members, families, and students.

The New York Forward Department of Health Reopening Plan, developed in alignment with guidance from the New York State Department of Health, can be found at [this link](#).

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

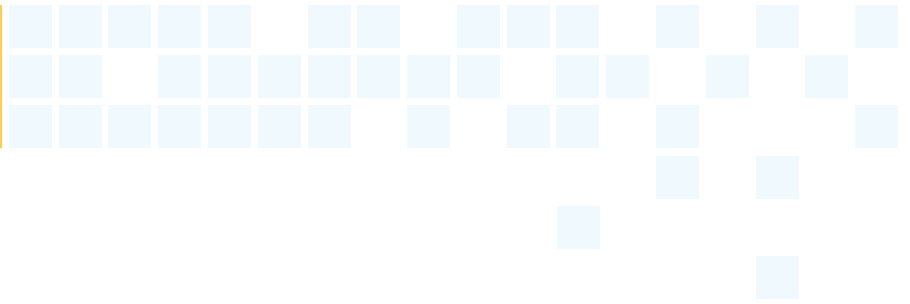
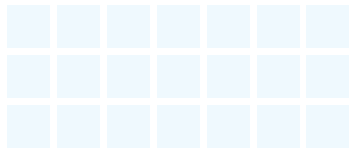
AF Voyager is an academic success having met its Accountability Plan goals over the charter term. The school implements the same effective program found at other AF Brooklyn Schools, which results in all schools in the education corporation meeting their Accountability Plan goals. AF Voyager and the education corporation demonstrate high levels of performance as evidenced by:

- AF Voyager posted strong comparative achievement over the term outperforming the district in English language arts (“ELA”) and mathematics in every year of the charter term.
- The school demonstrated consistently high student growth throughout the term exceeding the target for its growth measure in both ELA and mathematics. The school posted especially high growth scores in mathematics exceeding the target by at least 16 points from 2016-17 through 2018-19.
- AF Voyager posted high achievement for students with disabilities over the charter term. The school’s students with disabilities scored at or above proficient on the state ELA and mathematics exams at rates that exceeded their district peers every year. In 2018-19, the school’s students with disabilities outperformed the district in ELA by 13 percentage points.

Based on the renewal review of the school, the Institute finds that AF Brooklyn Schools, with support from the network, ensures that the education program is implemented with fidelity as evidenced by academic achievement and corroborated by classroom observations, interviews with staff members, and document reviews. Despite the myriad challenges presented by the global pandemic and transition to remote learning, AF Brooklyn Schools and AF Voyager demonstrate flexibility and commitment to meeting the needs of students and families. Leaders and teachers oversee remote classrooms focused on academic achievement as well as the social emotional well being of students. Teachers leverage technological applications such as breakout rooms and chat features to maximize student discussion and interpersonal interaction in the virtual environment. The school’s focus remains on providing a superior education in academic and character skills that led to the school meeting or exceeding its Accountability Plan goals in its initial term.

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 AF Brooklyn Schools; a review of academic, organizational, governance, and financial documentation; and, renewal review of the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends the SUNY Trustees grant AF Voyager an Initial Full-Term Renewal.



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NOTEWORTHY - AF BROOKLYN SCHOOLS

AF Brooklyn Schools is highly dedicated to supporting students to and through college with a dedicated college readiness team at both the network and each high school level program. The college readiness teams dedicate time to researching and establishing relationships with colleges, tracking student data, and reflecting on how to improve and change the Kindergarten – 12th grade program based on students' experiences in college. The most recent available data indicates that for the 2014 Graduation Cohort, 76% of students persisted from their first to second year at two or four year postsecondary programs during the 2019-20 school year.



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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

AF Voyager is an academic success. The school meets or comes close to meeting all of its Accountability Plan goals.

At the beginning of the Accountability Period,⁷ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁸ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁹ for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

ABSOLUTE
PERFORMANCE, I.E.,
WHAT PERCENTAGE
OF STUDENTS
SCORE AT A CERTAIN
PROFICIENCY ON
STATE EXAMS?

COMPARATIVE PERFOR-
MANCE, I.E., HOW DID THE
SCHOOL DO AS COMPARED
TO SCHOOLS IN THE
DISTRICT AND SCHOOLS
THAT SERVE SIMILAR
POPULATIONS OF ECO-
NOMICALLY DISADVAN-
TAGED STUDENTS?

GROWTH
PERFORMANCE,
I.E., HOW MUCH
DID THE SCHOOL
GROW STUDENT
PERFORMANCE AS
COMPARED TO THE
GROWTH OF SIMILARLY
SITUATED STUDENTS?

7. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

8. Education Law § 2850(2)(f).

9. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. AF Brooklyn Schools did not include any additional measures of success in the Accountability Plan it adopted for the school under renewal consideration this year.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success including the extent to which each school under renewal consideration this year has established and maintained a record of high performance and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The Institute identifies the required measures (absolute proficiency,

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absolute Annual Measurable Objective (“AMO”), or now Measure of Interim Progress (“MIP”) attainment,¹⁰ comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in each of the individual School Overview sections.

The Institute analyzes all measures under a school’s ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school’s comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of AF Voyager relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York’s assessment system do not compromise its validity or reliability. Further, a school’s performance on the measure is not relative to the test, but relative to the strength of the school’s demonstrated student learning compared to other schools’ demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

The Institute uses the state’s growth percentile analysis as a measure of comparative year-to-year growth in student performance on the state’s ELA and mathematics exams. The measure compares a school’s growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years’ assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school’s ability to help students make one year’s worth of growth in one year’s time the expected percentile performance is 50. To signal a school is increasing students’ performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

10. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s MIP.

Accountability Plans for schools enrolling students in high school grades rely on analyzing the performance of the school’s annual Accountability Cohorts for measures of academic success and the school’s annual Total Cohort for Graduation (“Total Cohort” or “Graduation Cohort”) for measures under high school graduation and college preparation goals. Additionally, the Institute uses the Total Cohort’s Regents performance as a basis for comparison with the district’s reported performance. The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14

school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. Students are included in the Total Cohort also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort.

The Accountability Plan also includes a science goal and a goal for performance under the former the No Child Left Behind (“NCLB”), accountability system, which has been replaced by Every Student Succeeds Act (“ESSA”) goal. Please note that for schools located in New York City, the Institute uses the New York City Community School District (“CSD”) as the local school district.

For the purposes of this report, the Institute presents the education corporation’s aggregate data for all schools across the network to demonstrate the high levels of performance, presenting its aggregate absolute measure, its growth measure, and a comparative measure as compared to a composite district. The composite district represents each district where AF Brooklyn Schools are located. The composition gives proportional weight to each district based on the size of its student enrollment. The Performance Summaries for the individual school under renewal consideration is available in the School Overview section following the education corporation overview section.

In response to the COVID-19 global pandemic, the New York State Board of Regents canceled the administration of the 2019-20 3rd – 8th grade ELA and mathematics assessments; the 4th and 8th grade state science exam; and, the June and August administration of the Regents exams. The Institute requested that schools submit any evidence of progress toward meeting Accountability Plan goals collected from any interim or summative assessments that the school had available for the 2019-20 school year. Based on the school’s existing track record of goal attainment and on information submitted in the 2019-20 Accountability Plan Progress Report, the Institute highlights achievement data in the Academic Attainment section below.

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SUNY RENEWAL BENCHMARK 1A

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

AF Voyager met its key academic goals in ELA and mathematics in its initial charter term. The school outperformed the district in both subjects and posted high growth scores in every year with testing data. As a result of the cancellation of the state exams in 2019-20, the school did not produce testing results in science in its initial term. In the absence of the New York State exams for students in 3rd – 8th grade in 2019-20, the school used a variety of assessments to measure growth and achievement in ELA and mathematics including the STAR assessment and the Northwest Evaluation Association MAP (“MAP”). The school met its NCLB/ESSA goal.

AF Voyager met or came close to meeting its ELA goal over the charter term. The school’s students enrolled for at least two years outperformed the district by 12 percentage points in 2017-18 and seven percentage points in 2018-19. In 2016-17, during the school’s first year of operation, the school posted an effect size that fell below the target of 0.3. The following year the school increased its performance on the measure coming close to the target of 0.3 and performing slightly higher than expected compared to demographically similar schools. In 2018-19, the school increased its effect size to 0.6, indicating that the school performed higher than expected to a meaningful degree in comparison to similar schools across New York State. AF Voyager also consistently exceeded the growth target during the charter term: from 2016-17 through 2018-19 the school posted mean growth percentiles above 50.

AF Voyager also met its mathematics goal when it posted high achievement and exceeded the target for all comparative and growth measures under its goal in every year of the charter term. In 2017-18 and 2018-19, the school’s students enrolled for at least two years scored at or above proficiency on the state exam at rates that exceeded the district by 33 percentage points and 22 percentage points, respectively. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, AF Voyager performed higher than expected from 2016-17 through 2018-19. The school also posted mean growth percentiles that surpassed the target of 50 in each year. Notably in 2016-17, the school’s 5th grade class posted a growth score of 78 exceeding the target by 28 points.

The New York State science exam is only administrated in the 4th and 8th grades. AF Voyager enrolled students in 8th grade for the first time in 2019-20 and therefore did not generate data to evaluate attainment of its science goal based on the required measures as a result of the cancellation of state exams due to the COVID-19 pandemic. Notably, AF Brooklyn Schools’

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4th and 8th grade students enrolled in at least their second year posted proficiency rates on the state's science exam that exceeded the absolute target of 75% and outperformed the composite district by at least 12 percentage points from 2014-15 through 2018-19.

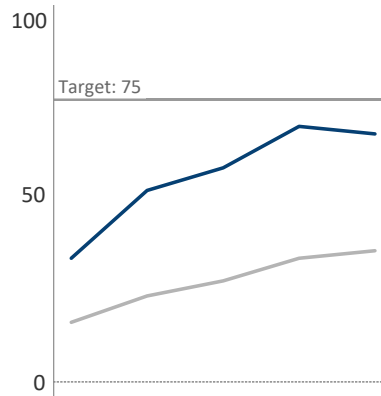
The school also met its NCLB goal, and more recently the ESSA goal following the expiration of NCLB, and remained in good standing under the state accountability system during the charter term.

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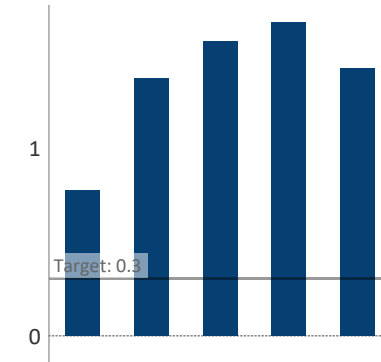
ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE FOR ALL SCHOOLS

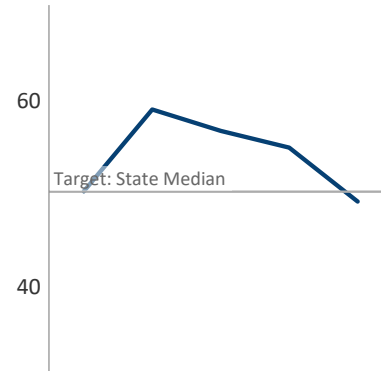
Comparative Measure: Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



Comparative Measure: Effect Size. Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **education corporation schools** administering state exams.



Comparative Growth Measure: Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **all education corporation schools**.



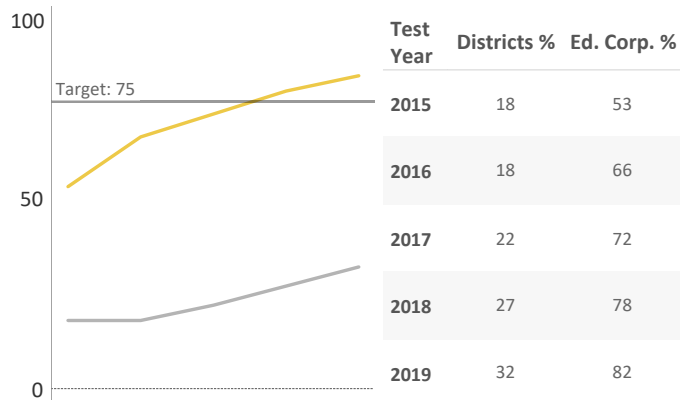
*The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which an AF Brooklyn Schools charter school is located.

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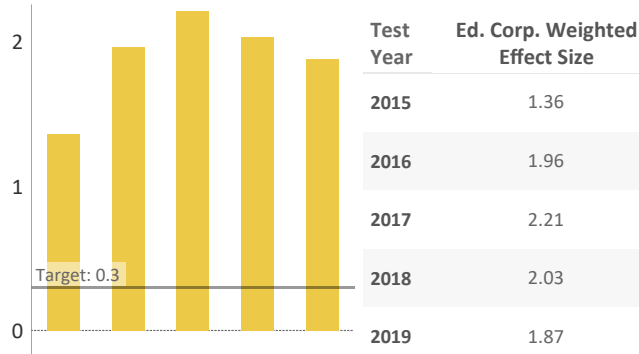
ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: AGGREGATE MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

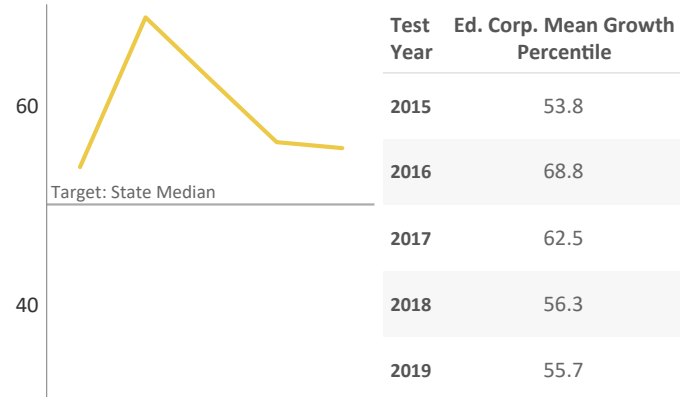
Comparative Measure: Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **education corporation schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



Comparative Measure: Effect Size. Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **education corporation schools** administering state exams.



Comparative Growth Measure: Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **education corporation schools**.

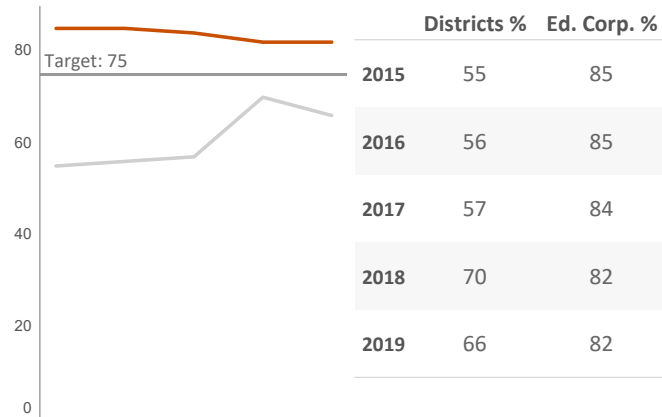


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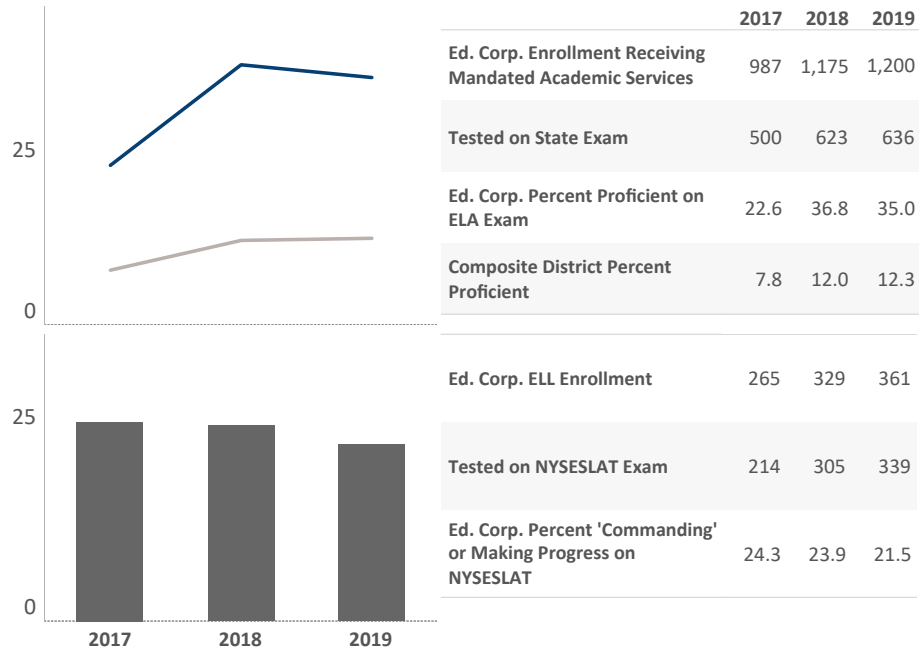
ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

Comparative Measure:
Composite District. The chart shows the percentage of students enrolled in at least their second year at **education corporation schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR ALL SCHOOLS

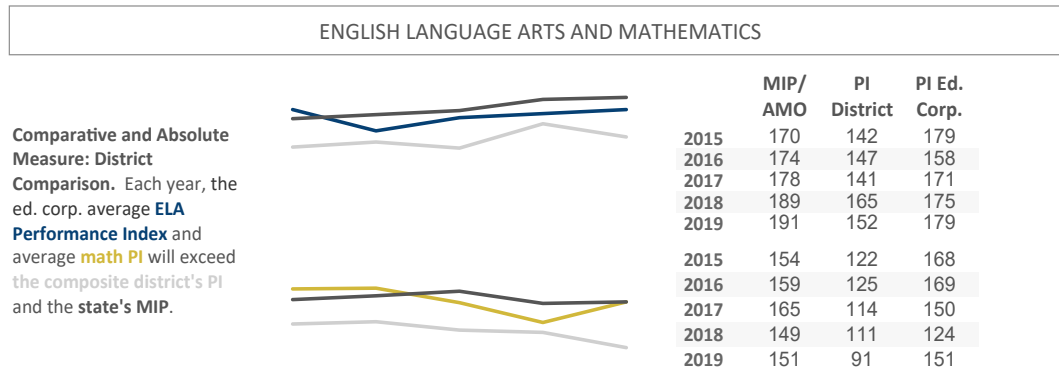
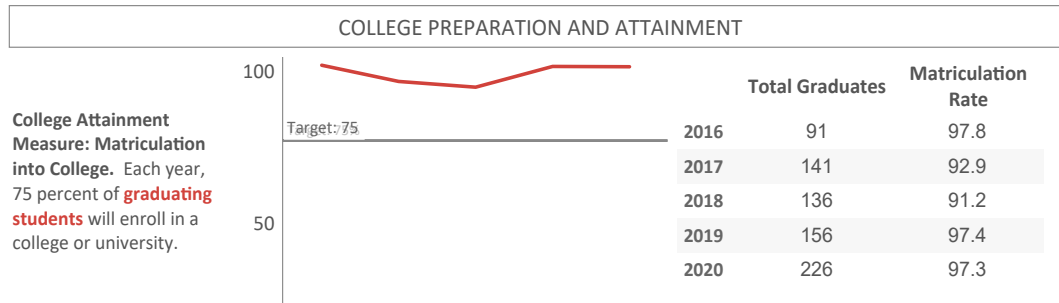
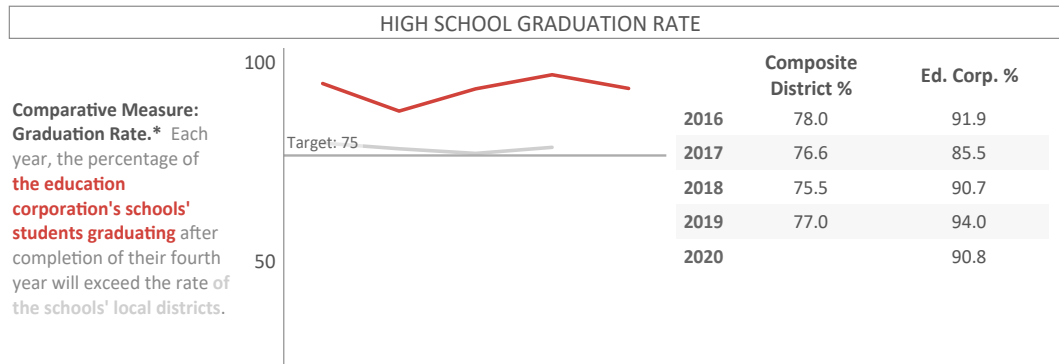


The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL SCHOOLS



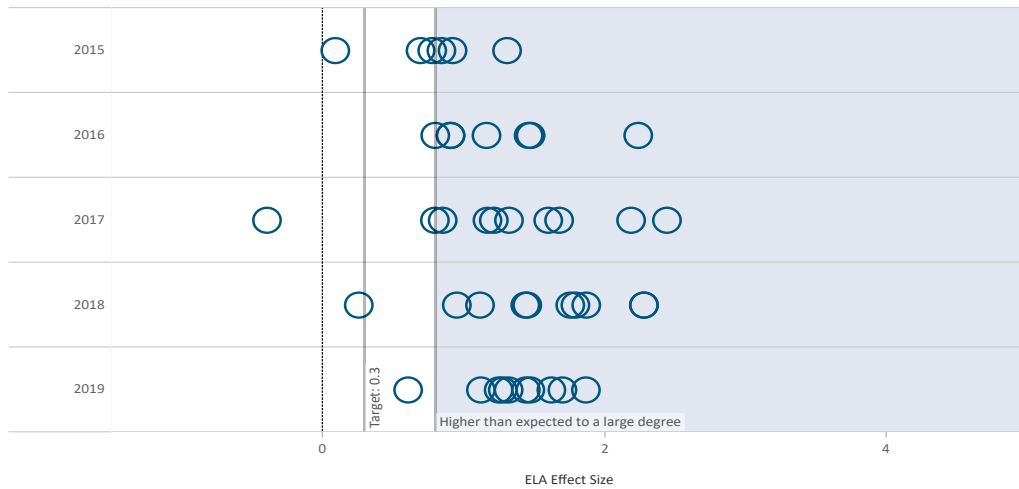
*The composite district comparison is a weighted rate including all Total Cohort members in New York City CSDs in which a Democracy Prep New York Charter Schools charter school is located.

In 2017-18, the state transitioned to calculating a Performance Index ("PI") using a different methodology than previous years. As such, comparison to previous years is not applicable.

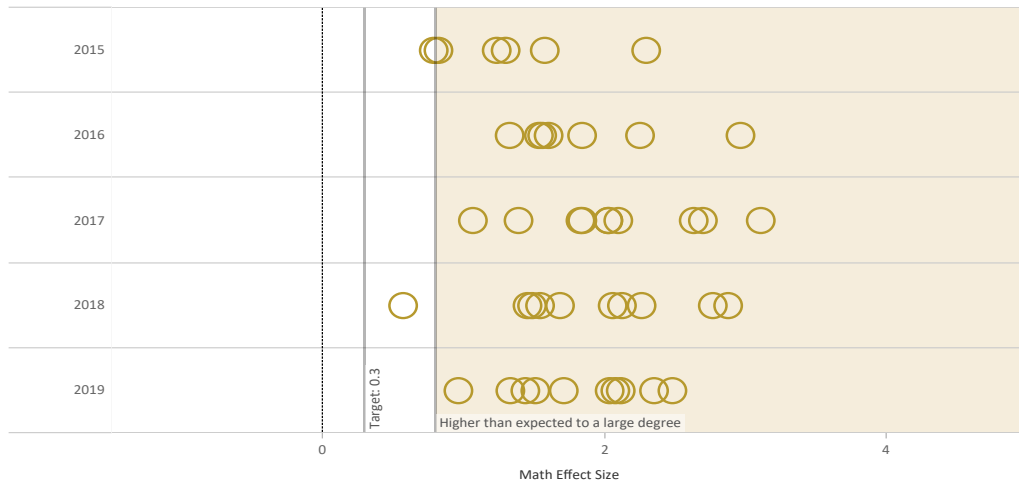
ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE DOT PLOTS: 2014-15 THROUGH 2018-19

ELA Effect Size by Year and School



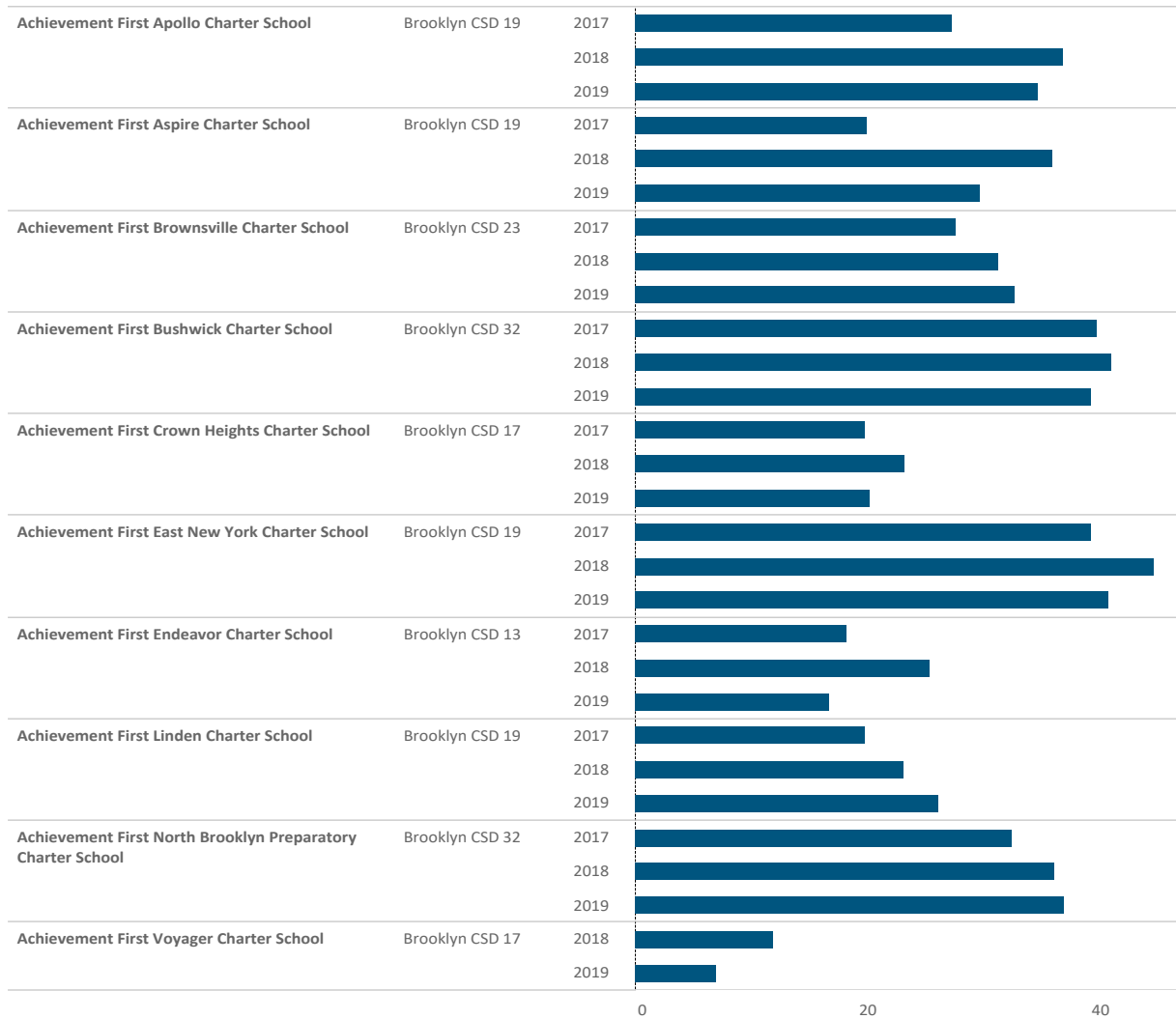
Math Effect Size by Year and School



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.

ACADEMIC PERFORMANCE

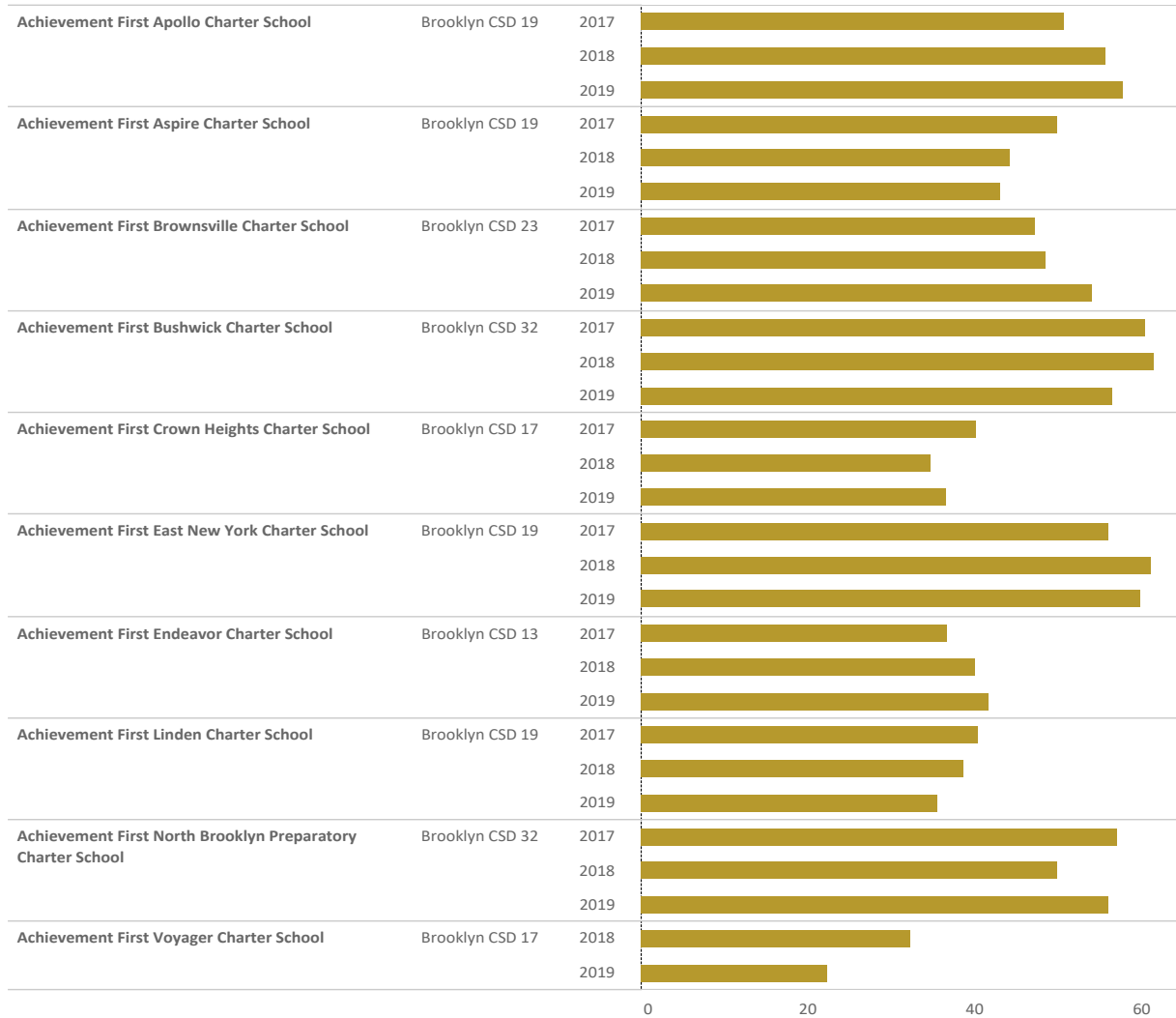
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). 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.

ACADEMIC PERFORMANCE

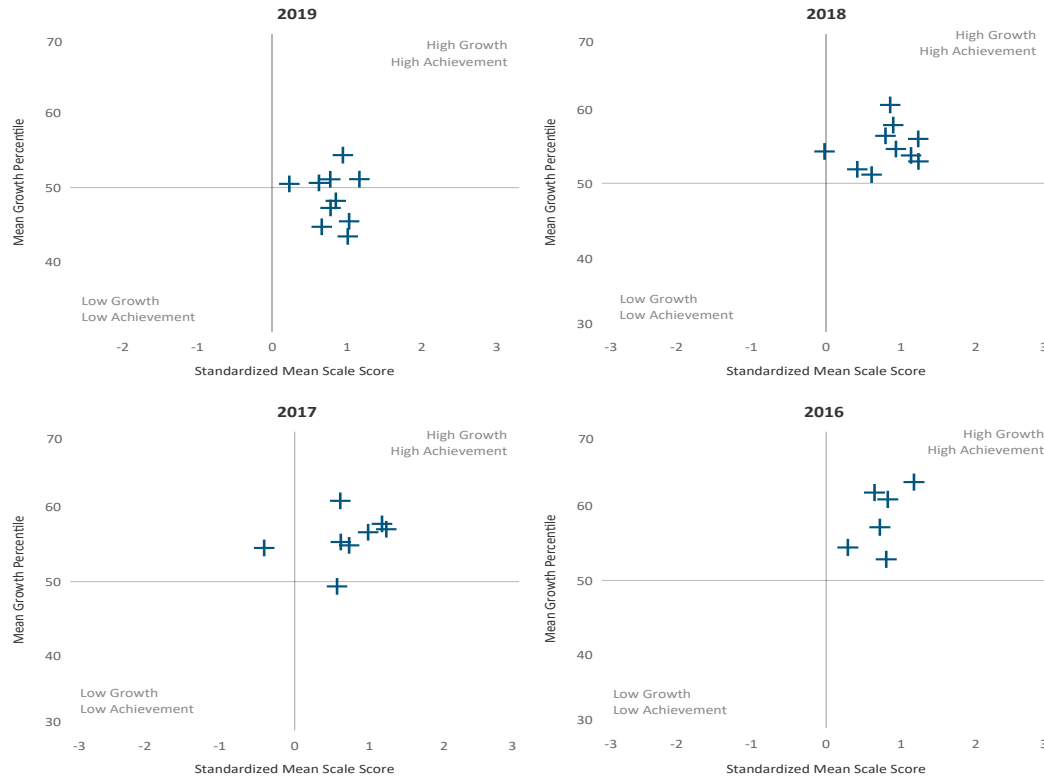
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). 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.

ACADEMIC PERFORMANCE

ELA GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

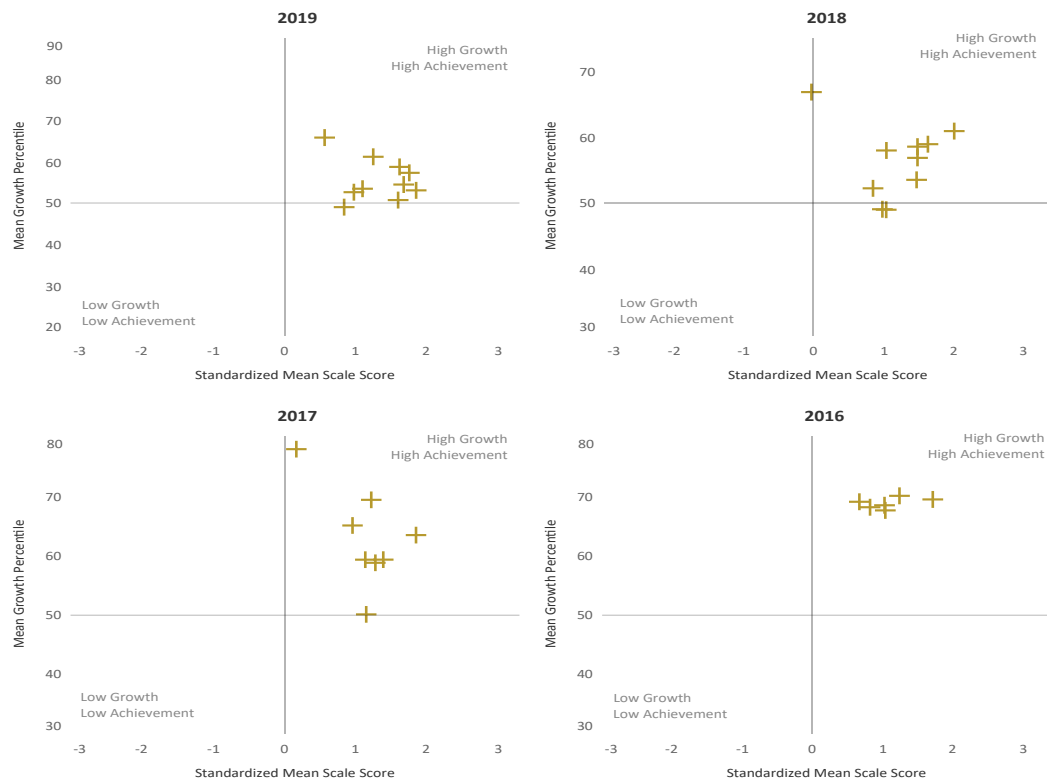


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute 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.

ACADEMIC PERFORMANCE

MATH GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

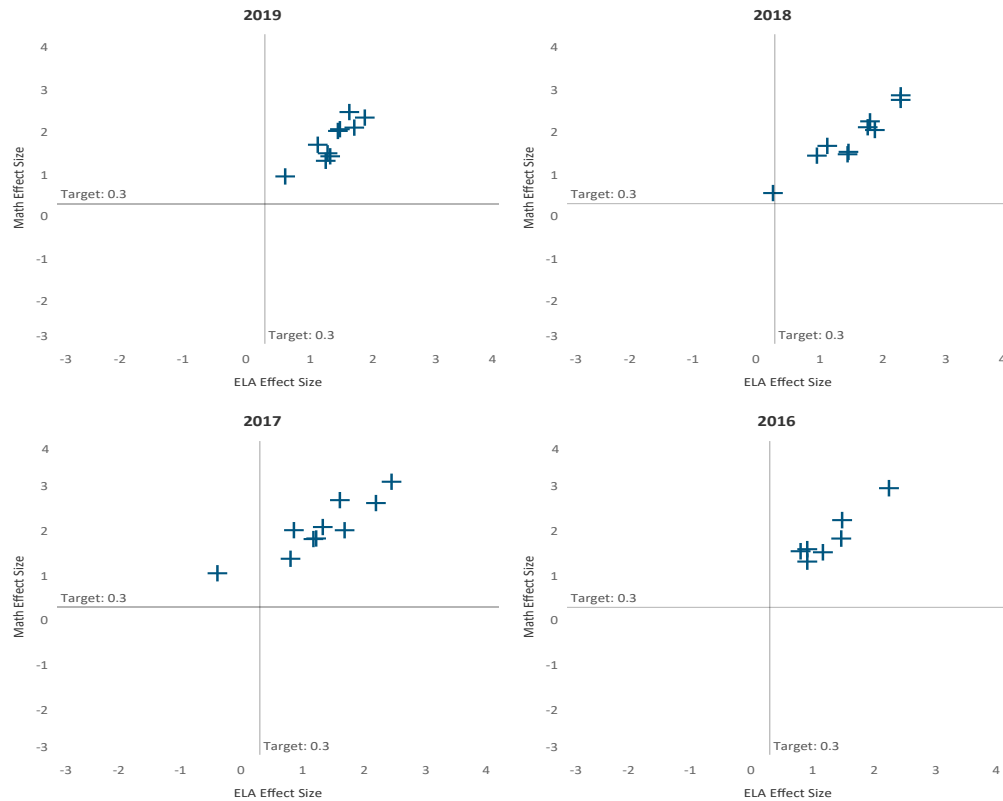


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute 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.

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ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2018-19



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.

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The summary that follows is the education corporation's approach to learning and teaching in a full in person model. The analysis that follows aligns with the program in place across schools within the education corporation for the first three and a half years of the current charter term. For an analysis of the academic program as implemented in a remote model, see the School Overview sections.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

AF Brooklyn Schools implements a comprehensive and extensive assessment program that allows leaders and teachers to monitor student progress and achievement effectively. AF Brooklyn Schools modifies the Achievement Network ("ANet")¹¹ assessments for interim assessments three times a year for 3rd – 8th grade mathematics. The network creates internal assessments for 3rd – 8th grade ELA. All AF Brooklyn Schools administer MAP¹² assessments in mathematics as a standardized assessment for Kindergarten – 2nd grade students. Schools administer STEP and/or Fountas & Pinnell ("F&P")¹³ benchmark reading assessments to all students in Kindergarten – 4th grade. The network provides teachers with standards aligned unit assessments for all content areas. In addition to network created assessments, teachers use many forms of formative assessments to monitor progress throughout the school year, including daily exit tickets. In writing, teachers utilize a vertically aligned process based assessment ("PBA") rubric that focuses on students' analytical, evidence based skills in reading, writing, and thinking. To ensure validity of assessments, the network uses previous state tests to develop assessment items. Further, schools and the network regularly conduct norming sessions to maintain reliability in teachers' scoring practices.

The high school academies have a shared course of study that allows network leaders to measure student progress across all high schools using network created interim assessments ("IAs"). AF Brooklyn Schools' high school academies participate in AP for All: 100% of students across the education corporation enroll in at least one AP course. The network ensures that IAs are valid by working closely with consultants from the College Board¹⁴ to review the content in the IAs and to norm scoring practices to align teachers' practices with those of the College Board. AF Brooklyn Schools puts a stronger emphasis on AP coursework, rather than Advanced Regents diplomas, as leaders believe AP coursework will best prepare students for the rigor of college coursework.

11. ANet provides standardized interim assessments to schools nationally. For additional information, please visit www.achievementnetwork.org/.

12. MAP is a computer based, standardized assessment. For additional information, please visit www.nwea.org/.

13. The F&P benchmark assessment provides baseline information on students' independent and instructional reading levels. For additional information, please visit www.heinemann.com/fountasandpinnell/.

14. The College Board creates standardized tests such as the SAT, ACT, and AP exams. For additional information, please visit www.collegeboard.org/.

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The network's data management systems ensure that student achievement data are easily accessible to teachers and school leaders. At each school, leaders and teachers conduct a thorough analysis of interim assessment results during data days and other data meetings during professional development sessions. School leaders work with network staff to create dashboards that network leaders present to the board at each board meeting. Teachers consistently analyze data to adjust classroom instruction, group students, and identify students for special intervention. Additionally, teachers work with grade teams or content teams to review exit tickets and unit assessments to plan effective classroom review and re-teaching blocks. The network establishes strong connections between grade level teachers, and often hosts data analysis and development sessions for teachers of similar grades and subjects across schools within the network.

School leaders regularly use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies. AF Brooklyn Schools' teacher career pathway ("TCP") includes assessment results as part of teachers' evaluations with a core component being teachers' impact on student academic growth. Leaders systematically utilize assessment data to determine topics for professional development sessions, revisit teachers' individual goals during coaching sessions, and to identify teachers needing more intensive support. Additionally, network leaders work with school leaders to determine the effectiveness of the curricular program and make adjustments as needed. Schools distribute report cards to families three times a year and regularly send home progress reports to keep families aware of students' progress and growth.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS' CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

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AF Brooklyn Schools uses an internally created, comprehensive curriculum that supports teachers in instructional planning. The network provides a curricular framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. The network academic team provides teachers with all curricular materials through the network's online curriculum hub. For ELA, AF Brooklyn Schools utilizes the network created literacy curriculum, which features a focus on developing students' love for reading through reading and writing workshops, close reading lessons, guided reading, and phonics/vocabulary development. After the adoption of the Common Core State Standards, the network worked closely with one of the original architects of the ELA Common Core standards to provide training to curriculum writers and establish

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a conceptual framework for the network's ELA curriculum. For mathematics, AF Brooklyn Schools utilizes TERC Investigations¹⁵ for Kindergarten – 2nd grade, enVisionmath¹⁶ for the upper elementary grades, and Connected Mathematics Project ("CMP")¹⁷ for 6th – 8th grade. For science, schools utilize the Framework for K-12 Science Education¹⁸ from the National Research Council for guidance in developing its curriculum, with supplements from the FOSS science program¹⁹ for elementary academies and network created curriculum for middle and high academies. AF Brooklyn Schools has created a scope and sequence for social studies with support from the Scott Foresman²⁰ curriculum. For all content areas, the network academics team works closely to ensure that all content areas are vertically aligned to provide a rigorous curriculum to students from Kindergarten to 12th grade.

Notably, at the high school academies, each school provides rigorous AP offerings for all core subject areas; for some content areas, AP is the only offering. The network expects each high school academy to have high levels of participation and passing rates in the AP courses and exams. This is a part of each academy's internal report card. Based on feedback from teachers, and student performance results, the high school academies are revising the curricular resources provided to teachers by offering more structured lesson plans that in turn allow teachers to focus more on analyzing data and customizing lessons for individual student needs.

Teachers at AF Brooklyn Schools know what to teach and when to teach it based on the network provided support tools in each content area. The tools provide a bridge between the curricular framework and lesson plans. Teachers access and utilize scope and sequence documents, unit plans, and detailed lesson plans. Since the network provides most components of lesson plans, teachers thoughtfully plan the higher order elements of each lesson.

15. For additional information, please visit investigations.terc.edu/.

16. For additional information, please visit www.envisionmath.com/.

17. For additional information, please visit connectedmath.msu.edu/.

18. For additional information, please visit www.nextgenscience.org/.

19. For additional information, please visit www.fossweb.com/.

20. For additional information, please visit www.savvas.com/.

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AF Brooklyn Schools has a process for selecting, developing, and reviewing its curriculum documents. AF Brooklyn Schools worked closely with the network to establish a clear transition plan after the introduction of the Common Core including the creation of curriculum fellows. The curriculum fellows are teachers that work closely with the network's academic team to not only create instructional materials but also learn about shifting instructional practices to provide feedback and revisions to the existing curricular framework.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS?

AF Brooklyn Schools' classrooms demonstrate high quality instruction with a central focus on four domains of learning: a clear, high standard for student achievement; design and delivery of an effective lesson; classroom culture; and, ensuring achievement for all scholars. During first year visits, mid-charter term visits, and renewal visits to schools across the education corporation in recent years, Institute team members conducted classroom observations. Visit teams have consistently found well crafted lessons that feature an urgent focus on establishing learning environments with high academic expectations.

Teachers in AF Brooklyn Schools utilize the curricular framework to design and deliver purposeful lessons with clear objectives, providing students with rigorous and bite sized objectives that build up to essential learnings for each unit of study. Lessons demonstrate that teachers are thoughtful in planning for student misconceptions and effectively communicate objectives in age appropriate language.

Teachers regularly and effectively use techniques to check for student understanding. Teachers consistently circulate classrooms to monitor students' responses and written work and provide students with individualized feedback to improve work products. Teachers utilize common strategies such as non-verbal hand signals and quick rounds of individual questioning to gauge students' understanding and utilize feedback from students to adjust teaching as necessary. Throughout lessons, students engage in peer discussions with well crafted questions that foster students' depth of understanding and higher-order thinking skills. In middle and high school level classrooms, students participate in Socratic seminars that allow students to develop their analytical thinking skills. During small group instruction, AF Brooklyn Schools' teachers regularly challenge students to defend and elaborate on their answers. Students demonstrate high levels of engagement through peer to peer sharing and discussions.

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Teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement. Teachers utilize well rehearsed, efficient classroom systems and routines that allow teachers to address disruptions quickly and focus primarily on teaching and learning. School leaders across AF Brooklyn Schools introduce this focus on classroom management during summer training and prioritize its successful implementation within the first six weeks of the school year to ensure classroom environments are set up to have an urgent focus on academics throughout the year.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS HAVE STRONG INSTRUCTIONAL LEADERSHIP?

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AF Brooklyn Schools' instructional leadership model empowers leaders to advance the school's academic program effectively. Leaders establish a school culture with an unwavering focus on high expectations for academics and instill in all staff members the mindset that all AF Brooklyn Schools' students will go to college. The network sets rigorous goals for each school, including measures for state test performance, interim assessment achievement, equity (including student retention and suspension numbers), culture and investment, and talent (including teacher and leader retention and staff survey results). The network generates report cards for each school based on the measures, and leaders use this as a tool to set goals for their respective schools and track those goals on a regular basis throughout the year. Through TCP, leaders set high expectations for teacher performance in the areas of student achievement, student character development, quality of instruction, and core values and contributions to the team. All teachers participate in TCP and are assigned a stage each year based upon their annual teacher evaluation. TCP is one mechanism the network uses to develop internal talent pipelines.

AF Brooklyn Schools' instructional leadership model is highly effective in supporting the development of each school's teaching staff. Each member of a school's instructional leadership team supervises a caseload of teachers. Every staff member has a mentor coach, including principals, who guides and evaluates each mentee. The network employs regional superintendents²¹ that provide consistent and ongoing support to each school's principal. Principals meet weekly with their regional superintendent for one-on-one coaching, as well as weekly cohort meetings with other instructional leaders led by the regional superintendent. Given this model, each school has a systematic and effective coaching model that provides teachers with bite-sized, actionable feedback to grow and improve teaching practices. Instructional leaders provide teachers with feedback on a weekly basis, but feedback is

21. The Achievement First network operates in three states, and the network employs regional superintendents that oversee each academy level in each region.

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often delivered daily, and is specific and targeted based on each teacher's goals. In addition to feedback on teaching and learning, teachers receive systematic support in developing curriculum and planning lessons. The network expects leaders to have strong content knowledge, and leaders translate this expertise into valuable unit and lesson planning sessions with individual teachers.

Through AF Brooklyn Schools' TCP model, school leaders recognize individual teachers' needs. As a result, the professional development program is both thoughtful and comprehensive. Utilizing student data, teacher growth areas, and school needs, leaders identify and prioritize professional development opportunities on schoolwide and individual levels. Each school's coaching and development structures are job-embedded, site-based, ongoing, and aligned to school and network strategies with a clear focus on increasing student achievement. The network and each school provide new teachers with four and a half weeks of summer training and returning teachers with two and a half weeks of summer training. Additionally, all teachers receive individual coaching, weekly professional development sessions, data analysis and planning days, school specific full day sessions, and network-wide full day sessions as part of the network's comprehensive professional development design. The network sets specific development priorities that each school leader prioritizes and designs each school's professional development program to meet the specific needs of the school's teaching staff. Teachers are aware of leader and network expectations for great teaching and know their strengths and areas for improvement based on frequent coaching sessions. As part of the TCP framework, schools hold teachers accountable for quality instruction and student achievement with clear targets set during goal setting sessions. Leaders work with teachers to set rigorous and ambitious goals with the criteria outlined in the TCP framework.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

AF Brooklyn Schools employs a wide range of supports to meet the educational needs of at-risk students. Schools utilize clear procedures for identifying students with disabilities, ELLs, and students struggling academically or behaviorally. At every level, AF Brooklyn Schools conducts thorough analyses of achievement data by student subgroups to monitor student progress, evaluate at-risk program effectiveness, and identify students for additional support.

AF Brooklyn Schools uses a tiered Response to Intervention ("RTI") program to identify and provide interventions for students struggling academically or behaviorally. Each school utilizes a systematic process for identifying students in need of extra support including utilizing universal screeners such as STAR, F&P data for elementary, middle, and high

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school academies, STEP²² assessments in the elementary grades, and the Renaissance STAR²³ reading assessment for 5th – 12th grade. Schools use other assessments to identify students throughout the year including classroom grades, interim assessments, and state test results. Each school sets clear expectations to deliver tiered interventions at each level. At tier 1, teachers provide strategic differentiated and specialized instruction to students in the classroom setting. Tier 2 interventions include small group instruction that targets specific objectives and skills. For tier 3 interventions, among other things, AF Brooklyn Schools have detailed small group interventions based on deficit literacy skills, which could include comprehension, decoding, or fluency. The RTI team, which includes a special services coordinator, principal, and often an academic dean and a grade level teacher, determines specific placement in the tier 3 system and consistently meets to monitor progress and adjust interventions based on student results.

Each school has a special services coordinator who oversees all special education services and processes. As a member of the RTI team, the special services coordinator monitors students' progress through the RTI process and identifies students to refer to the district committee on special education ("CSE") for evaluation for possible special education services and settings. For students with Individualized Education Programs ("IEPs"), each school provides the necessary mandated services including integrated co-teaching ("ICT") classrooms, special education teacher support services ("SETSS"), and related services. AF Brooklyn Schools' program has roots in special education and RTI models including its smaller class sizes, intensive reading focus, data driven instruction, and interventions. Therefore, many students with disabilities demonstrate success with the core academic program. The program's design focuses on individual student needs rather than a one size fits all approach. Schools provide training for teachers to support the identification of students who may have a disability, as well as training for reviewing, implementing, and writing IEPs. Through the professional development program and RTI meetings, the school supports teachers in addressing specific needs of students with disabilities and for reviewing and understanding students' IEP goals.

AF Brooklyn Schools effectively meets the needs of at-risk students. Across the education corporation, in the 2017-18 school year students with disabilities and ELLs outperformed their district counterparts on the 3rd – 8th grade state mathematics and ELA assessments, and surpassed the state's median of 50 for growth in both subject areas. Additionally, the education corporation further serves students with disabilities through the Empower Program. The Empower Program is a transitional, intensive program housed within Achievement First Bushwick Charter School ("AF Bushwick") serving students with disabilities who require additional support. The program's aim is to serve students in an intensive setting with the

22. For additional information, please visit www.uchicagoimpact.org/tools-training/step/.

23. For additional information, please visit www.renaissance.com/.

goal of eventually transitioning students to the least restrictive educational environment. Leaders identify students with IEPs from all elementary schools within AF Brooklyn Schools, and determine whether a student may benefit from more intensive services. Families then choose whether to enroll their student into the program. In 2018-19, its second year, the program served over 40 students in 1st – 5th grades. Most classrooms feature a 12:1:1 or more restrictive setting for content classes. Teachers and leaders analyze students' assessment data and progress on social-emotional goals to determine when a student is prepared to transition out of the program and back into the general education setting of their original school.

AF Brooklyn Schools uses consistent and formal processes to identify ELL students including the administration of the Home Language Identification Survey followed by the New York State Identification Test for English Language Learners ("NYSITELL") for eligible students, or the review of student records from the New York City Department of Education ("NYCDOE") student information system. AF Brooklyn Schools' ELL program is an immersion model focusing on exposing ELLs to the English language as much as possible to advance proficiency at a rapid pace. The network ensures that general education teachers have training in identifying ELLs and utilizing a variety of English language acquisition strategies within teaching structures. Each school's special services coordinator monitors ELLs' progress toward meeting English language proficiency goals, and schools administer the New York State English as a Second Language Achievement Test ("NYSESLAT") annually. Through progress monitoring, the special services coordinator makes intentional adjustments to ELL students' programs if a student is not demonstrating adequate progress. The network conducts an annual evaluation of the ELL program to ensure that schools are achieving desired results for ELLs.

ORGANIZATIONAL PERFORMANCE



IS THE EDUCATION CORPORATION AN EFFECTIVE, VIALE ORGANIZATION?

AF Brooklyn Schools is an effective and viable organization that ensures its schools have in place the key design elements identified in each charter. The AF Brooklyn Schools' board provides rigorous oversight to ensure that students demonstrate high levels of success.

SUNY RENEWAL BENCHMARK 2A

IS ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTERS?

The schools within AF Brooklyn Schools are faithful to their mission and key design elements. These can be found in the Education Corporation Background section at the beginning of the report and Appendix A, respectively. With the transition to remote instruction, the schools within AF Brooklyn Schools continue to demonstrate a relentless focus on holding high expectations for student achievement. The education corporation's program for supporting, developing, and growing teachers remains a touchstone aspect of the organization. At AF Voyager, teachers continue the highly effective intellectual preparation process, even remotely. Teachers continue to meet virtually via Zoom to discuss lesson plans and learning for each upcoming week.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS?

To report on parent satisfaction with each school's program, the Institute used satisfaction 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 Achievement First's 2018-19 school survey for AF Voyager. AF Brooklyn Schools distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2018-19, 65% of AF Voyager families who received the survey responded. Among respondents, 91% are satisfied with the school's program. The survey response rate is high enough to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For renewal reviews in 2020-21, the Institute convened families in a virtual environment. 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. The four families from AF Voyager in attendance for the Institute’s virtual focus group expressed high levels of satisfaction with both the school’s academic program and the school’s transition to remote learning. Families appreciate the school’s responsiveness to technology issues and found that the program AF Voyager offers its students is helping their children stay engaged and excited about learning. Families also appreciate teachers’ willingness to discuss difficult social justice issues that relate to current events.

Student Focus Group. For renewal reviews in 2020-21, the Institute asks schools facing renewal to convene a representative set of students for a focus group discussion in a virtual environment. The Institute met with four AF Voyager students during the renewal review process. Students expressed appreciation for the efforts the school makes to engage them with lessons. Students shared that they find the remote learning modality helpful with receiving feedback from teachers because it comes in multiple forms including Zoom chat messages, comments on Google Classroom, and verbal feedback in breakout rooms.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2019-20, 84% of AF Voyager students returned from the previous year. Student persistence data from previous years of the charter term are 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 statewide context.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

AF Brooklyn Schools’ organizational structure effectively supports the delivery of each school’s educational program. Schools have established a clear structure that allows all staff members to know who to go to for what. The network provides ample support for school leaders and operations staff so that instructional leaders make academics their primary focus in each

school. Each academy's principal reports to an AF Brooklyn Schools regional superintendent, who has delegated responsibility from the board of trustees to supervise principals. Each school has a leadership team comprised of academic deans, dean of students, director of school operations ("DSO"), and special services coordinator, who all report to the principal. At the high school academies, academic deans have content specialty areas. Because the network supports the principal with managing the DSO, the principal is able to primarily focus on academics.

AF Brooklyn Schools utilizes the TCP evaluation framework as a mechanism to retain high quality teachers. The network talent team established the framework as a result of teacher requests for a way to stay in the classroom for the long term while continuing to develop as professionals. Through its development, the talent team worked with teacher focus groups and analyzed survey feedback to establish a clear pathway that awards and recognizes teachers for their commitment and service to the network. The network establishes a clear leadership pipeline through its teacher leadership fellows program. This program allows teachers to participate in a yearlong cohort training in which fellows take on increased leadership roles. Since its inception, the fellows program has produced over 150 leaders for the network. The program allows the network to identify principals in residence ("PIR"), who serve as the primary pipeline for school leaders within the network. PIRs serve two years in existing AF Brooklyn Schools with access to strategic network support that prepares the PIRs to take on the role of principal after completing the residency.

Each school partners with the network student recruitment team to enroll students. The network student recruitment team uses a comprehensive strategy to monitor enrollment and retention targets to ensure that each school within AF Brooklyn Schools is making good faith efforts to meet targets. The network student recruitment team utilizes multiple strategies to recruit at-risk students, including direct outreach, school-based open houses, presentations at community organizations, targeted mailings, and advertisements in neighborhoods. The team translates materials into languages other than English based on the location of the school to support with recruiting families who speak languages other than English. In addition to supporting enrollment efforts, the network team annually reviews each school's enrollment and retention targets and revises tactics to ensure that each school is making good faith efforts to meet the targets. In response to recent analysis of the schools' enrollment and retention data, specifically low ELL enrollment across the majority of schools, the network increased the level of strategic outreach and recruitment for the 2017-18 enrollment season, including hiring a new network director to oversee the implementation of these efforts. The network continues to prioritize these efforts during the 2020-21 school year.

SUNY RENEWAL BENCHMARK 2D

DOES THE ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS' BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOLS' ACCOUNTABILITY PLAN GOALS?

The AF Brooklyn Schools' board provides effective oversight and governance to each of the following 10 schools within the network all located in Brooklyn: Achievement First Apollo Charter School; Achievement First Aspire Charter School; Achievement First Brownsville Charter School; AF Bushwick; Achievement First Linden Charter School; Achievement First North Brooklyn Preparatory Charter School; Achievement First Crown Heights Charter School; Achievement First East New York Charter School; AF Voyager; and, Achievement First Endeavor Charter School. AF Brooklyn Schools' board consists of members with professional backgrounds including academic, legal, financial, and community engagement. The board also established three voting family representatives, one from each of the academy levels.

The board effectively uses a committee structure including the executive, academic, finance, family engagement, and development committees, to better establish a context for each school and closely monitor each schools' Accountability Plan goals. Through a robust annual reporting and oversight schedule, the board receives and reviews both academic and non-academic data to ensure that each school makes sufficient progress toward its Accountability Plan goals. Through the committee structure, members establish and articulate short-term and long-term goals for each school and track progress toward goals.

The AF Brooklyn Schools' board establishes clear systems for evaluating principals and the network. The board creates an ad hoc principal evaluation committee that works with the network's regional superintendent to evaluate each principal. The network regional superintendent provides committee members with an evaluation of each principal, and members discuss the strengths and areas of improvement for each principal including monitoring performance improvement plans if necessary. The board's more expansive committee structure allows members to evaluate the effectiveness of the network's services. In each committee, members of the network participate in reporting and providing contextual knowledge about each school as it pertains to a specific committee. Through these structured interactions, board members provide feedback and elevate issues of performance to the full board when necessary.

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SUNY RENEWAL BENCHMARK 2E

DOES THE ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS' BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

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

- During the current charter term, the board successfully merged its schools in order to streamline governance and operations.
- The board works in a successful committee structure including governance, academic, finance, executive, compensation, and new member committees.
- Over the current charter term, the board requested reporting back from the network on school culture in an effort to ensure the reduction of suspension rates while maintaining a positive and on-task educational environment. The board oversaw the network's piloting of programs to strengthen students' sense of self, relationships with the school community, and habits of success.
- The board updated its five year strategic plan during the current charter term. As part of the strategic plan, the board and network want to focus on college success factors to pinpoint what students need to not only get into college, but also what factors are needed to ensure students complete college. The board hears directly from the network's alumni team for direct feedback in this area.
- The board conducts an annual board retreat to revisit and modify the strategic plan, which allows the strategic plan to be a working document.
- In addition to strategic planning, the board is thoughtful as to new member recruitment and orientation.
- The board regularly revisits and revises policies including recent revisions of its by-laws, fiscal policies, and family handbook.
- In recent years, the board has had to shift from its model from utilizing public space to securing private facilities due to the NYCDOE not providing appropriate public space to accommodate approved expansion plans and unopened schools. The board and network have tried, in good faith, to work with the NYCDOE on these issues.

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- The network provides clear academic, fiscal, and school culture reporting to the board including information on the network's principal pipeline leadership program. Information regarding the principal pipeline and leadership needs allows the board to remain informed about how the network fills leadership vacancies as they arise.
- In order to ensure board members are involved at the school level, the board has a neighborhood portfolio strategy where members are assigned to individual schools. Trustees visit the schools and report observations back to the full board. The network also reports to the board on engagement opportunities at each school so members may be involved at the school level.
- During the current charter term, the family engagement committee approved the creation of the family advisory council to allow families across schools to share ideas and best practices regarding family engagement.
- The board created a give or get fundraising program designed to meet specific fundraising goals each year.
- The board materially complies with the terms of its by-laws and code of ethics.

SUNY RENEWAL BENCHMARK 2F

HAS ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation generally and substantially complies with applicable laws, rules and regulations, and provisions of its charter with a few minor exceptions across the schools. The Institute received no formal complaints regarding the education corporation as a whole and issued no violation letters. For AF Voyager, the Institute did not receive any formal complaints or issue any violation letters during the charter term.

Please refer to the School Overview for information about AF Voyager.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, AF Brooklyn Schools is fiscally sound as is its school, AF Voyager. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that AF Voyager and the education corporation have demonstrated fiscal soundness over the majority of the charter term.²⁴ (The SUNY Fiscal Dashboard for AF Voyager is included in the corresponding School Overview and the Fiscal Dashboard for the AF Brooklyn Schools merged education corporation is included in Appendix B). The discussion that follows relates mainly to the merged education corporation because a school is not a legally distinct fiscal entity.

Achievement First supports AF Voyager in the areas of curriculum, student evaluation, recruiting, training, professional development, financial management, and technology under the terms of a management contract that reflects a 10% management fee plus ancillary fees over the charter term. The education corporation intends its financial model to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding.

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 and finds it too has the necessary financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally adequate prior to the mergers and fiscally adequate as a merged entity.

In response to the COVID-19 situation, AF Brooklyn Schools budgeted FY 2020-21 conservatively by projecting decreased revenues and lowering expenses while projecting additional costs for remote learning technologies, personal protective equipment, cleaning supplies, and other building safety measures to comply with socially distanced in-person learning. The school also budgeted its elementary programs to be self-sufficient and ensure expenses do not exceed budgeted revenues. The school anticipates enrollment to remain steady but budgeted conservatively to maintain continued financial stabilization.

24. 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.

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SUNY RENEWAL BENCHMARK 3A

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

AF Brooklyn Schools has the financial resources to ensure stable operations. Working with the network, the school under renewal consideration has employed clear budgetary objectives and budget preparation procedures throughout the charter term. AF Voyager has adequate financial resources to ensure stable operations. Working with the network, AF Voyager has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process involves various network and school leadership positions coming together as a finance budget team. Each school's budget is developed using a model designed to achieve self-sufficiency of unique requirements of any particular program offered without the use of private philanthropy. The budgets are based on historical actual revenues and expenses, and programmatic changes to ensure that staff members can properly support the proposed enrollment.
- The projected five year renewal budget reflects anticipated stable revenues and expenses associated with planned enrollment as the school continues to serve 5th - 8th grade.
- AF Voyager operates the middle school in a NYCDOE co-located site. The school is confident that they will be able to remain in this facility for the duration of the next charter term.
- AF Voyager has experienced some challenges with student recruitment and is operating some grades without a current waitlist. These issues exist largely due to proximity of the school to neighboring schools and other charters. Student recruitment for AF Voyager has shifted to a year round function with the schools and external relations staff partnering in new and innovative ways to promote the academic opportunities. Operating the school as a smaller, "two section" model has eased pressure and management remains confident in fiscal security of the school at this size for the next charter term.

Please refer to the School Overviews, below, for budgeting and long range planning information for the individual school.

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SUNY RENEWAL BENCHMARK 3B

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

AF Brooklyn Schools has a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls.

- The AF Brooklyn Schools Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures for all schools within AF Brooklyn Schools. The manual undergoes ongoing reviews and updates.
- The most recently completed AF Brooklyn Schools audit report dated June 30, 2020 had no material findings or deficiencies.

SUNY RENEWAL BENCHMARK 3C

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

AF Brooklyn Schools complies with financial reporting requirements.

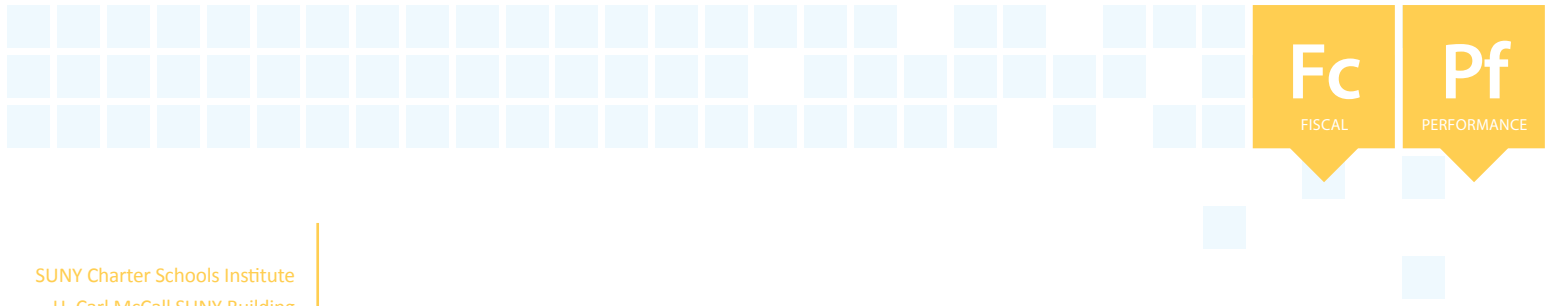
- The Institute, NYCDOE, and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no advisory or management letter findings to report.
- The school and education corporation have generally filed key reports in a timely and accurate manner including: audit reports; budgets; unaudited quarterly reports of revenue; expenses; and, enrollment.
- The education corporation submitted its June 30, 2020 annual audit to the Institute on November 1, 2020 and reported continued fiscal strength.

SUNY RENEWAL BENCHMARK 3D

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

AF Voyager and the education corporation maintain adequate financial resources to ensure stable operations.

- The school opened in 2016-17 and has reported operating deficits for the first three years of the charter term. These deficits have been offset by an overall strong fiscal operation of the education corporation.



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- The merged education corporation fiscal dashboard in Appendix F reflects fiscally strong as of June 30, 2020.
- The education corporation benefits from a combined balance sheet, which is a combination of individual schools’ assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school’s revenues and expenses in order to report operating surpluses or deficits.
- AF Brooklyn Schools had total net assets of approximately \$31.1 million as of the June 30, 2020 and had approximately \$20.2 million in cash on hand to be used to pay liabilities coming due shortly. The education corporation’s initiative over the past few years to build cash reserves and improve its cash position has resulted in improvement in this area.
- As a requirement of charter agreements, AF Brooklyn Schools has established the separate bank account for the merged dissolution fund reserve of \$350,000.

Please refer to the School Overview for information the individual school’s financial condition.



SCHOOL OVERVIEWS



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Achievement First Voyager Charter School

Achievement First Voyager Charter School

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SCHOOL OVERVIEW

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ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Achievement First Voyager Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for AF Voyager on October 8, 2014. The school opened its doors in the fall of 2016 initially serving 65 students in 5th grade. The school is authorized to serve 240 students in 5th – 8th grade during the 2020-21 school year and, if renewed, will continue to serve students in 5th – 8th grade with a projected total enrollment of 240 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. The school's elementary program was co-located in a NYCDOE district school building at 532 Albany Avenue, Brooklyn, New York in CSD 17. In 2019-20, the AF Brooklyn Schools board made the decision to close the school's elementary site due to low enrollment and transfer the students to other AF Brooklyn Schools' programs nearby. AF Voyager's 5th – 8th grade program is co-located in a NYCDOE district school building at 601 Parkside Avenue, Brooklyn, New York also in CSD 17. The building also houses P.S. 092 Adrian Hegeman, a district school serving Kindergarten – 5th grade.

NOTEWORTHY - AF VOYAGER

AF Voyager leaders worked over the charter term to improve the school culture and equip teachers with the skills to better handle discipline in the classroom. As a result of these efforts, the school reduced its out-of-school unique students suspension rate from 22% in 2017-18 to just over 6% in 2018-19 and 2019-20.

ACADEMIC PROGRAM

Instructional leaders at AF Voyager set clear expectations and provide robust support to teachers to ensure that students have access to a strong synchronous academic program during the remote learning period. Leaders and teachers establish a rigorous academic environment that is also conducive to supporting students' social emotional well being during this challenging time. The school tracks student engagement and work completion across classrooms and communicates this information with families to continually build buy-in for improving these metrics.

AF Voyager staffs most classrooms with two teachers and allows them flexibility to implement technology from a wide menu of options. Teachers leverage chat functions, breakout rooms, and other interactive software to foster student-to-student interaction and maintain a high level of discourse despite the constraints of the remote setting. Teachers modify lesson plans with support from coaches and at-risk program staff to ensure they make the material accessible for the most vulnerable students, especially students with disabilities.

The school supports teachers and students in navigating remote learning with minimal technological disruptions. Teachers use a shared tracker to identify student attendance, software, or hardware challenges, and the school culture team systematically follows up to ensure students have the resources to access the program. During instruction, teachers handle any technology glitches with poise and rectify problems urgently. As a result, AF Voyager maintains classrooms focused on academic achievement with minimal disruptions.

LEGAL REQUIREMENTS

The school substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the school demonstrates a clear record of compliance with the terms of its charter.

- **Complaints.** The Institute did not receive any formal complaints regarding this school during the charter term.
- **Compliance.** The Institute issued no violation letters specific to this school during the charter term.

FINANCIAL CONDITION

AF Voyager's projected five year budget reflects stable revenues and conservative expense projections related to continued operations of its middle school program during the next charter term. Currently, AF Voyager operates the middle school at a DOE facility. The AF Voyager middle school program now operates at 601 Parkside Avenue having moved from 15 Snyder Avenue during the current charter term. The school is confident the middle school grade levels will be able to remain in the same facilities during the new charter term.

AF Voyager maintains the necessary financial resources to ensure stable operations. The school did have operating deficits in the first three years of operation; however, this is expected from a new school in its early years of operation.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Tamla Frater, MS Principal (2020 to present)

Priam Dutta, MS Principal (2016-17 to 2019-20)

Colleen Young, Elementary Principal (2018-19 to 2019-20)

SCHOOL CHARACTERISTICS - AF VOYAGER

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	65	62	95%	5
2017-18	184	170	92%	5-6
2018-19	260	228	88%	K, 5-7
2019-20	400	303	77%	K-1, 5-8
2020-21	240	213	89%	5-8

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE

65%

OVERALL SATISFACTION

91%

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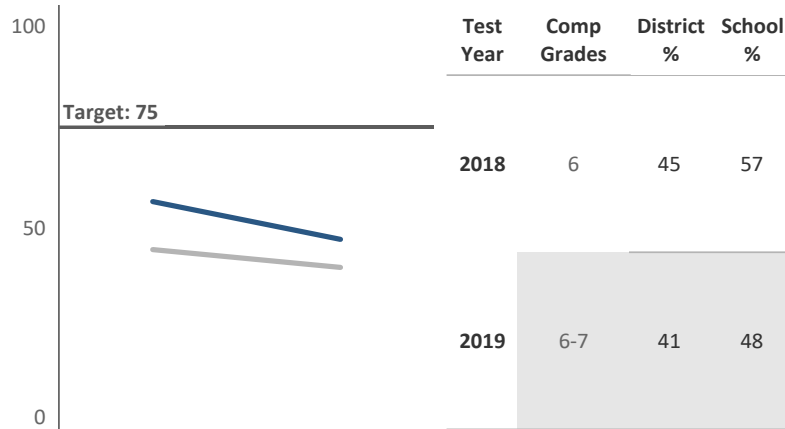
SCHOOL OVERVIEW

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

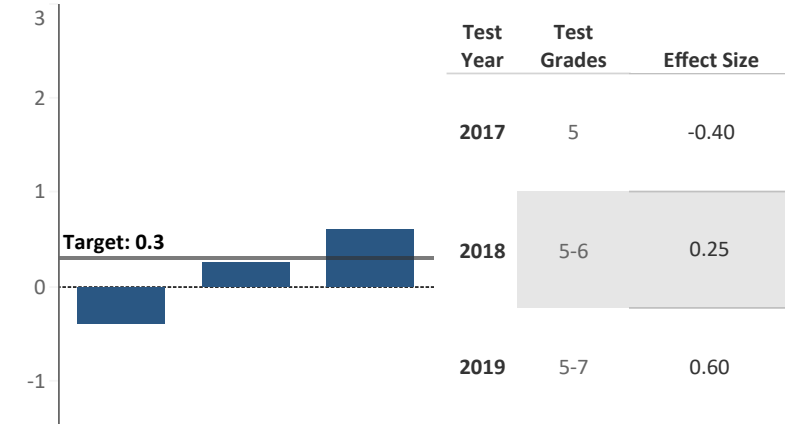
Comparative Measure:

District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



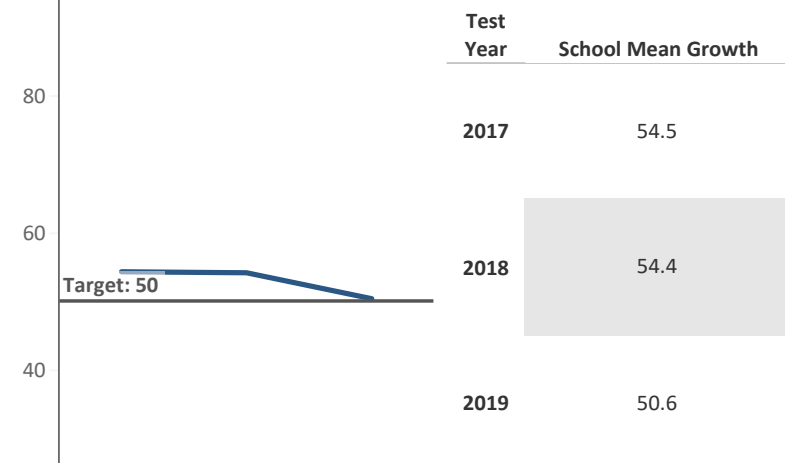
Comparative Measure:

Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth

Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



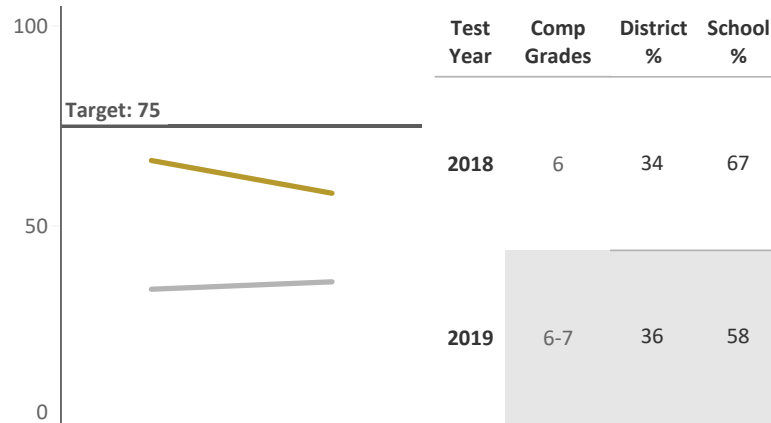
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SCHOOL OVERVIEW

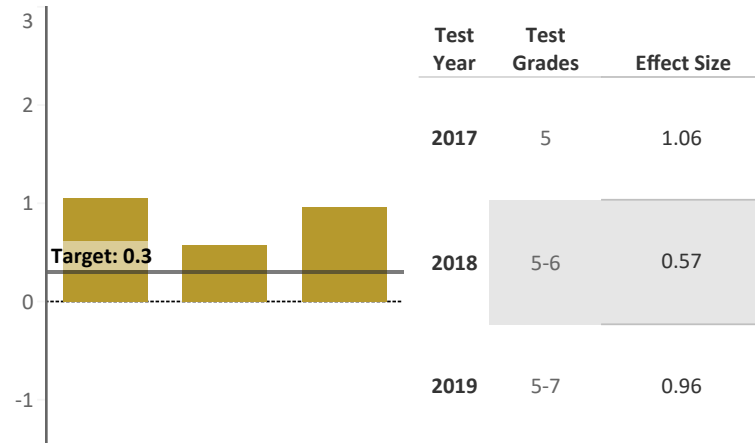
ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

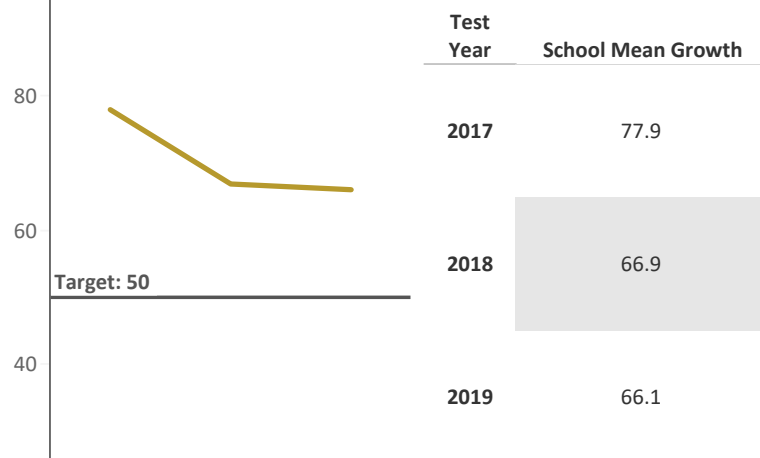
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



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SCHOOL OVERVIEW

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative

Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.

NA

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	11	37	32
Tested on State Exam	11	32	23
School Percent Proficient on ELA Exam	9.1	18.8	26.1
District Percent Proficient	7.6	13.9	13.1
	2017	2018	2019
ELL Enrollment	0	2	2
Tested on NYSESLAT Exam	0	0	0
School Percent 'Commanding' or Making Progress on NYSESLAT	NA	NA	NA

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

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SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on AF Voyager's renewal application on October 8, 2020 by videoconference. Forty-three people were present and two spoke in favor of the renewal application. Leadership highlighted the dedicated culture and special services teams to meeting the needs of all students both inside and outside the classroom. Leadership said students have access to a wide range of after school clubs and school events. Leadership stated 97% of teachers returned this school year demonstrating their commitment to the team. The school has begun a partnership with the local boys and girls club and plans to collaborate on after school programming according to leadership. School leadership stated the school is also working to create a community outreach program to assist with needs of the broader community. A teacher spoke to how the school is focused on improving academic outcomes and critical thinking skills to allow students to analyze the world around them. No one spoke in opposition.

ENROLLMENT AND RETENTION

Achievement First Voyager Charter School's Enrollment and Retention Status: 2019-20

			Target	School
enrollment	economically disadvantaged		89.2	72.8
	English language learners		9.0	1.3
	students with disabilities		16.0	14.8
retention	economically disadvantaged		85.4	84.2
	English language learners		85.6	100.0
	students with disabilities		84.7	75.0

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Achievement First Voyager Charter School

2016-17 Grades Served 5				2017-18 Grades Served 5-6				2018-19 Grades Served K, 5-7											
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET							
Absolute Measure	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)								
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)								
	5	21.3 (61)	(0)		5	26.1 (88)	28.6 (7)		5	37.3(59)	28.6(7)								
	6	(0)	(0)		6	50.6 (81)	61.4 (44)		6	50.0(52)	51.0(51)								
	7	(0)	(0)		7	(0)	(0)		7	46.9(64)	46.9(64)								
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)								
	All	21.3 (61)	(0)	NA	All	37.9 (169)	56.9 (51)	NO	All	44.6(175)	47.5(122)	NO							
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP								
	5	82	111	NO	5-6	120	101	YES	5-7	131	105	YES							
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn CSD 17			Comparison: Brooklyn CSD 17			Comparison: Brooklyn CSD 17												
	Grades	School	District	Grades	School	District	Grades	School	District										
Comparative Measure	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES				
	3					3					3								
	4					4					4								
	5	76.1	21.3	27.3	-0.40	5	83.7	26.1	26.8	-0.04	5	72.9	599.0	596.9	0.27				
	6					6	78.7	50.6	39.9	0.57	6	81.8	598.0	592.8	0.60				
	7					7					7	71.4	605.0	597.2	0.91				
	8					8					8								
	All	76.1	21.3	27.3	-0.40	NO	81.3	37.9	33.1	0.25	NO	All	75.0	600.9	595.8	0.60	YES		
	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	
Growth Measure	4	0.0		4	0.0		4	0.0		4	0.0		4	0.0		4	0.0		
	5	54.5		5	54.1		5	54.1		5	44.1		5	44.1		5	44.1		
	6	0.0		6	54.6		6	54.6		6	49.6		6	49.6		6	49.6		
	7	0.0		7	0.0		7	0.0		7	55.4		7	55.4		7	55.4		
	8	0.0		8	0.0		8	0.0		8	0.0		8	0.0		8	0.0		
	All	54.5	50.0	YES	54.4	50.0	YES	54.4	50.0	YES	54.4	50.0	YES	54.4	50.0	YES	54.4	50.0	YES
	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	
	4	0.0		4	0.0		4	0.0		4	0.0		4	0.0		4	0.0		
	5	54.5		5	54.1		5	54.1		5	44.1		5	44.1		5	44.1		
6	0.0		6	54.6		6	54.6		6	49.6		6	49.6		6	49.6			
7	0.0		7	0.0		7	0.0		7	55.4		7	55.4		7	55.4			
8	0.0		8	0.0		8	0.0		8	0.0		8	0.0		8	0.0			
All	54.5	50.0	YES	54.4	50.0	YES	54.4	50.0	YES	54.4	50.0	YES	54.4	50.0	YES	54.4	50.0	YES	
Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State		

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Achievement First Voyager Charter School

2016-17 Grades Served 5				2017-18 Grades Served 5-6				2018-19 Grades Served K, 5-7									
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET					
Absolute Measure	3	(0)	()		3	(0)	(0)		3	(0)	(0)						
	4	(0)	()		4	(0)	(0)		4	(0)	(0)						
	5	52.5 (61)	()		5	25.3 (87)	28.6 (7)		5	55.9 (59)	14.3 (7)						
	6	(0)	()		6	65.4 (81)	72.7 (44)		6	54.2 (59)	53.4 (58)						
	7	(0)	()		7	(0)	(0)		7	67.7 (65)	67.7 (65)						
	8	(0)	()		8	(0)	(0)		8	(0)	(0)						
	All	52.5 (61)	()	NA	All	44.6 (168)	66.7 (51)	NO	All	59.6 (183)	58.5 (130)	NO					
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP						
5	130	109	YES	5-6	121	103	YES	5-7	158	107	YES						
Comparative Measure	Comparison: Brooklyn CSD 17				Comparison: Brooklyn CSD 17				Comparison: Brooklyn CSD 17								
	Grades	School	District		Grades	School	District		Grades	School	District						
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES		
	3					3					3						
	4					4					4						
	5	76.1	52.5	33.2	1.06	5	83.7	25.3	31.4	-0.33	5	72.9	603.0	597.2	0.59		
	6					6	78.7	65.4	33.9	1.50	6	81.8	603.0	595.2	0.84		
	7					7					7	71.4	611.0	597.9	1.40		
8					8					8							
All	76.1	52.5	33.2	1.06	YES	All	81.3	44.6	32.6	0.57	YES	All	75.2	605.8	596.8	0.96	YES
Growth Measure	Comparison: Brooklyn CSD 17				Comparison: Brooklyn CSD 17				Comparison: Brooklyn CSD 17								
	Grades	School	State		Grades	School	State		Grades	School	State						
	4	0.0			4	0.0			4	0.0							
	5	77.9			5	58.2			5	59.4							
	6	0.0			6	74.9			6	77.2							
	7	0.0			7	0.0			7	60.9							
	8	0.0			8	0.0			8	0.0							
	All	77.9	50.0	YES	All	66.9	50.0	YES	All	66.1	50.0	YES					

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FISCAL DASHBOARD

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

Total Expenses

2015-16	2016-17	2017-18	2018-19	2019-20
-	200,294	354,126	673,177	705,108
-	603,862	1,478,611	2,691,560	3,441,195
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	804,156	1,832,737	3,364,737	4,146,303
-	136,906	328,383	580,722	687,874
-	14,177	24,907	32,254	32,428
-	205,928	418,848	623,531	761,000
-	-	-	-	-
-	16,519	51,348	62,166	79,247
-	13,963	17,223	37,318	37,989
-	6,621	3,259	4,970	202
-	70,213	126,603	225,595	188,903
-	25,883	131,455	165,183	227,927
-	264,349	388,367	670,933	792,928
-	1,558,715	3,323,130	5,767,409	6,954,801

SCHOOL ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - **GRAPH 4**
Chartered Grades
Final Chartered Grades (includes any revisions)

2015-16	2016-17	2017-18	2018-19	2019-20
92	250	504	701	795
-	65	184	260	400
-	62	170	228	303
5	5-6, 9	5-7, 9-10	5-11	5-12
Planning Year	5	5-6	K, 5-7	K-1, 5-8

Primary School District: NYC CHANCELLOR'S OFFICE

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

-	-	14,527	15,307	16,150
0.0%	0.0%	100.0%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3

% of Program Services
% of Management and Other

% of Revenue Exceeding Expenses - **GRAPH 5**

-	20,066	19,042	19,188	19,600
-	0	-	0	52
-	20,066	19,042	19,188	19,652
-	20,110	16,358	20,921	22,953
-	5,031	3,190	4,374	-
-	25,141	19,548	25,296	22,953
0.0%	80.0%	83.7%	82.7%	100.0%
0.0%	20.0%	16.3%	17.3%	0.0%
0.0%	-20.2%	-2.6%	-24.1%	-14.4%

Student to Faculty Ratio

0.0	10.3	10.6	7.6	10.1
-----	------	------	-----	------

Faculty to Admin Ratio

1.9	1.5	1.2	1.9	1.9
-----	-----	-----	-----	-----

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	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

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

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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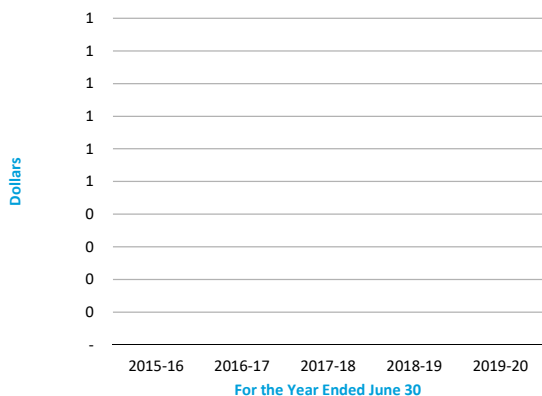
FISCAL DASHBOARD

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

GRAPH 1

Cash, Assets and Liabilities

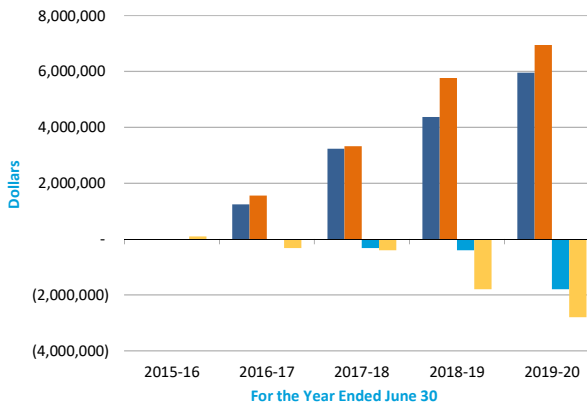


■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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 through 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

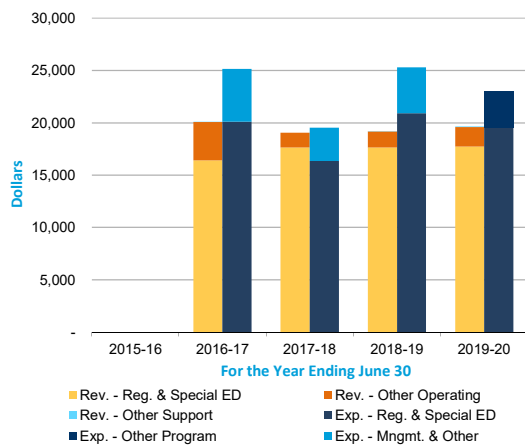


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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

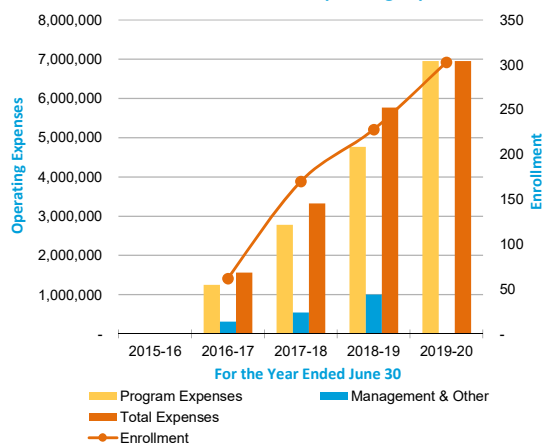


■ Rev. - Reg. & Special ED ■ Rev. - Other Support ■ Rev. - Other Operating ■ Rev. - Other Program

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



■ Program Expenses ■ Management & Other ■ Total Expenses ■ Enrollment

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.

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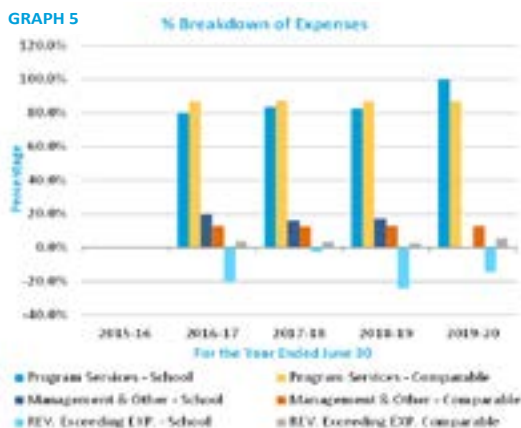
FISCAL DASHBOARD

ACHIEVEMENT FIRST VOYAGER CHARTER SCHOOL

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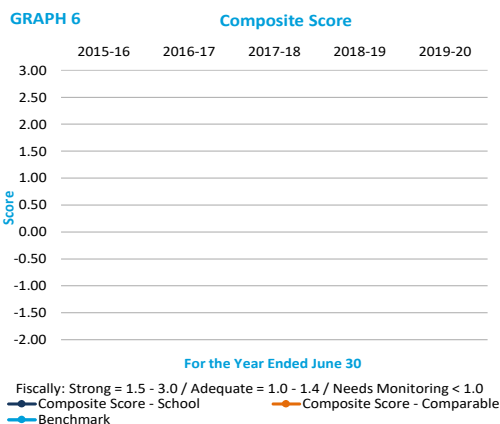
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5



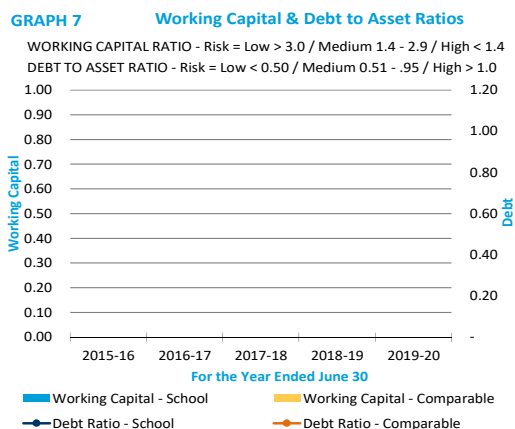
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6



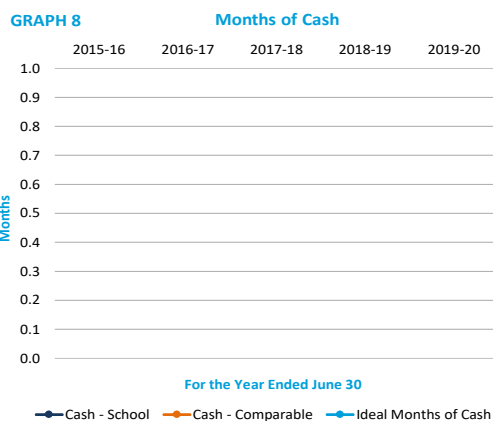
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

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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?

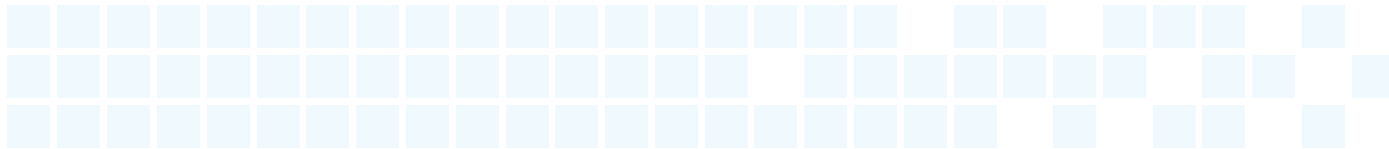
AF Voyager is an academic success. The school operates as an effective and viable organization. AF Brooklyn Schools plans to continue to operate the school in the same manner and therefore the plans for the school's future are sound.

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 Programs. AF Voyager plans to continue to implement the same middle school core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. The school does not plan to re-start its elementary program. Therefore, these elements are likely to enable the school to meet or exceed its academic goals in the next charter term. If granted renewal, AF Voyager will continue to serve students in 5th – 8th grade. AF Voyager, with support from the network, will implement the same strong program currently in place at other middle school across the education corporation.

Fiscal & Facility Plans. Based on evidence collected through renewal review, including a review of the five-year financial plan, AF Brooklyn Schools presents a reasonable and appropriate fiscal plan for AF Voyager for the next charter term including school budgets that are feasible and reasonable.

AF VOYAGER		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	240	240
Grade Span	5-8	5-8
Teaching Staff	27	26
Days of Instruction	183	183



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AF Voyager operates the middle school in a NYCDOE co-location site. The school is confident that they will be able to remain in this facility for the duration of the next charter term.

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.



Achievement First
Brooklyn Charter Schools

Ax

APPENDICES

PAGES Ax 1-14

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ED CORP
OVERVIEW

PAGE Ax 1

EF^B
ED CORP FISCAL

PAGE Ax 11

APPENDIX A: Education Corporation Overview

ACHIEVEMENT FIRST BROOKLYN SCHOOLS BOARD OF TRUSTEES

CHAIR	TRUSTEES	
Dr. Deborah Shanley	Romy Coquillet	Warren Young
TREASURER	Amy Arthur Samuels	William Robalino
Jonathan Atkeson	Kevin Miquelon	Alison Richardson
SECRETARY	Theresa Hayes	
Andrew Hubbard	Judith Jenkins	
	Justin Cohen	
	Christopher Lynch	

ACHIEVEMENT FIRST, INC., BOARD OF TRUSTEES

CHAIR	TRUSTEES	
Andrew Boas	William R. Berkley	Greg Belinfanti
TREASURER	Thomas Lehrman	Griselda Rodriguez-Solomon
Tony Davis	John Motley	Anthony C. Thompson
	K. Percy Ballah	
	Valerie Rockefeller	
	Ariela Rozman	

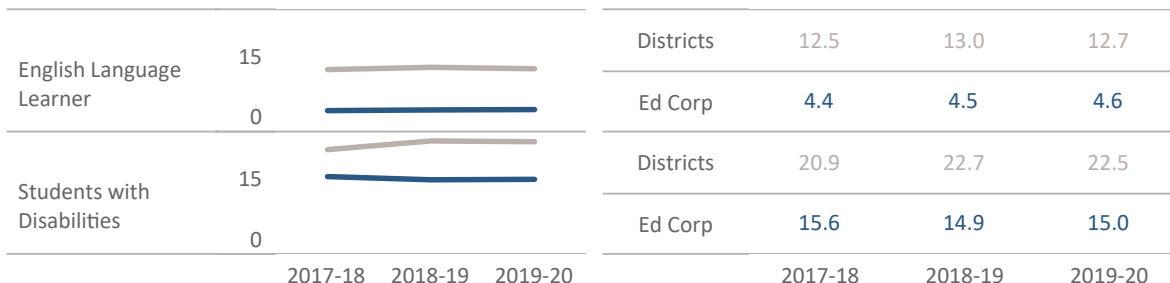
NETWORK LEADERS

NETWORK
<i>Dacia Toll, CEO</i>
<i>Richard Buery, Jr., President</i>
<i>Stephanie Keenoy, Superintendent</i>

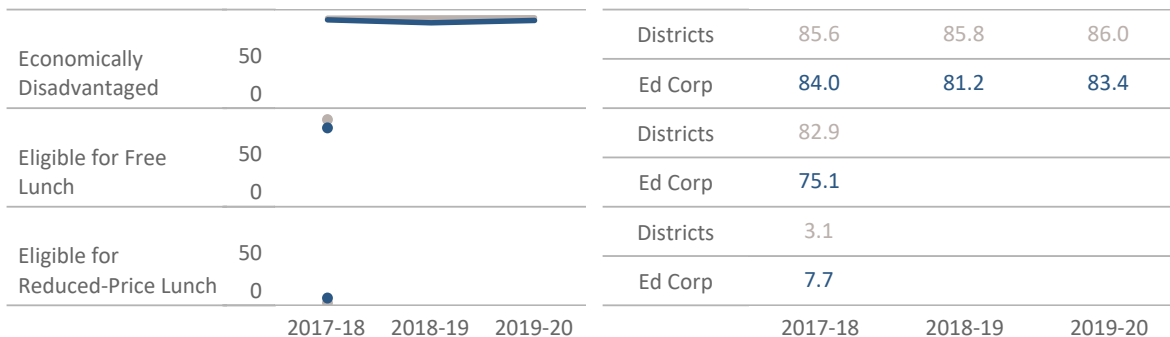
APPENDIX A: Education Corporation Overview

Achievement First Brooklyn Charter Schools Aggregate Education Corporation Enrollment and Persistence

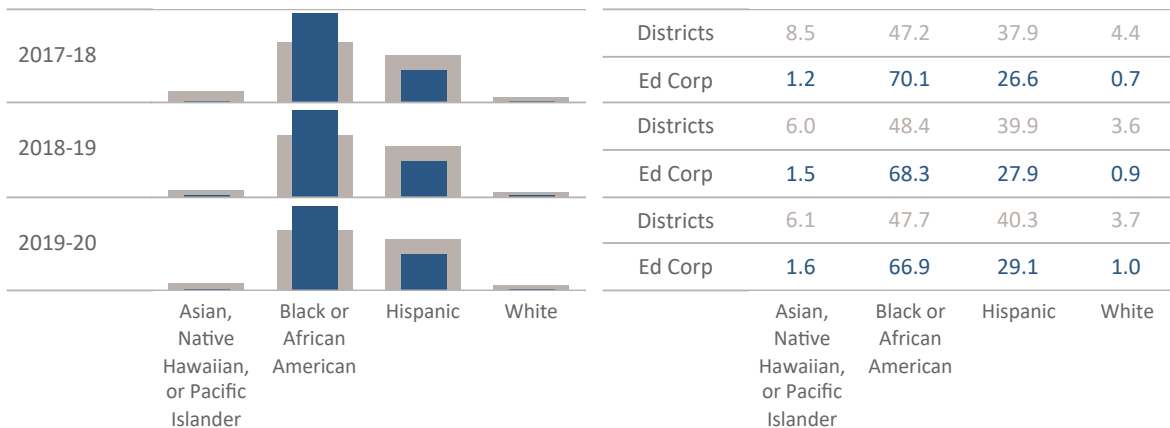
Aggregate Education Corporation Demographics: Special Populations



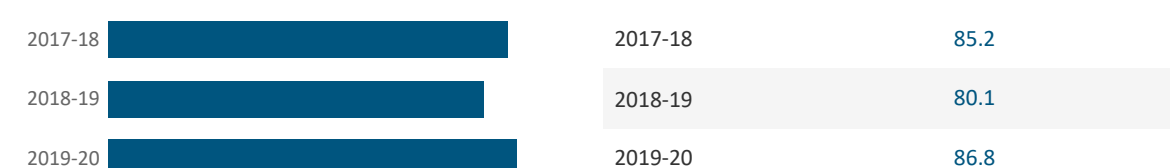
Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity



Aggregate Education Corporation Persistence in Enrollment

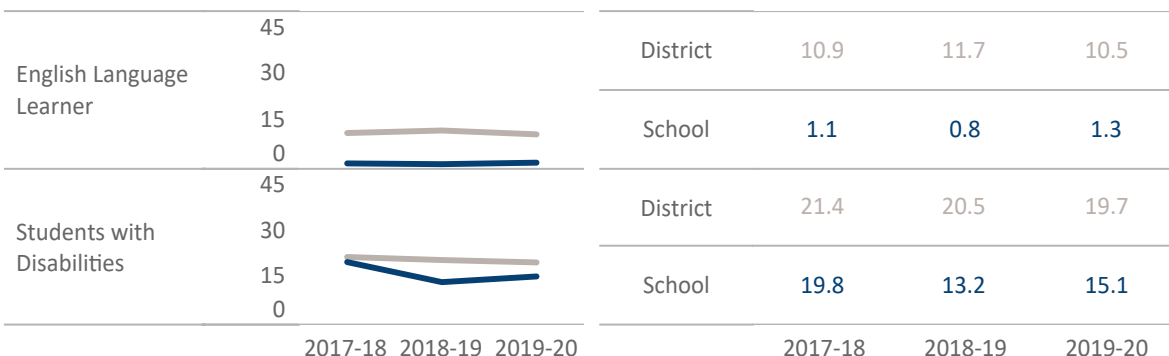


APPENDIX A: Education Corporation Overview

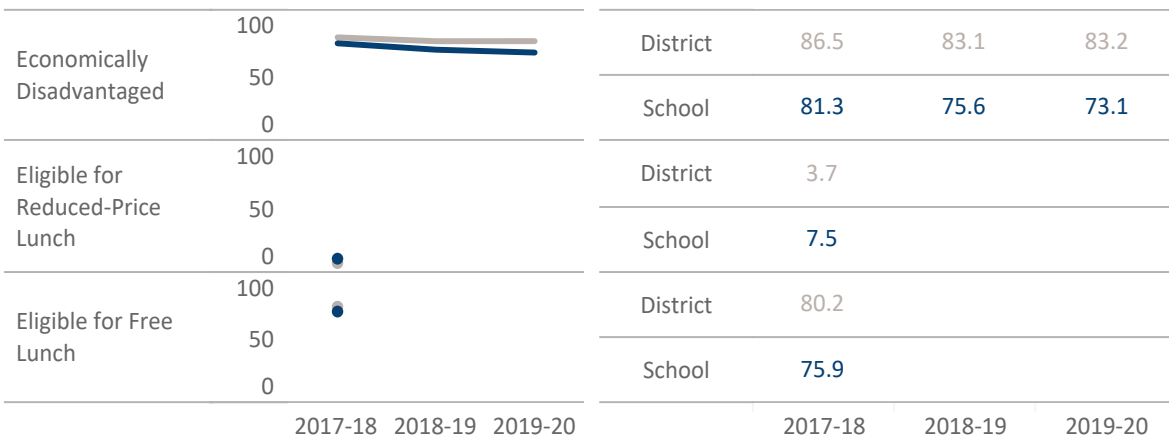
Achievement First Voyager Charter School

Brooklyn CSD 17

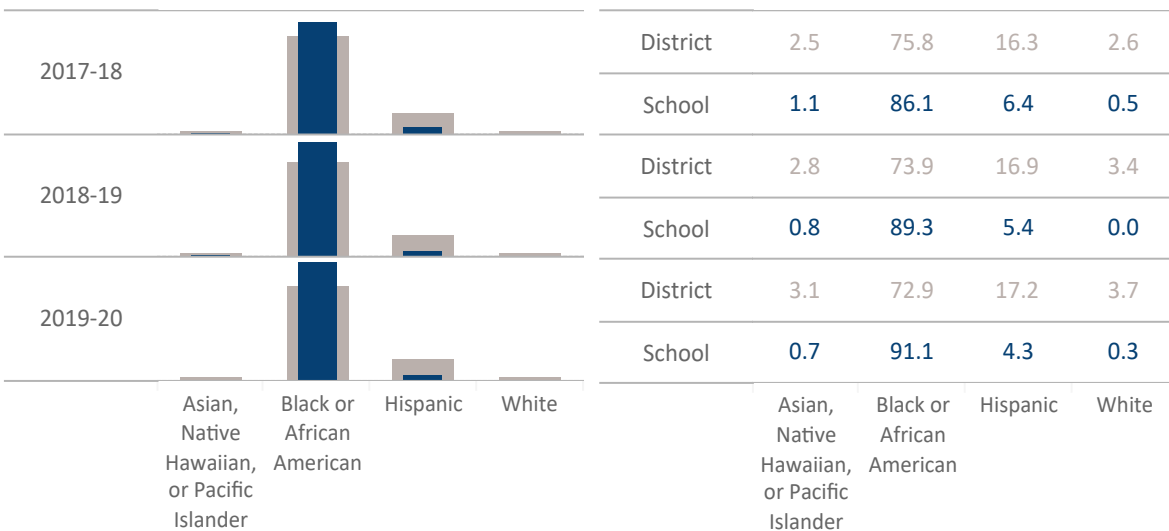
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch

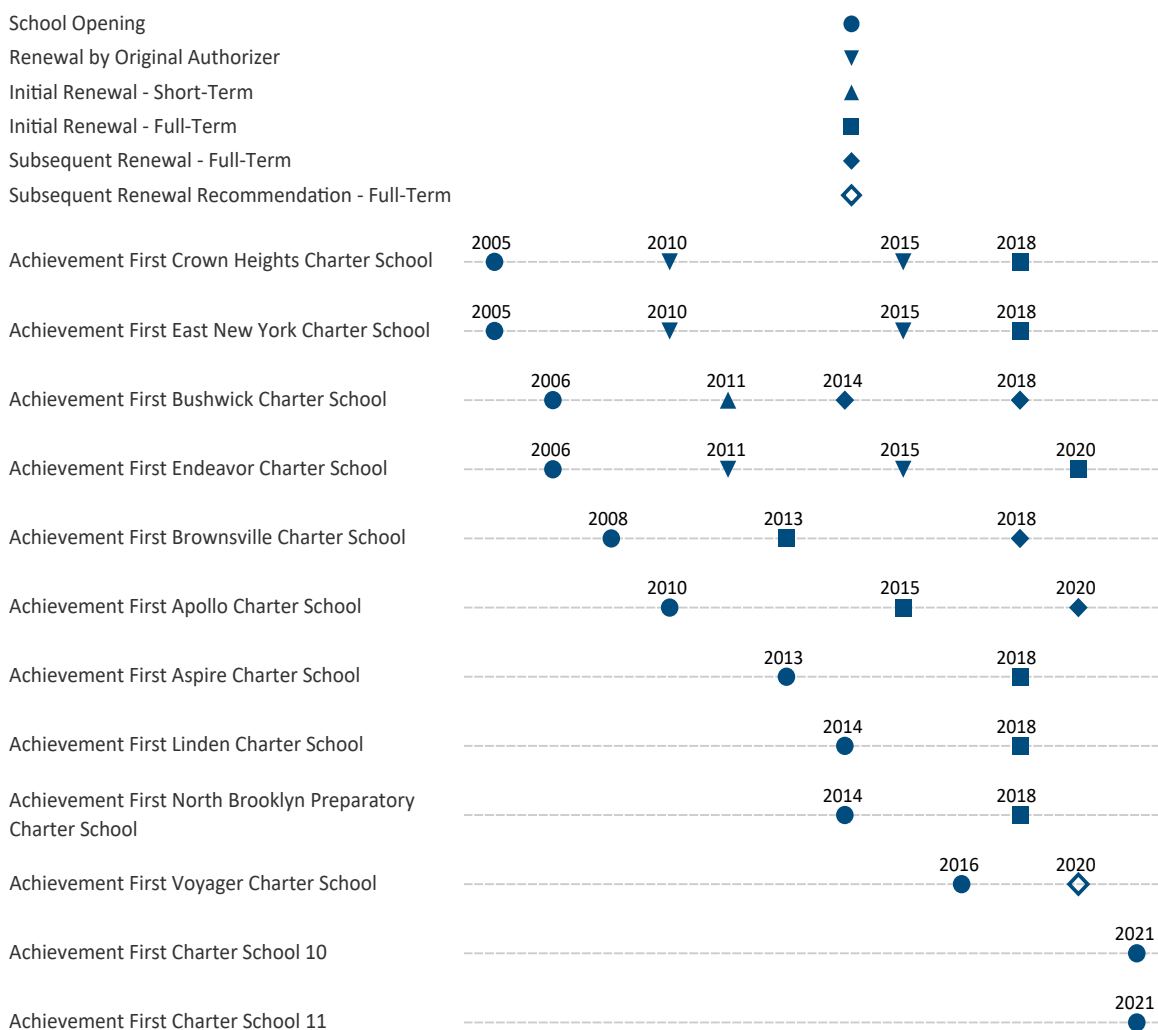


Student Demographics: Race/Ethnicity



APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



APPENDIX A: Education Corporation Overview

SCHOOL VISIT HISTORY

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2006-07	AF Bushwick - First Year	April 11, 2007
2007-08	AF Bushwick - Evaluation	May 8-9, 2008
2008-09	AF Brownsville - First Year	March 3, 2009
	AF Bushwick - Evaluation	April 30, 2009
2009-10	AF Brownsville - Evaluation	May 18-19, 2010
2010-11	AF Apollo - First Year	June 7, 2011
	AF Bushwick - Initial Renewal	October 5-7, 2010
2012-13	AF Apollo - Evaluation	March 6, 2013
	AF Brownsville - Initial Renewal	October 3-4, 2013
2013-14	AF Brownsville - Initial Renewal	October 3-4, 2013
	AF Bushwick - Subsequent Renewal	October 16-17, 2013
2014-15	AF Apollo - Initial Renewal	September 23, 2014
	AF Linden - First Year	May 20, 2015
	AF North Brooklyn - First Year	May 19, 2015
2016-17	AF Voyager - First Year	April 6, 2017
2017-18	AF Aspire - Initial Renewal	November 14, 2017
	AF Brownsville - Subsequent Renewal	November 15, 2017
	AF Crown Heights - Initial Renewal	November 17, 2017
2018-19	AF Bushwick - Subsequent Renewal	September 24, 2018
	AF East New York - Initial Renewal	September 24, 2018
	AF Linden - Initial Renewal	September 25, 2018
	AF Apollo - Subsequent Renewal	June 5, 2019
	AF Endurance - Subsequent Renewal	June 4, 2019
2020-21	AF Voyager - Initial Renewal	October 13-16, 2020

CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 13-16, 2020	Sinnjinn Bucknell	Director of Performance and Systems
	Andrew Kile	Director of School Evaluation

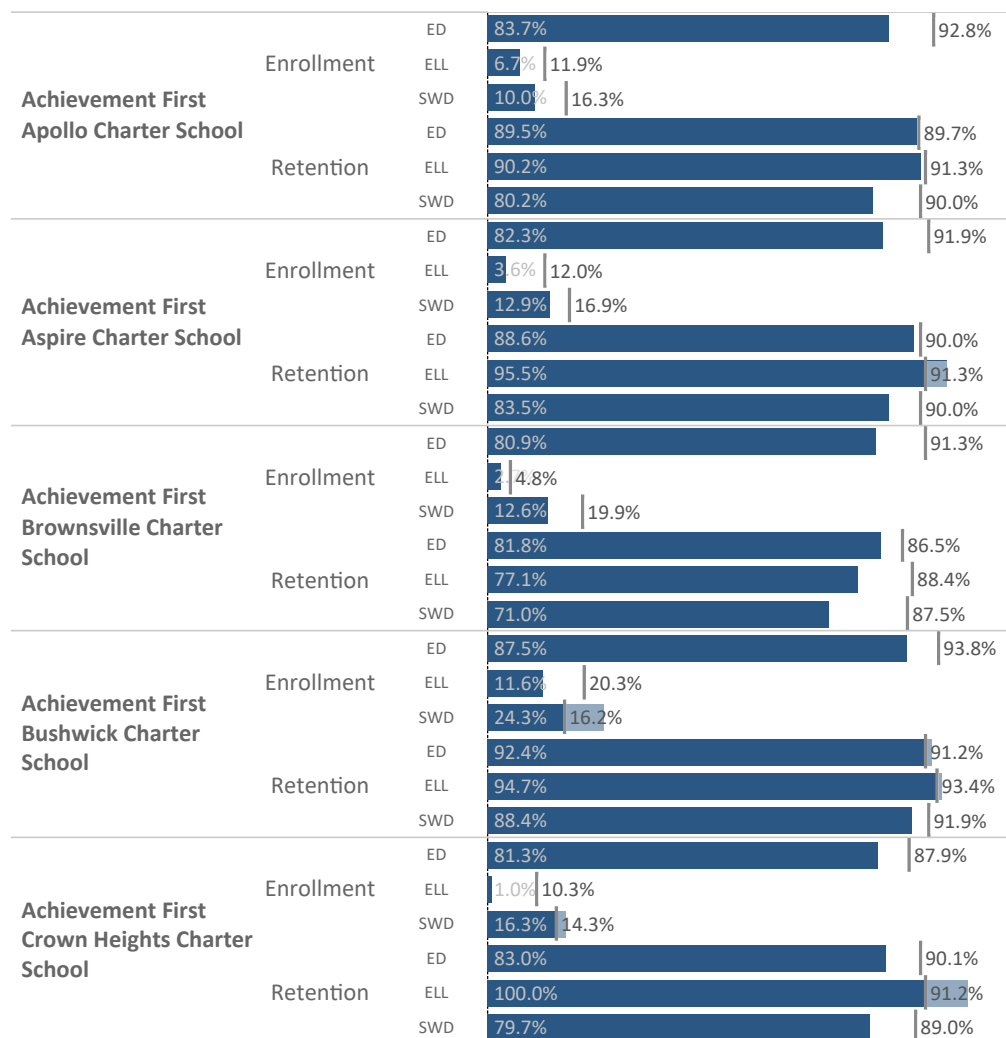
APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Achievement First Apollo Charter School	CSD 19	Yes	824	K-8
Achievement First Aspire Charter School	CSD 19	Yes	824	K-8
Achievement First Brownsville Charter School	CSD 23	Yes	1,304	K-12
Achievement First Bushwick Charter School	CSD 32	Yes	824	K-8
Achievement First Crown Heights Charter School	CSD 17	Yes	1,304	K-12
Achievement First East New York Charter School	CSD 19	Yes	1,109	K-12
Achievement First Endeavor Charter School	CSD 13	DOE Leased Space	824	K-8
Achievement First Linden Charter School	CSD 19	Yes	732	K-7
Achievement First North Brooklyn Preparatory Charter School	CSD 32	Yes	732	K-7
Achievement First Voyager Charter School	CSD 17	Yes	240	5-8
Achievement First Charter School 10	Not Open	Not Open	Not Open	Not Open
Achievement First Charter School 11	Not Open	Not Open	Not Open	Not Open

APPENDIX A: Education Corporation Overview

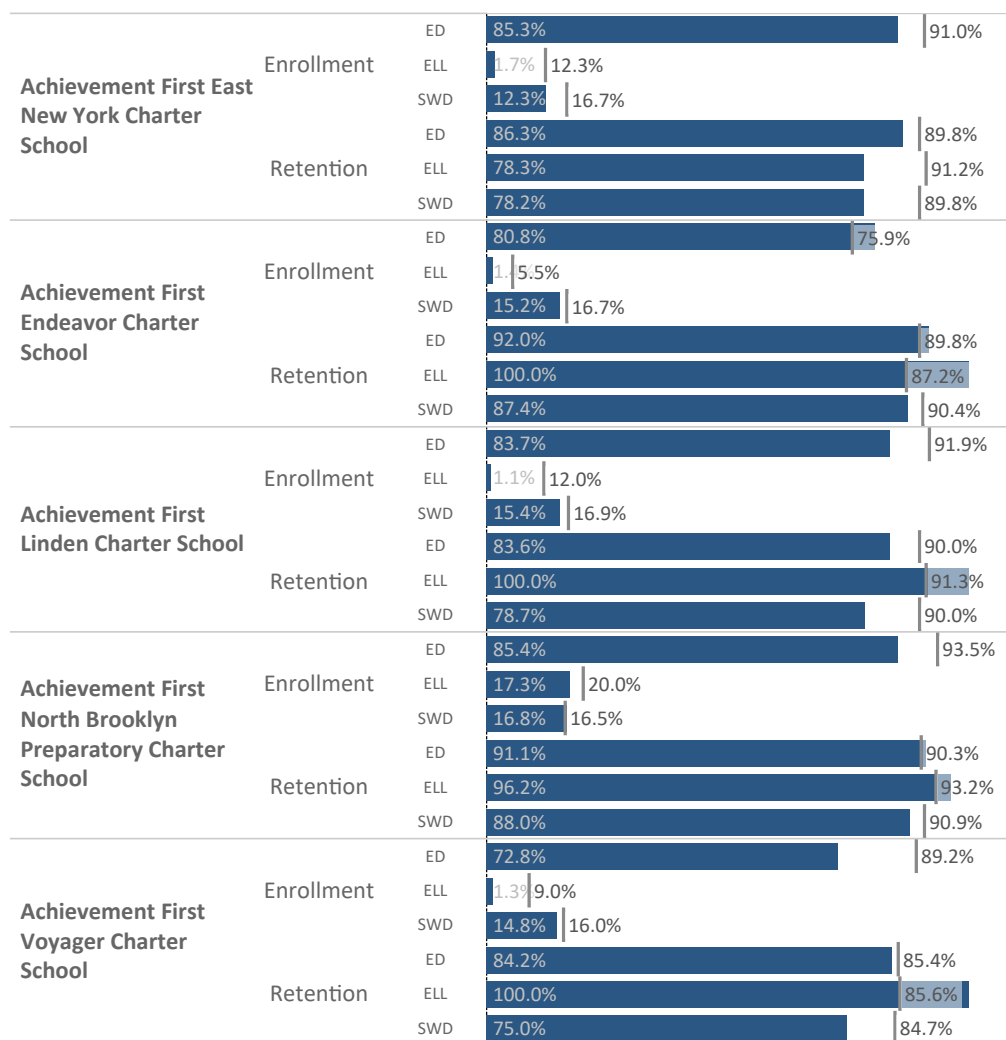
ENROLLMENT AND RETENTION TARGETS



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 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

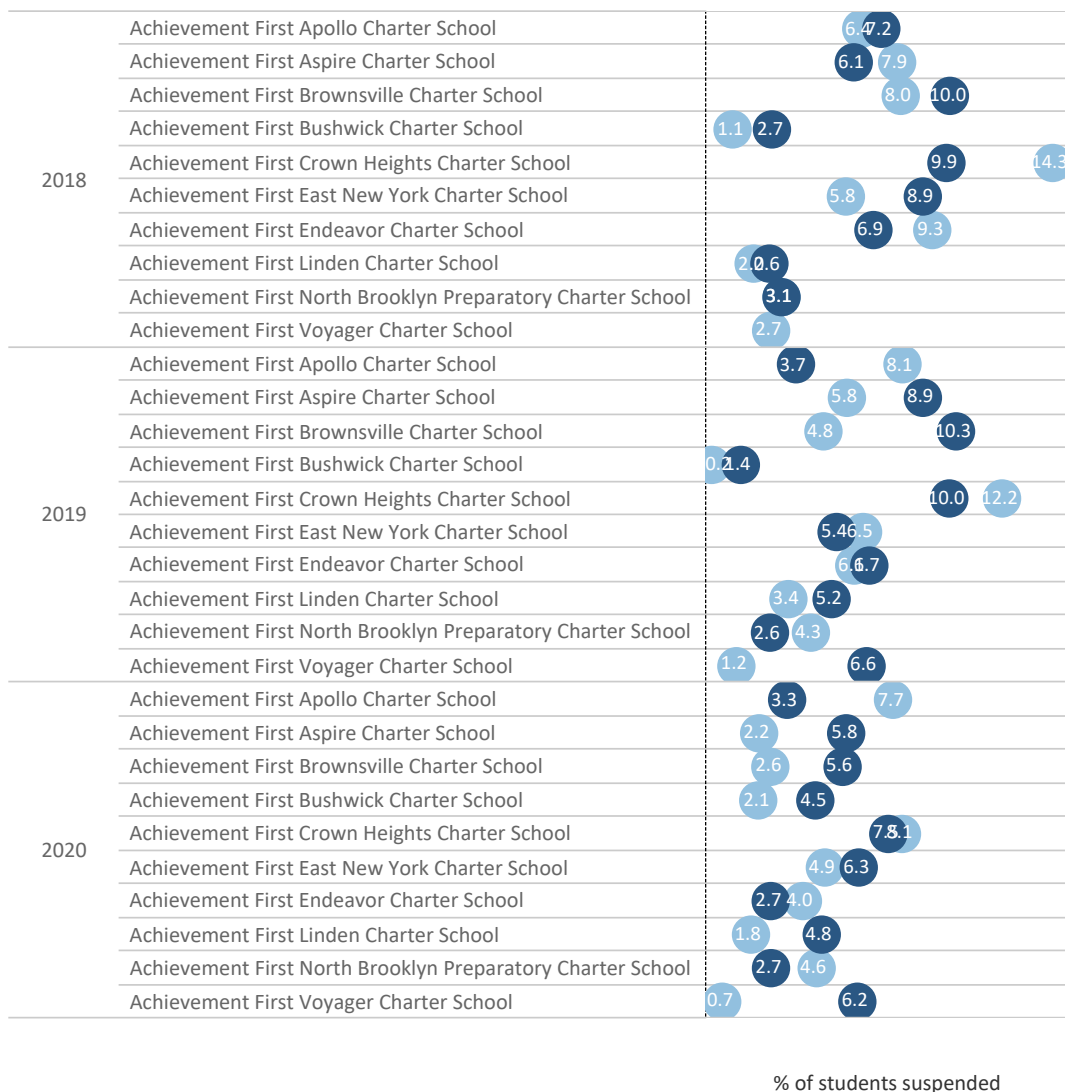
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APPENDIX A: Education Corporation Overview

Suspensions: Achievement First Brooklyn Charter Schools's out of school suspension rate and in school suspension rate.



New York City Community School District data suitable for comparison is 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 out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the school years ending in 2018, 2019, and 2020, Achievement First Brooklyn Charter Schools expelled 0 students.

APPENDIX A: Education Corporation Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Unwavering focus on breakthrough student achievement	+
Consistent, proven, standards-based curriculum	+
Interim assessments and strategic use of performance data	+
More time on task	+
Principals with the power to lead	+
Increased supervision of the quality of instruction	+
Aggressive recruitment and development of talent	+
Disciplined, achievement-oriented school culture	+
Rigorous, high-quality, focused training for principals and leaders	+
Parents and community as partners	+

APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

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**

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Without Donor Restrictions
With Donor Restrictions

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
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
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 Temporally 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	MERGED
2015-16	2016-17	2017-18	2018-19	2019-20
78,214	747,391	5,864,079	9,930,462	20,262,532
2,066,349	4,973,220	3,337,519	2,239,916	3,260,597
257,564	61,274	582,317	1,013,081	84,515
860,213	639,366	775,256	1,481,515	57,786
-	-	-	-	-
3,262,340	6,421,251	10,559,171	14,664,974	23,665,430
11,358,240	11,855,223	11,868,063	13,743,039	14,498,629
350,000	350,000	350,000	350,000	350,000
14,970,580	18,626,474	22,777,234	28,758,013	38,514,059

1,832,264	3,496,282	3,103,640	3,683,436	2,516,190
1,394,975	1,628,420	1,587,922	1,669,388	3,030,353
10,456	40,641	18,528	6,098	31,015
-	-	-	1,105,498	-
-	-	-	-	753,334
-	-	14,650	-	-
3,237,695	5,165,343	4,724,740	6,464,420	6,330,892
-	-	-	-	-
1,233,821	2,046,897	2,730,771	2,004,903	1,064,661
4,471,516	7,212,240	7,455,511	8,469,323	7,395,553

10,476,219	11,413,840	15,321,723	20,288,690	31,118,506
22,845	394	-	-	-
10,499,064	11,414,234	15,321,723	20,288,690	31,118,506
14,970,580	18,626,474	22,777,234	28,758,013	38,514,059

87,709,716	97,456,386	110,577,370	124,957,022	137,211,221
10,712,180	12,229,010	14,920,204	15,331,738	16,276,751

312,000	1,177,780	270,113	1,100	-
3,379,827	3,080,077	3,193,253	3,414,904	4,012,716
666,786	731,177	450,689	983,419	877,351
522,935	997,494	1,139,538	79,895	91,868
-	-	-	-	-
-	-	-	1,683,533	1,529,429
103,303,444	115,671,924	130,551,167	146,451,612	159,999,336

79,683,626	90,505,047	99,345,096	110,814,134	116,862,097
11,149,394	12,237,028	13,326,784	14,892,942	15,581,834
-	-	-	-	1,045,318
90,833,020	102,742,075	112,671,880	125,707,076	133,489,249
12,251,129	12,976,454	14,647,981	16,775,664	16,394,950
2,340,365	22,752	5,000	5,000	5,000
105,424,514	115,741,281	127,324,861	142,487,740	149,889,199
(2,121,070)	(69,357)	3,226,306	3,963,872	10,110,137

1,053,670	490,820	72,580	-	-
-	-	-	-	-
20,142	493,705	608,605	1,003,096	719,679
-	-	-	-	-
1,073,812	984,525	681,185	1,003,096	719,679

104,354,411	116,656,449	131,232,352	147,454,708	160,719,015
22,845	-	-	-	-
104,377,256	116,656,449	131,232,352	147,454,708	160,719,015

(1,047,258)	915,168	3,907,491	4,966,968	10,829,816
11,546,322	10,499,064	11,414,232	15,321,723	20,288,690
-	-	-	-	-
10,499,064	11,414,232	15,321,723	20,288,691	31,118,506

APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service	4,395,330	8,509,518	9,744,084	11,168,061	11,960,620
Administrative Staff Personnel	28,555,443	55,779,367	65,025,661	73,193,360	79,551,593
Instructional Personnel	-	3,386,108	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	32,950,773	67,674,993	74,769,745	84,361,421	91,512,213
Total Salaries and Staff	32,950,773	67,674,993	74,769,745	84,361,421	91,512,213
Fringe Benefits & Payroll Taxes	5,594,606	11,584,751	13,309,803	14,742,024	15,606,305
Retirement	572,519	1,256,741	1,357,077	1,303,286	1,204,758
Management Company Fees	6,383,440	13,272,178	15,007,689	16,816,358	18,393,255
Building and Land Rent / Lease	13,163	630	-	-	-
Staff Development	1,010,893	1,921,721	1,827,716	1,822,195	1,406,233
Professional Fees, Consultant & Purchased Services	344,765	839,033	883,335	961,732	811,413
Marketing / Recruitment	103,249	98,832	152,791	107,971	53,148
Student Supplies, Materials & Services	3,263,616	5,299,588	5,351,571	5,933,679	4,793,243
Depreciation	670,350	1,706,947	1,981,332	2,029,610	2,138,730
Other	5,030,313	12,085,867	12,683,802	14,409,464	13,969,901
Total Expenses	55,937,687	115,741,281	127,324,861	142,487,740	149,889,199

SCHOOL ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	3,588	7,229	8,413	9,566	10,374
Final Chartered Enrollment (includes any revisions)	3,342	6,806	7,423	8,081	8,607
Actual Enrollment - GRAPH 4	3,350	6,664	7,322	7,850	8,347
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	-	-	-	-	-
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue					
Operating	31,290	17,358	17,830	18,656	19,168
Other Revenue and Support	321	148	93	128	86
TOTAL - GRAPH 3	31,610	17,505	17,923	18,784	19,255
Expenses					
Program Services	27,114	15,417	15,388	16,014	15,992
Management and General, Fundraising	4,356	1,951	2,001	2,138	1,965
TOTAL - GRAPH 3	31,470	17,368	17,389	18,151	17,957
% of Program Services	86.2%	88.8%	88.5%	88.2%	89.1%
% of Management and Other	13.8%	11.2%	11.5%	11.8%	10.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.4%	0.8%	3.1%	3.5%	7.2%

Student to Faculty Ratio

3.9	9.2	10.2	9.4	9.7
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Faculty to Admin Ratio

3.1	3.8	2.9	3.0	3.1
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Financial Responsibility Composite Scores - GRAPH 6

Score	1.4	1.5	1.9	2.0	2.3
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Adequate	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	24,645	1,255,908	5,834,431	8,200,554	17,334,538
As % of Unrestricted Revenue	0.0%	1.1%	4.4%	5.6%	10.8%
Working Capital (Current) Ratio Score	1.0	1.2	2.2	2.3	3.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Good	Good	Excellent

Quick (Acid Test) Ratio

Score	0.7	1.1	2.1	2.0	3.7
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	Good	Good	Good	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.3	0.4	0.3	0.3	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

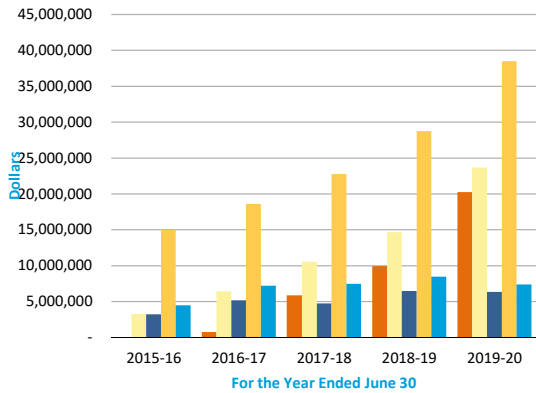
Months of Cash - GRAPH 8

Score	0.0	0.1	0.6	0.8	1.6
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	HIGH	HIGH	HIGH	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	Poor	Poor	Poor	Good

APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

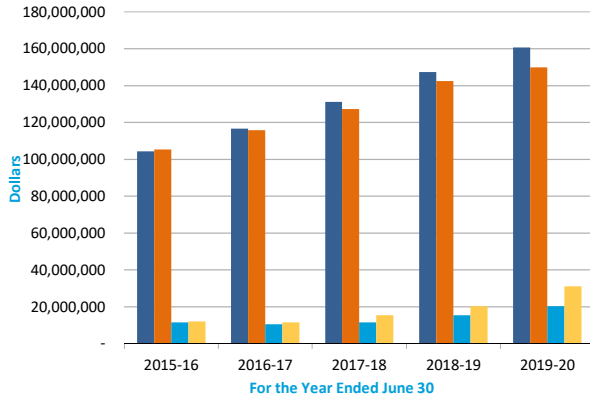
GRAPH 1 Cash, Assets and Liabilities



■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total 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 through 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.

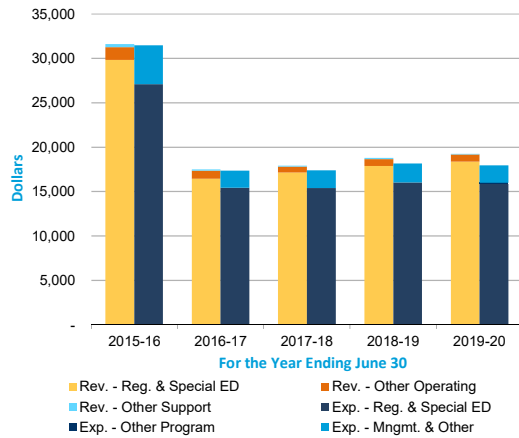
GRAPH 2 Revenue, Expenses and Net Assets



■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

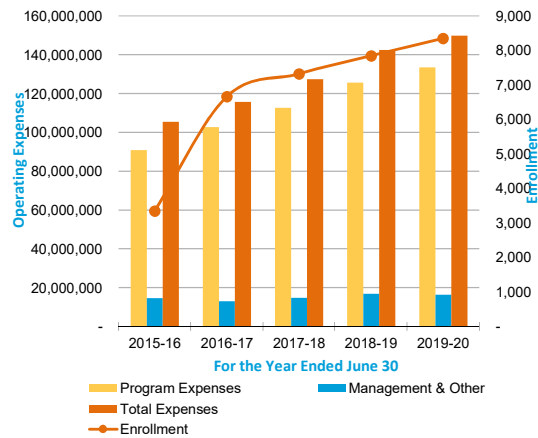
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year,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

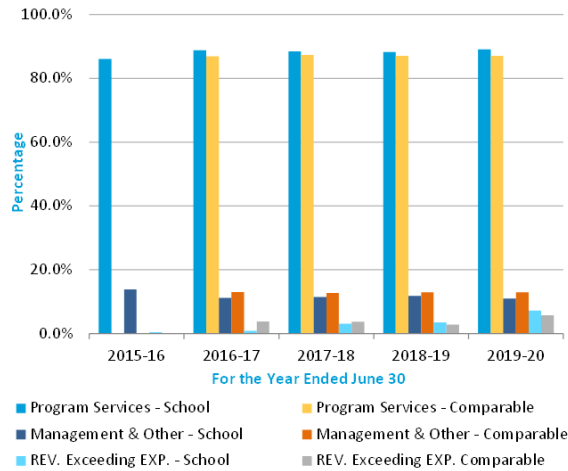
APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

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

GRAPH 5

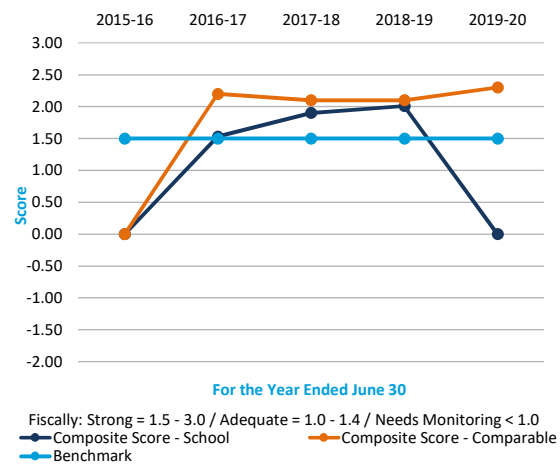
% Breakdown of Expenses



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

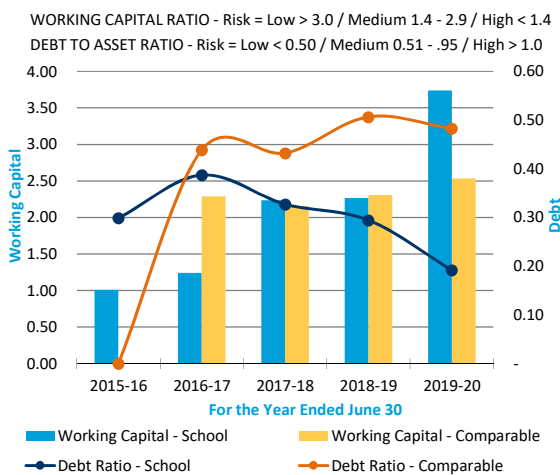
Composite Score



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

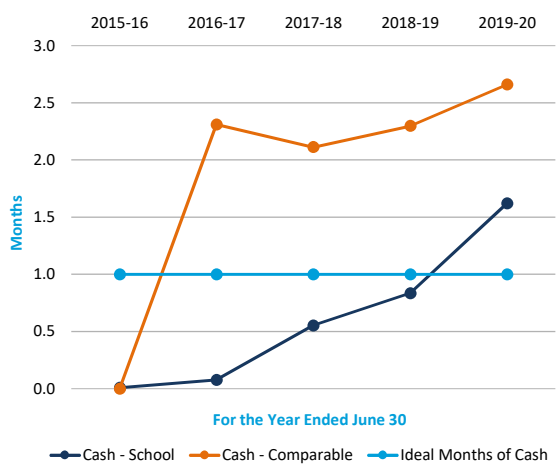
Working Capital & Debt to Asset Ratios



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.

