



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
EAST HARLEM SCHOLARS ACADEMY
CHARTER SCHOOL*

Report Date: June 3, 2020

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The State University of New York

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INTRODUCTION & REPORT FORMAT

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



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

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

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REPORT FORMAT

This renewal recommendation report compiles evidence 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 a school has made an adequate case for renewal.



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/.

RENEWAL QUESTIONS

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

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

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



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of East Harlem Scholars Academy Charter School and renew East Harlem Scholars Academy Charter School education corporation's authority to operate the school for a period of approximately three years with authority to provide instruction to students in Kindergarten – 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,034 students.

The Institute further recommends that the SUNY Trustees renew for a period of three years the provisional charter of East Harlem Scholars Academy Charter School, the New York not-for-profit education corporation with the authority to operate two charter schools including East Harlem Scholars Academy Charter School.

The charter for East Harlem Scholars Academy Charter School ("East Harlem Scholars I") expires on December 13, 2020 in the middle of the fifth school year of the current charter term. The SUNY charter agreement requires the school be renewed before the start of the next school year in order to provide instruction during that school year. When encountering this circumstance in the past for initial renewal schools, the SUNY Trustees either approved a charter extension (a technical renewal extending the existing charter term) until July 31 of the calendar year, or approved a full-term, five year renewal, which was the case for East Harlem Scholars 1. This practice allowed schools to operate through the end of the final school year of the current charter term and avoided a charter expiration mid-year. East Harlem Scholars I requires a charter renewal of seven months to extend its charter to the end of the last school year in the current term. East Harlem Scholars Academy Charter School ("East Harlem Scholars" or the "network") also has authority to operate East Harlem Scholars Academy Charter School II ("East Harlem Scholars II"), currently serving Kindergarten – 6th grade. The Institute recommends the SUNY Trustees renew East Harlem Scholars I for a period of two years and seven months in order to align the charter expirations of both schools to the same date.



To earn an *Subsequent Full-Term Renewal*, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

REQUIRED FINDINGS

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

- 1: the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction, and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on these reviews and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

- 4: the charter school education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,

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

6:

approving the education corporation to operate for another three years is likely to improve student learning and achievement and materially further the purposes of the Act.

ENROLLMENT AND RETENTION TARGETS

As required by Education Law §2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's 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. The Institute examines each school's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

East Harlem Scholars I enrolls higher proportions of economically disadvantaged students, students with disabilities, and ELLs than the district targets and meets all three of its enrollment targets. Last year, East Harlem Scholars I retained higher proportions of students with disabilities than its New York City Community School District ("CSD") target. To continue to meet enrollment and retention targets in a future charter term, East Harlem Scholars I will implement the following strategies that have proven successful during the current term:

- utilizing support from the partnership with and leveraging the extensive community connections of the East Harlem Tutorial Program, Inc. ("EHTP"), a not-for-profit community-based organization serving the community since 1958, to recruit across the East Harlem community;
- providing interpretation and translation services for all recruitment events and written materials that are translated into the dominant languages of the community;
- posting flyers and placing notices in local supermarkets, communities of faith, community centers, and apartment complexes;
- providing applications to the district Committee on Special Education ("CSE") so that families are aware of the school;
- encouraging word of mouth recommendations of current families and community partners;
- conducting school tours and open houses at the East Harlem Scholars I elementary, middle, and high schools;

- leverage relationships with local community-based organizations and businesses that serve immigrant families;
- ensuring the family engagement positions on the operations and culture support team are staffed with bilingual staff members;
- canvassing neighborhoods in East Harlem to further reach interested families, specifically targeting New York City Housing Authority (“NYCHA”) public housing buildings in lower East Harlem (children who reside in NYCHA housing have an admissions preference); and,
- providing applications to preschools in the community that serve children with individualized education programs (“IEPs”) and Individualized Family Service Programs (IFSP) which are IEPs for children from 0 – 3 years old.

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

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for East Harlem Scholars I on May 11, 2010. The school opened its doors in the fall of 2011 initially serving 100 students in Kindergarten and 1st grade. The school is authorized to serve 621 students in Kindergarten – 9th grade during the 2019-20 school year. If renewed, the school will grow to serve students in Kindergarten – 12th grade, with a projected total enrollment of 1,034 students.

The current charter term expires on December 13, 2020. A subsequent renewal term of two years and seven months, if granted, would allow the school to continue operating through the entirety of the fifth year of the current five year charter term and align the operation of the school and charter to East Harlem Scholars II. The recommended renewal charter term would enable the school to operate through July 31, 2023. East Harlem Scholars I's Pre-Kindergarten and Kindergarten – 8th grade is located in space privately owned by EHTP at 2050 Second Ave., New York, NY. The school's 9th grade is located at 320 East 96th St., New York, NY in co-located space with Manhattan Vocational and Technical High School, a district high school. Both school sites are located in Manhattan CSD 4.

The mission of East Harlem Scholars I is:



Founded upon the 53 year old legacy of the East Harlem Tutorial Program, East Harlem Scholars Academy Charter School, a PreK – 12 community, prepares its students with the academic skills, strength of character, and social and emotional well-being to excel in college, to lead in their communities, and to realize their best possible selves.

East Harlem Scholars I is one of two schools operated by East Harlem Scholars, a not-for-profit charter school education corporation. 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.

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In 2017-18, the SUNY Trustees granted a charter revision to East Harlem Scholars I allowing the school to expand to serve high school grades. East Harlem Scholars I enrolled its first 9th grade class in fall 2019 and will continue to grow one grade at a time until it graduates its first class in 2023. East Harlem Scholars II will also enroll its graduating 8th grade students into East Harlem Scholars I's high school program.

State statute requires the Institute to conduct ongoing monitoring of full-day universal pre-Kindergarten programs at all SUNY authorized charter schools.⁵ The Institute evaluated the East Harlem Scholars I pre-Kindergarten program at the same time as the renewal visit. The Institute used the New York State Prekindergarten Program Quality Assurance Protocol to evaluate the program, as well as data from the Classroom Assessment Scoring System ("CLASS") and the Early Childhood Environment Rating Scale – Revised ("ECERS-R"), previously collected by the NYCDOE. The Institute team finds the program meets the statutory requirements. The East Harlem Scholars I pre-Kindergarten program is effective. The daily schedule provides students multiple opportunities throughout the day to engage in movement and choice-based activities in addition to high-quality English language arts ("ELA") and mathematics curriculum that is developmentally appropriate. A reflective leader oversees the program and ensures students have high quality learning opportunities. The East Harlem Scholars I pre-Kindergarten evaluation report is included after this report for the SUNY Trustees' review.

5. Charter schools are eligible to participate in universal full-day pre-Kindergarten programs with all monitoring and programmatic review to be the responsibility of the charter entity. See NY Education Law §3602-ee(12).

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The existing charter for East Harlem Scholars I is scheduled to expire on December 13, 2020. The expiration date creates a need for charter renewal that will allow the school to operate through the end of the 2020-21 school year which is in the fifth year of the current charter term. Renewing the school with the authority to operate through the end of 2022-23 allows East Harlem Scholars I to operate all of its planned high school grades and aligns the next charter expiration date with that of East Harlem Scholars II.

East Harlem Scholars I's program supports students academically, socially, and emotionally. The school's partnership with the EHTP bolsters its capacity to provide supports to students in order to be academically successful and to address students' social and emotional needs.

East Harlem Scholars I:

- Met or came close to meeting its Accountability Plan goals for ELA and mathematics, and consistently outperformed the district in each year of the charter term.
- Began serving 5th grade students in 2015-16, the first year of the current charter term, and iteratively grew its middle school each year thereafter. Concomitantly, East Harlem Scholars opened East Harlem Scholars II and continues to grow the school by one grade each year.
- Serves high proportions of students at risk of academic failure. The school's enrollment of students with disabilities, ELLs, and economically disadvantaged students exceeds its targets for all three groups of students. The school's performance for students with disabilities and ELLs was higher than the district's performance for the same groups of students throughout the charter term.
- East Harlem Scholars I opened its high school in 2019-20 with its inaugural 9th grade cohort. EHTP has already allocated funding to support those students through the college search and admissions process. EHTP also put aside funding to support East Harlem Scholars I's high school graduates through college with academic and life skills counseling in order to provide students the skills necessary to succeed in college.
- East Harlem Scholars I experienced personnel changes this year. These changes articulate with more changes to the organizational structure planned for next year. The personnel and structural adjustments will better align the organization to address the areas where school and network leaders recognize need for improvement.

- East Harlem Scholars I applies an anti-racist lens to all its activities including hiring practices, student recruitment, teacher coaching, and instruction in the classroom. School and network staff members clearly and consistently describe the positive impact of the anti-racist approach on the organization's culture and well-being, and that the culture ensures equity and dignity for every person.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant East Harlem Scholars I a Subsequent Renewal of two years and even months for reasons stated previously. The Institute further recommends that the SUNY Trustees renew the provisional charter for the same term.

NOTEWORTHY

East Harlem Scholars I's 9th grade students are already enrolled in the East Harlem Tutorial Program's College Scholars Program. Launched in 2012, the program provides students the support and resources to successfully navigate the complexities of higher education, stay on track to graduate, and prepare for careers. Scholars have constant access to academic and career advising, tutoring support, workshops, and social events. EHTP also provides assistance securing internships, managing personal finances, navigating the financial aid process, and adjusting to college life. Among high school students enrolled in the program, 96% enrolled in college.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

East Harlem Scholars I is an academic success. During the charter term, the school has met its priority academic Accountability Plan goals for ELA and mathematics. The school receives support from the East Harlem Tutorial Program and from the East Harlem Scholars Academy that ensures the school's academic success.

At the beginning of the Accountability Period,⁶ 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. The Act requires charters be held “accountable for meeting measurable student achievement results”⁷ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁸ 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?**

6. 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 a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. East Harlem Scholars I did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools’ Accountability Plans because of changes to the state’s

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

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assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress (“MIP”) attainment,⁹ comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, where applicable) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school’s ELA and mathematics goals 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 East Harlem Scholars I 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, the school’s performance on the measure is not relative to the test, but relative to the strength of East Harlem Scholars I’s demonstrated student learning compared to other schools’ demonstrated student learning.

The Institute uses the state’s growth percentile analysis as a measure of East Harlem Scholars I’s 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 grow student achievement at the same rate as schools serving similar students across the state 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.

The Accountability Plan also includes science and ESSA goals, the latter of which replaces the No Child Left Behind Act (“NCLB”) goals. Please note that for schools located in New York City, the Institute uses the community school district (“CSD”) as the local school district.

9. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As a result, 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.

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**SUNY
RENEWAL
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1A**

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

East Harlem Scholars I met or came close to meeting its Accountability Plan goals in ELA and mathematics over its second charter term. Although the school posted inconsistent growth during the term, the school demonstrated high comparative achievement. In all four years of the term, East Harlem Scholars I outperformed the district and performed higher than expected compared to demographically similar schools across the state in both ELA and mathematics. The school also met or came close to meeting its science goal and met its NCLB/ESSA goal.

East Harlem Scholars met or came close to meeting its Accountability Plan goal in ELA from 2015-16 through 2018-19. In 2015-16 and 2016-17, the school exceeded targets for all comparative and growth measures included under its goal. In both years, the school's students enrolled for at least two years posted proficiency rates that exceeded the district achievement for students in similar grades. In comparison to schools enrolling similar proportions of economically disadvantaged students across the state, the school performed higher than expected to a meaningful degree. Also in 2015-16 and 2016-17, the school posted mean growth percentiles that exceeded the target of 50. In 2017-18, East Harlem Scholars I posted a 49% proficiency rate, surpassing the district by nine percentage points. The school continued to exceed its effect size target performing higher than expected to a large degree compared to demographically similar schools. The school's average growth dipped below the target of 50 by two points. In 2018-19, the school's absolute achievement declined by three percentage points but still exceeded the district performance by four points. East Harlem Scholars I continued to perform higher than expected to a large degree compared to similar schools. In alignment with its slight decline in absolute achievement, the school's growth score was below the target of 50.

East Harlem Scholars I came close to meeting its mathematics goal from 2015-16 through 2018-19. The school's students enrolled for at least two years scored at or above proficiency at rates exceeding the district in all four years. The school also posted effect sizes higher than its target of 0.3 over the term. Each year, the school performed higher than expected to a large degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. In alignment with the school's decline in absolute proficiency over the four years, East Harlem Scholars I posted growth scores below the target of 50 each year. School leaders acknowledge the opportunity to make programmatic improvements that will result in growth for all students in any future charter term.

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East Harlem Scholars I met or came close to meeting its science goal over the term. From 2015-16 through 2018-19, the school's students enrolled for at least two years posted proficiency rates on the state science exam that exceeded the target of 75%. The school met the comparative target in 2015-16 and 2017-18 but did not outperform the district in the other two years of the term. Notably, the school posted a proficiency rate of 92% in 2017-18 exceeding the absolute target by 17 percentage points and the district achievement by six percentage points.

East Harlem Scholars I met its NCLB/ESSA goal over the term remaining in good standing according to the state's accountability system.

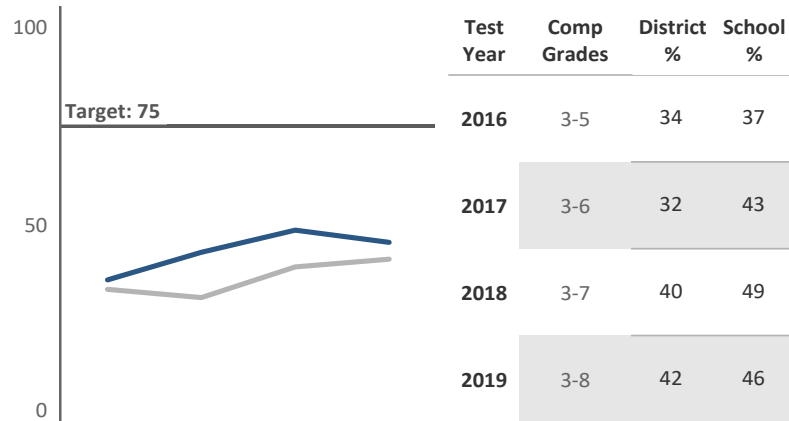
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ACADEMIC PERFORMANCE

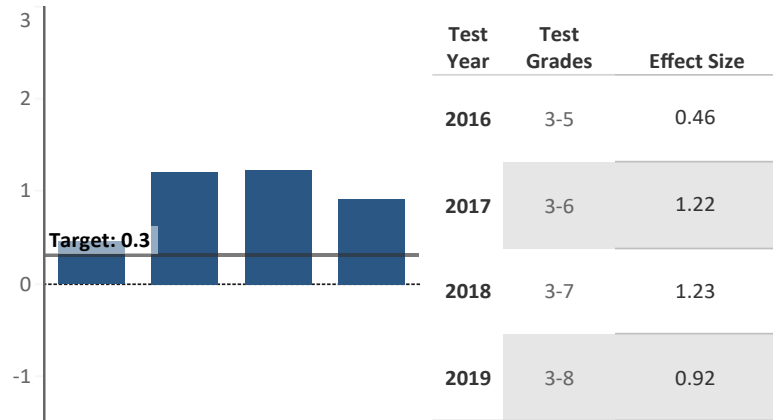
EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

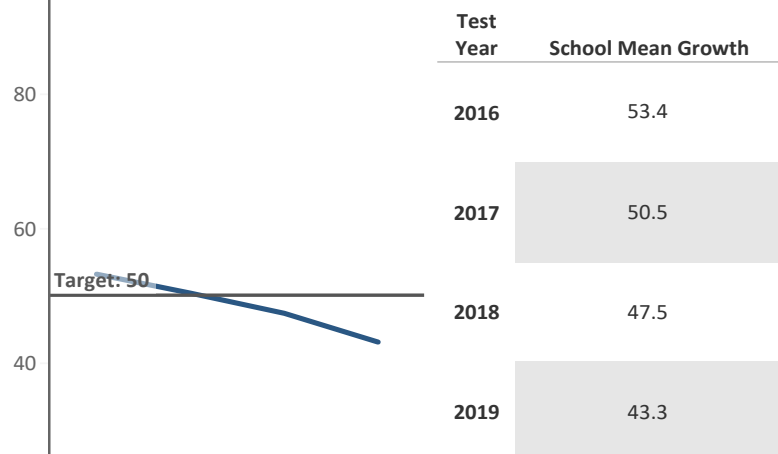
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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**.



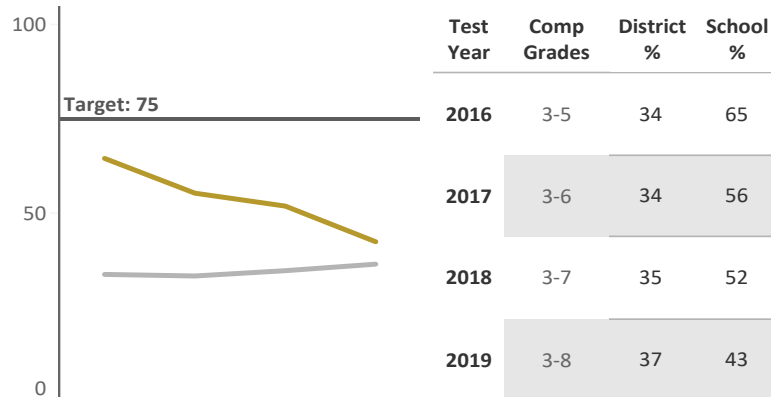
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ACADEMIC PERFORMANCE

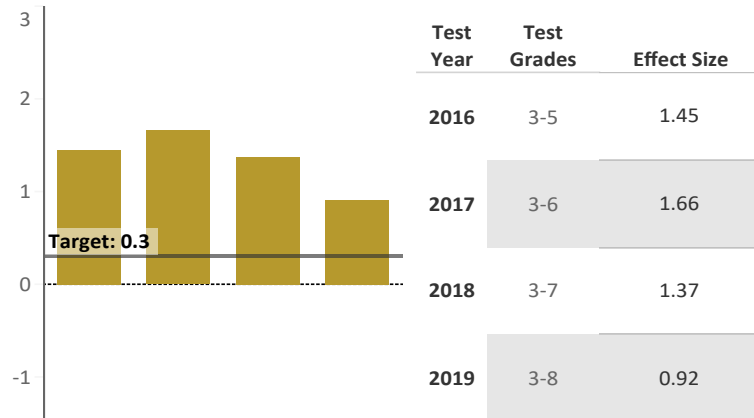
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MATHEMATICS ACCOUNTABILITY PLAN GOAL

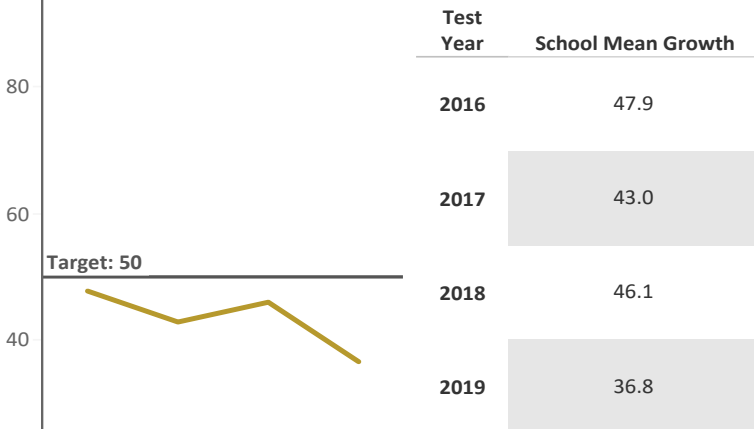
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



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**.



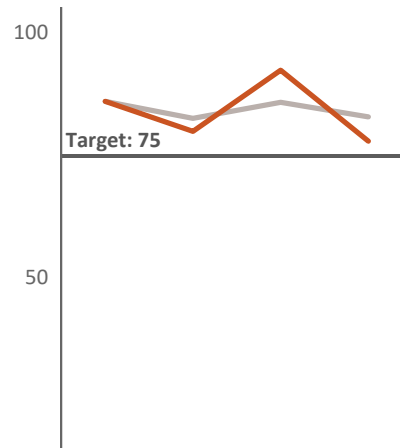
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ACADEMIC PERFORMANCE

EAST HARLEM SCHOLARS ACADEMY 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**.



Test Year	District %	School %
2016	86	86
2017	83	80
2018	86	92
2019	83	78

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	105	146	166
Tested on State Exam	62	106	120
School Percent Proficient on ELA Exam	16.1	24.5	19.2
District Percent Proficient	7.4	12.3	12.5
	2017	2018	2019
ELL Enrollment	38	43	47
Tested on NYSESLAT Exam	25	43	47
School Percent 'Commanding' or Making Progress on NYSESLAT	28.0	23.3	12.8

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."

**SUNY
RENEWAL
BENCHMARK
1B**

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

East Harlem Scholars I regularly administers assessments aligned to state standards and has a schoolwide process for scoring and analyzing assessments. This year, the school revised its assessment system in order to make interim assessment data more useful and reliable. However, the extent to which teachers now use assessment results to adjust instruction to meet student needs varies across classrooms and grade levels. Although some teachers use assessment data to inform changes to instruction, the school is developing a system for ensuring all teachers use assessment data in a structured and consistent way that drives student achievement.

- East Harlem Scholars I regularly administers valid and reliable assessments aligned to state standards. For the 2019-20 school year, the school began administering interim assessments from Achievement Network (“ANet”), an organization that provides standards aligned assessment tools and data analysis support. Students in 2nd – 8th grade take ANet assessments in ELA and mathematics each trimester. Teachers in all grade levels also regularly administer curriculum based assessments including performance based assessments and formative assessments such as exit tickets. High school students take mock Regents exams to prepare for cumulative Regents exams at the end of the school year. Lower elementary students take Reading Mastery assessments on an ongoing basis to track student reading growth.
- The data generated by the school’s variety of assessments provides sufficient information for decisions to adjust instruction and determine which students require additional supports. The school has a clear process for scoring and analyzing assessments. With the support of school leaders, teachers score assessments collectively during regular department meetings. Occasionally, teachers score assessments from one another’s classes. Teachers also use common rubrics to score assessments and discuss exemplar responses so criteria for scoring are uniform across classrooms and content areas.
- The school makes assessment data accessible to stakeholders. Teachers enter assessment scores into Illuminate, an online data management platform, shortly after assessment administration, which creates detailed reports teachers use for data analysis. Within a day or two after the administration of trimester interim assessments, ANet provides the school with score reports disaggregated by student subgroup, which provides teachers with actionable data.

- Although East Harlem Scholars I generates sufficient data to inform instructional improvements and teachers have consistent procedures for scoring and accessing the data, the school's urgency for using the data quickly to address student learning needs varies by grade level. East Harlem Scholars I plans data days during which teachers meet to analyze the most recent ANet assessment data; however, data days occur up to two weeks after assessment administration, which diminishes the usefulness of assessment results in adjusting instruction to meet students' immediate needs. Some teachers develop 30-day action plans in response to ANet assessment results, but this practice is inconsistent, and school leaders do not yet hold teachers accountable for implementing effective action plans or for meeting certain student performance benchmarks. Elementary grade level teachers consistently adjust classroom instruction and supports students receive during daily intervention periods based on data from curricular assessments and other sources. At the time of renewal, the middle school level continues to develop a systematic and consistent approach to using data to adjust instruction according to student needs although some individual teachers at the middle school level adjust instruction by reteaching standards and differentiating instruction according to assessment data and student performance in class. Network leaders recognize the need to strengthen and make data analysis procedures more consistent throughout the school.
- Teachers and leaders identify clear benchmarks for teacher performance and effectiveness but do not explicitly use data to inform the school's professional development plan. At the elementary school level, teachers and leaders prioritize progress monitoring while the middle school leaders and teachers focus on re-establishing the culture of strong relationships and learning. The middle school's lack of systems for closely monitoring academic achievement data and focus on classroom management and culture contributes to minimally effective instructional supports for teachers in response to student assessment data. Throughout the school, instructional leaders recognize the need to bolster its data analysis systems to better inform instructional supports for all teachers throughout the school, but especially at the middle school grades.
- East Harlem Scholars I regularly communicates with families about student progress. The school sends to parents weekly progress reports compiling data from PowerSchool and Kickboard, the school's platforms for academic data and student behavior information, respectively. Network and school leaders report to the board through the board's committee structure at each meeting. The reports ensure the board has up to date information on student academic achievement and cultural data.

SUNY RENEWAL BENCHMARK 1C

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

This year, East Harlem Scholars I is developing a curricular framework and guiding documents that provide a bridge between the curriculum and daily lesson plans. Although teachers have access to standards aligned curricular materials, the network's and the school's instructional leaders are strengthening the curricular framework and guiding documents so teachers have specific, coherent, and aligned lesson plans.

- East Harlem Scholars' curricular framework varies in structure and quality across grade levels. Elementary school teachers use the commercial curriculum Wonders for ELA and open source EngageNY modules for mathematics, both of which are aligned to state standards and provide a fixed, underlying structure. Middle school teachers use a variety of curricular materials, the bulk of which come from lessons past teachers created and saved to a shared drive, which current teachers use in the development of daily lesson plans. However, the middle school has not systematically evaluated these materials over time or aligned the curriculum across grade levels. As a result, the rigor and effectiveness of the middle school curriculum is inconsistent, with teachers responsible for developing and adapting materials in the absence of a clear curricular framework. High school teachers use resources from New Visions, an open-source high school curriculum aligned to state standards and available online.
- The school has supporting tools and guidance documents that provide a bridge between the curriculum and lesson plans, and teachers know what to teach and when to teach it based on these documents. Teachers on each elementary school grade level team take responsibility for overseeing one content area and develop scope and sequence documents for that subject area with the support of school leaders. At the middle school level, the school provides teachers with a scope and sequence format that teachers use to develop plans for individual classes. Middle school teachers also submit to school leaders weekly at a glance documents in a consistent format that requires teachers to identify specific criteria for success. At both the middle and elementary school, teachers identify priority standards to focus on in the development of lesson plans. High school teachers are responsible for developing scope and sequence documents for classes and use the New Visions curriculum as a resource.
- The extent to which teachers plan purposeful and focused lessons varies across classrooms and grade levels. Teachers develop weekly at a glance documents identifying what to teach and when to teach it. However, school leaders do not provide consistent feedback on these plans, thus diminishing the quality of lesson plan implementation.

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- Teachers at East Harlem Scholars I share feedback on the curriculum with school leaders during regular check-ins and trimester town hall meetings, and school leaders support teachers in making adjustments to the curriculum based on this feedback. However, the school did not establish a formal process for curricular review and evaluation. Network and school leaders are developing that system this year. At the time of the renewal visit, the school revised its schedule to include a mastery block where teachers address specific ELA and mathematics learning standards where assessments indicate low performance.

SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Instruction across classrooms at East Harlem Scholars I is becoming effective. Teachers frequently monitor student work while conducting effective checks for understanding. When necessary, most teachers appropriately adjust instruction based on in the moment student responses to ensure students are making progress toward content mastery. Although a stated schoolwide objective for improving teaching and learning, some teachers continue to miss opportunities to provide activities that encourage deep and critical thinking. Many teachers also fail to maximize instructional time, often allocating too much time to basic tasks, particularly at the middle school level. Notwithstanding some missed opportunities, East Harlem Scholars I realizes effective instruction through its use of co-teaching and close monitoring of student understanding. During the renewal visit, Institute team members conducted 22 classroom observations following a defined protocol used in all school renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		G R A D E										
		K	1	2	3	4	5	6	7	8	9	Total
CONTENT AREA	ELA	1	1	1	1	1	1		1	1		8
	Math			2	1	1	1		1	1	1	8
	Science						1	1	1	1	1	5
	Other							1				1
	Total	1	1	3	2	2	3	2	3	3	2	22

- Teachers deliver lessons with clear objectives aligned to state standards (17 out of 22 lessons observed). East Harlem Scholars I classrooms maximize co-teaching structures as teachers have clear roles within a variety of co-teaching models. In ELA and mathematics, teachers typically work in parallel with one teacher instructing a larger group while another works with small groups of students who require additional support. Teachers find opportunities to connect content to previous lessons and deliver material in a developmentally appropriate manner. Inconsistencies in curricular materials and planning structures lessen the effectiveness of some lessons as evidenced by classroom observations and a review of lesson plans.
- The majority of teachers regularly use effective checks for understanding to monitor student mastery and adjust instruction as necessary (16 out of 22 lessons observed). Teachers maximize the co-teaching model by working with small groups of students, which allows teachers to frequently review written work and ask students targeted questions. As a result, teachers gauge student understanding throughout the lesson and adjust instruction based on student responses. For example, in an elementary mathematics class a majority of students in a small group provided incorrect work to solve an addition equation. As a result, the teacher altered course and provided a different problem for students to answer as a way to gauge the level of student misconception and reteach an appropriate strategy to solve.
- Less than half of teachers employ effective strategies to elicit higher order thinking for students (9 out of 22 lessons observed). In many classrooms, teachers explain key concepts, describe student work, or correct students' mistakes rather than supporting students to do the hard work of engaging in dialogue to explain or defend their own responses. In a few examples, teachers prompt students to connect the class content to their life experiences and students have opportunities to think critically about these connections.
- A slight majority of teachers implement effective pacing to maximize student learning (13 out of 22 lessons observed). In most classrooms, teachers have established instructional routines and thoughtfully execute lessons plans. However, in some instances, teachers allocate too much time for students to transition or respond to basic recall questions, which leads to lost instructional time or off task student behavior. Leaders recognize the need for, and are developing, strategies to continue to increase instructional rigor throughout the school.

SUNY RENEWAL BENCHMARK 1E

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

East Harlem Scholars I is developing strong instructional leadership. The network provides support and coaching to school level instructional leaders and both in turn provide support to teachers, many of whom are new to the teaching profession. Principals and other instructional leaders coach and support teachers in their classrooms regularly and continue to develop consistent structures for providing concise feedback to teachers. The school provides professional development for teachers that is purposeful in developing the school's academic program and culture, although sometimes these sessions do not address teachers' immediate needs.

- This year, East Harlem Scholars I's leadership team is focused on establishing high expectations for teachers and redesigning its structure to ensure that teachers have the support necessary to ensure all students succeed. Though the school is in the process of implementing new leadership structures, systems, and coaching procedures, it has a clear set of expectations for performance measured by a variety of assessments and course grades. Instructional leaders recognize that progress toward meeting expectations varies with grade levels at the school. While the elementary school level is progressing toward meeting its goals, leaders and teachers at the middle school level spent the early part of this year re-establishing a consistent culture throughout the grades. Instructional leaders at the high school, in the first year of operation, also focused on establishing a consistent culture of learning and social and emotional care throughout the school. More recently and with an eye toward a future charter term, if granted, the middle school and high school instructional leaders identified a roadmap to increased academic success based on changes to the curricular programs, assessment system, and leadership structure in place at the time of renewal.
- This year, the school and the network are designing and beginning to implement changes to the leadership structure and teacher development systems to better support teachers to meet the school's goals. The Kindergarten – 4th grade principal, who is new this year, and the 5th – 8th grade principal serve as the instructional leaders of the respective programs while the 9th grade principal serves as the founding leader of the growing high school. The three principals report to the network, which has a clear reporting structure up to the executive director of the EHTP. In addition, ANet provides lesson observations and gives feedback to school leadership to support changes to instructional priorities in response to data generated by the ANet assessments. At each school level,

the directors of inclusive learning support special education teachers and ELL specialists to meet the needs of students with disabilities and ELLs through the school. This year, the instructional leadership team is beginning to adapt its structure in order to better support teachers in their development and delivery of engaging and rigorous lessons that address the diverse learning needs of the students. The school's instructional leaders also are focused on quickly developing many teachers who are new to the profession. Consistent walkthroughs allow network leaders to coach principals on effective coaching and development practices. The same walkthroughs enable principals to align instruction across grade levels and identify differentiated professional development pathways for teachers. Although in early stages, instructional leaders identify the walkthroughs, consistent communication structures, and data from new assessments as having promising effects on teaching and learning.

- Instructional leaders at each school level provide sustained coaching to address a variety of stated goals. Within each school level, teachers receive consistent feedback in service of meeting their particular goals. For example, the elementary school principal's stated priority is shifting instruction to a student-directed approach that engages students in more critical thinking and allows for more student voice. Teachers receive feedback on their progress toward this goal through an online system that compiles weekly feedback as well as performance ratings on a consistently applied rubric. At the middle school level, the principal uses a different structure for providing feedback but consistently does so following frequent observations. At the high school level, the principal's priority is to establish an inclusive culture for students and staff. Instructional leaders at the school and the network identify an opportunity to standardize feedback structures and routines across the school in order to make coaching and supports more effective.
- Although staff reported professional development opportunities are sufficient and consistent, they are not always centered on teachers' real-time needs. For example, school leaders identify academic progress monitoring as a priority, yet teachers did not mention it as a focus for professional development or support. East Harlem Scholars I's key design elements are set with an anti-racist lens, which dominated the core of professional development held for two weeks during the summer. During the school year, Friday afternoons are dedicated professional development blocks, which the school uses for various topics such as classroom management, data dives, and lesson planning. Teachers and leaders recognize development of the school's culture as effective and are implementing development sessions to increase academic achievement.

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DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

East Harlem Scholars I meets the needs of at-risk students by creating an inclusive environment that provides students with disabilities, ELLs, and other academically at-risk students the supports necessary to achieve their learning objectives. As a result, the school's students with disabilities outperformed the district's students with disabilities throughout the charter term. East Harlem Scholars I quickly identifies ELLs and provides effective language acquisition services. As the school grows to serve high school grades, it does so with particular emphasis on supporting at-risk students to meet their academic, social, and emotional needs.

- East Harlem Scholars I's elementary and middle school deans of inclusive learning lead the process to identify which students need additional academic support. They rely on data from the school's variety of assessments in order to know which students are struggling and how to support the specific academic areas where they struggle. The school's student support team ("SST"), comprised of the academic interventionist, reading specialist, ELL specialist, special education teacher support services ("SETSS") provider, dean of students, and social worker, reviews the data to make determinations about which students require support. The identification process is not completely clear to teachers, but teachers know the process is happening and are aware of which students are receiving supports.
- Students receiving extra academic support do so in small group settings within the general education classroom. For students with greater need, an academic interventionist and a reading specialist pull out small groups of students to build specific skills. Push in and pull out small group instruction happen weekly. Students with higher levels of need meet with intervention and specialist teachers more frequently. Teachers cite a need to better coordinate these additional supports for students who do not have IEPs for closer progress monitoring in order to ensure students meet their stated goals more quickly.
- East Harlem Scholars I relies on the New York City Department of Education's ("NYCDOE's") student information system for students with disabilities to identify which students require mandated services. If students are not already receiving special education services and are not responding to the school's academic interventions, the school's deans of inclusive learning work with individual families to make decisions and guide the process to refer students to the district's committee for special education ("CSE") for evaluation for special education services.

- East Harlem Scholars I supports its students with disabilities in Kindergarten – 8th grade in integrated co-teaching (“ICT”) classrooms or using special education teacher support services (“SETSS”). The high school created classrooms in mathematics and ELA with a 15:1 student to teacher ratio in order to support students with greater academic needs in addition to its SETSS and ICT classrooms. The school staffs one special education teacher at each grade level in the elementary school and two special education teachers at each grade in the middle school. The high school currently staffs two special education teachers, in addition to the special education department chair, to serve 9th grade students. The high school staff will grow as the school enrolls more grades. East Harlem Scholars I’s special education program is effective in that its scores on the state’s ELA and mathematics assessments were higher than the district’s throughout the charter term. In 2018-19, the school’s students with disabilities outscored the district’s by 7% in both ELA and mathematics.
- East Harlem Scholars I begins its process to identify ELLs with the home language survey. Families complete the survey upon enrolling at the school and, if necessary, can receive assistance doing so from the school’s ELL specialist. An ELL specialist interviews each family that indicates speaking a language other than English at home. ELL specialists administer the New York State Identification Test for English Language Learners (“NYSITELL”) to students based on the outcome of the interview.
- One ELL coordinator and one ELL specialist provide services for ELLs throughout the school. These staff members support students through a combination of push in and pull out services. The ELL specialists coordinate with classroom teachers to provide ELL support strategies like sentence starters and read alouds that general education teachers incorporate into their lessons. Although the ELL specialists push into classrooms daily, some teachers report that they are not present in their classrooms despite the presence of ELL students who need supports. Although the school’s ELLs keep pace with the district’s on state exam results, school leaders recognize the need to better support ELLs’ English language acquisition and academic achievement.
- East Harlem Scholars I has effectively supports coordination between classroom teachers and teachers who specifically support students with disabilities, ELLs, and students who require academic support in the general classroom setting. Deans of inclusive learning and ELL specialists regularly coordinate with teachers to provide guidance on effective lesson differentiation strategies for use in lesson plans. For instance, ELL specialists work with teachers to provide sentence starters and visual cues to help ELLs access the lesson activities in the general classroom setting. East Harlem Scholars I also uses various

co-teaching models to support students who require additional support. Teachers plan lessons with their co-teachers and work with deans of inclusive learning to implement the co-teaching model that best supports students with disabilities and students requiring additional support to access the lesson material and achieve the objectives.

- East Harlem Scholars I has structures that allow general education and special education teachers and ELL specialists to monitor the progress of their students and adjust educational strategies as needed. The SST meets regularly to monitor progress for students who do not have IEPs but who require additional academic support. During grade team meetings, teachers use a schoolwide data protocol to monitor progress for students with disabilities and regularly confer with special education teachers and deans of inclusive learning during grade team meetings to ensure progress toward IEP goals and other learning goals. The same data protocol allows classroom teachers to confer with ELL specialists about ELLs' progress toward meeting learning standards.
- East Harlem Scholars I provides special education teachers and ELL specialists with professional development that supports their meeting students' needs. Weekly grade team meetings allow teachers to coordinate strategies to ensure the school meets all students' needs. Network level directors of inclusive learning support principals and school level directors of inclusive learning with coaching and professional development. The school also relies on external development opportunities to support teachers' development in these areas.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

East Harlem Scholars I is an effective and viable organization. The East Harlem Scholars board effectively oversees coordination between the school, the East Harlem Tutorial Program, and the network in order to address a range of students' and families' needs. The school expanded its academic program to begin serving high school grades during the charter term while remaining fiscally sound.

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

East Harlem Scholars I is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. With regard to its mission, the school establishes strong relationships with families and students in order to serve students' social and emotional well being and develop strength of character. As part of the EHTP model, the school focuses on addressing both students' academic needs as well as the well being of the community where they live. East Harlem Scholars I, the network, and EHTP integrate anti-racist practices into every organizational action and decision. East Harlem Scholars I and the network, in the fourth year of the current charter term, are aligning staffing structures to meet the mission of preparing every student for college.

EHTP is a 60 year old community based organization dedicated to providing after school and summer tutoring programs to low income families in the East Harlem community. Over the course of its existence, EHTP has served over 15,000 students in Kindergarten – 12th grade, and 96% of its high school participants enroll in college. EHTP supports students through college as well, with its college scholars on track to graduate from four year colleges eight times more than the national average for students from low income households. As the network demonstrates strong results, both through the EHTP programming and East Harlem Scholars, the partnership will continue to support the growth in performance at East Harlem Scholars I and East Harlem Scholars II.

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ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the 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 the NYCDOE's 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. East Harlem Scholars also develops and administers an internal targeted survey to families with support from an external consultant. The internal survey received a better response rate than the NYCDOE's survey in 2018-19 with 89% of families who received the survey providing feedback. The majority of survey responses to both survey instruments indicated overall satisfaction with the school. At both the elementary and middle school level, respondents indicate students feel safe and are excited about learning. At the middle school level, 79% of families agree that the students talk about their classes in a way that shows their learning is challenging.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 10 family members in attendance unanimously indicated their appreciation for the care and support the school has shown for their students. The family members also described some of their students as being bored with the pace and rigor of instruction at the school. Although parents deeply appreciate the frequent communication from teachers about classroom behavior and academic progress, some would prefer to see the school hold students to a higher academic standard. Parents also expressed a desire for the school to expand its opportunities for after school activities and special interest clubs and organizations.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 89% of East Harlem Scholars I students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

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

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DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

East Harlem Scholars I, with the support of the network, effectively delivers its educational program and recognizes several opportunities to strengthen it. With leadership and organizational changes that began in March 2019 and will continue through 2021, at the time of the visit, East Harlem Scholars I was in the process of re-developing an organizational structure that provides sustained, effective supports to the educational program.

- The school and network have recently made adjustments to its administrative structure, with some of the organizational shifts occurring during this academic year and some to be implemented next year. The academic and operational staffing changes will simplify lines of reporting and provide clear accountability to increase the school’s ability to develop and maintain a strong academic program. Despite the reorganization at the leadership and administrative levels, teachers know to whom they report and who is responsible for specific supports.
- East Harlem Scholars I and the network have an administrative structure with staff, operational systems, and procedures that allow it to carry out its academic and other student and community support programs. The network and EHTP have several overlapping board members in order to support close operational alignment. The existing reporting structure allows for clear communication between the school, the network, and EHTP and supports the close alignment of academic, non-academic, and community support services. Reporting to the executive director of EHTP, the network superintendent and deputy superintendent support the instructional leadership responsibilities of the school principals at East Harlem Scholars I and East Harlem Scholars II. The school level principals support teachers to deliver high quality instruction, and the directors of inclusive learning to ensure effective supports for students with disabilities.
- In addition, the managing director of the teaching residency program, which is part of the network and runs concurrent to the schools, reports to the superintendent. The residency program bolsters the capacity of East Harlem Scholars I to grow into its high school grades and the capacity of East Harlem Scholars II to grow its middle school grades. This year, the teaching residency program developed a second track to focus exclusively on meeting the schools’ needs for special education teachers.

- With strong community building practices in place, East Harlem Scholars I emphasized strengthening student culture and discipline at the middle school level this year. The school’s foundation in its anti-racist framework informs the discipline system across the school. The elementary school level effectively delivers a social-emotional learning program focused on restorative practices after recently moving away from color-coded, punitive behavior tracking. At the middle school level, leaders implemented a reset on culture in the fall. Teachers and leaders overlaid a demerit system on top of restorative practices, which has increased incidences of suspensions and other behavioral consequences in comparison to the 2018-19 year. The school uses Kickboard, a behavioral tracking system, to inform parents about behavioral conduct and to monitor those data internally. However, the tracking system does not provide leaders with comprehensive data in that the school does not consistently use it to monitor demerits that students may receive. For 9th grade, the school established an inclusive and relationship-based culture system in its first year with a focus on developing relationships between teachers and students. Though the 9th grade uses the same online behavioral tracking system as the middle school, high school teachers do not issue demerits. In observed lessons, teachers at the high school effectively redirected off task students to diminish low level disruptive behavior but did not always successfully re-engage students in the learning activities.
- East Harlem Scholars I maintains adequate student enrollment and allocates sufficient resources to meet its goals. The school is growing in enrollment and grade levels. The teaching residency program supports that growth and recent strategic changes will allow East Harlem Scholars I to appropriately staff its growing high school, especially in the area of special education. The school is also entering into a construction project for a new facility that will house the high school nearby the existing Kindergarten – 8th grade program.

DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL’S ACCOUNTABILITY PLAN GOALS?

The East Harlem Scholars board works effectively to monitor the school’s operations, culture, fiscal health, and academic program. The board takes decisive action to ameliorate perceived weaknesses in the academic program to ensure East Harlem Scholars I continues meeting its Accountability Plan goals. During the charter term, the board effectively began its high school program with a 9th grade during the 2019-20 school year.

- East Harlem Scholars board members possess adequate experience and skills to oversee all functional areas of the school's operations. Working effectively with EHTP and the network, the board is organized into committees of which the accountability and finance committees are the most active. Those committees meet to review data on a regular basis allowing the full board to focus its time efficiently on gaining clarity about decision items before acting.
- The board requests and receives sufficient information in order to meet its responsibilities for governing the school. After each committee reviews the data and information it has received, it provides a report out to the full board. School and network leaders, as appropriate, supplement the committee reports with in-person reports and field questions from board members.
- In the near term, the board appropriately identifies the progress made at establishing an effective high school program as its priority. In the middle school, the board is primarily concerned about development of a strong learning culture at the middle school level. In the long term, the board does not clearly articulate a set of priorities or goals for the growth and development of the school.
- The board has worked to maintain key personnel throughout the organization. The EHTP executive director is the board's direct report. In order to effectively hold the executive director accountable, the board shares 40% of its membership with the board of EHTP. The executive director manages the network's superintendent, who in turn makes personnel decisions about school level leadership. School principals and network leaders have transitioned out of their roles within the last two years. These changes in leadership have caused some personnel instability throughout the rest of the organization. The board looks forward to maintaining stability in key personnel positions moving into a new charter term, if granted.
- At the conclusion of each board meeting, board members have an opportunity to walk through one of the East Harlem Scholars Academy schools. During the past year, all board members have taken advantage of the walkthrough and used the opportunity to talk with teachers, staff members, students, and family members. Board members also use the opportunity to become familiar with the schools' teaching methods, noting that the school requires students to take the cognitive lift often, that students are actively engaged in their learning activities, and that the adults in the building set the appropriate caring culture for students.

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

The East Harlem Scholars board materially and substantially implements, maintains, and abides by adequate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for fiscal soundness and has been working this charter term to increase oversight over academic outcomes.

- The board receives consistent academic and financial information as well student and employee statistical information.
- The finance committee provides updates that tie in directly to the board's overall strategic plan.
- The board abides by its bylaws and code of ethics. Board members handle conflicts in a transparent manner including the conflict that arises when trustees also sit on the EHTP board.
- The board and school work extensively on fund development and set fundraising goals each year. The board and school organize numerous events throughout the school year and board members commit time and money to these events.
- During the current charter term, the board oversaw the school's work with branding to better position themselves in the local educational space.
- While the board receives academic information and its education and accountability committee had set out goals for the school, many of those goals were end-of-year goals which did not allow the board to efficiently project progress toward meeting those goals. The board and its committees have been working with the new leadership at strengthening their oversight in this area to ensure the schools continue to push forward academically.
- The board oversaw the successful expansion of the program into the high school grades.
- The board consistently reviews policies, most recently updating the education corporation's financial policies, which also required updates to the bylaws.

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

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter.

- **Annual Reports.** East Harlem Scholars properly submitted its annual reports to the Institute and NYSED and has posted its annual audits, which are pieces of the annual report. The school has not posted academic portions of its annual reports on its website in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.
- **Complaints.** The Institute has not received any formal complaints during this charter term.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **Teacher Certification.** The school is above the allowance for uncertified teachers and is already working to come into compliance with requirements. In partnership with Hunter College, East Harlem will operate a teacher residency program this coming fall. The program provides a special education certification pathway wherein 18 resident teachers will obtain certification in 24 months. There will be an additional class of 18 resident teachers the following year to ensure a pipeline of certified teachers.

FISCAL PERFORMANCE



10. 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.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, East Harlem Scholars Academy Charter School is fiscally sound as is its school, East Harlem Scholars I. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that East Harlem Scholars I and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹⁰ (The SUNY Fiscal Dashboard for East Harlem Scholars I is included in Appendix D and the Fiscal Dashboard for the East Harlem Scholars Academy Charter School merged education corporation is included in Appendix F). The discussion that follows relates mainly to the East Harlem Scholars Academy Charter School education corporation because a school is not a legally distinct fiscal entity.

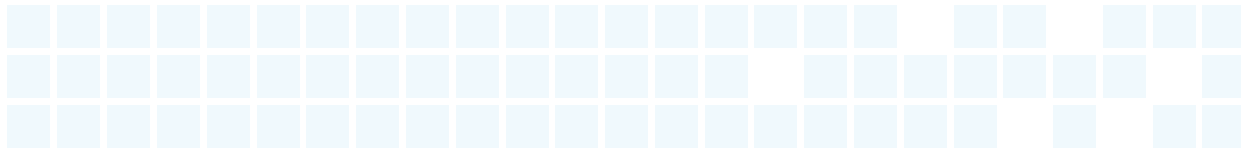
The partner organization, EHTP, supports East Harlem Scholars in the area of an executive team that provides organizational planning and management; staffing support for governance functions; fundraising and external communications including grant writing and public relations; human resources management; financial management; management of outside consultants; program support including recruitment, training, management, and stewardship of volunteers; and, support of after school enrichment programs. The shared service agreement provides in detail the breakdown of cost allocations for each staff position. For the 2018-19 fiscal year, the school was charged \$1,637,000 under the shared service agreement, which equates to approximately 7% of revenues.

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

East Harlem Scholars I has adequate financial resources to ensure stable operations. Working with EHTP, East Harlem Scholars I has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The principals and director of operations are the guardians of the school's fiscal health and lead the development of the annual and five year budget process with the assistance of the school's leadership team. Although the principals and school board have the final

**SUNY
RENEWAL
BENCHMARK
3A**

**Fc**

FISCAL

Pf

PERFORMANCE

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say on fiscal matters, the school's director of operations is the driving force within the school on key financial decisions. The budgets are based on historical actual revenues and expenses, and programmatic changes to ensure that the staff can properly support the proposed enrollment.

- The projected renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school grows to scale with Kindergarten – 12th grade.
- East Harlem Scholars I's elementary and middle school moved from co-located NYCDOE space to a newly constructed state-of-the-art building completed in 2016. The high school started in 2019-20 in separate co-located NYCDOE space and plans to move into new construction starting in 2022-23 located a block away from the lower grades site.
- The partner organization was awarded a \$2.78 million in Replication and Expansion of High Quality Charter Schools Grant through Federal Charter Schools Program funding.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

East Harlem Scholars has a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls.

- The education corporation maintains a financial policies and procedures manual that the board updates and approves regularly to ensure business operations are reflected accurately. The manual includes written policies to address key issues including financial reporting, cash disbursements and receipts, payroll, bank reconciliations, credit card usage, conflicts of interest, related party transactions, fixed assets, grants/contributions, capitalization and accounting, procurement, and investments. The manual further identifies the authorization levels for invoice approvals and check signing.
- The most recent audit report had no material findings or deficiencies in internal controls.

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SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

East Harlem Scholars I and the education corporation have complied 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.
- 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 Institute received the most recent audited financial statements for June 30, 2019 by the due date of November 1, 2019, and the report reflects continued strong fiscal health and compliance with all reporting requirements.

SUNY RENEWAL BENCHMARK 3D

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

East Harlem Scholars I and the education corporation have maintained adequate financial resources to ensure stable operations.

- The school opened in 2011-12 and has since reported fiscal health while experiencing operating losses offset by contributions.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscally strong.
- 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 an education corporation operating multiple schools, the Institute tracks each school's revenues and expenses in order to report operating surpluses or deficits and any contributions.
- The education corporation had total net assets of \$970,427 as of June 30, 2019. The education corporation maintained cash on hand of 24 days to cover liabilities coming due shortly.
- In accordance with the charter agreement, East Harlem Scholars has established the separate bank account for the combined dissolution fund reserve of \$150,000 to cover the two operating schools within the education corporation.

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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?

East Harlem Scholars I is an academic success supported by an effective and viable organization. The school is fiscally sound and presents sound financial plans. As such, the plans for East Harlem Scholars to operate East Harlem Scholars I for an approximate three year term are reasonable, feasible, and achievable.

Plans for the School's Structure. Looking forward to a subsequent charter term, if granted, when East Harlem Scholars I will complete its expansion to serve a new high school, the education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. The school enrolled its first 9th grade class in fall 2019. The high school will continue to grow one grade each year until it graduates its first cohort in 2023. EHTP plans to support the school's high school students with selecting, applying, and matriculating into a college program, as well as during students' time at college.

The school's 5th grade classes will move from the middle school level to the elementary school level so the school can address academic and cultural needs. Planned structural changes at the network will enhance support to all school levels.

Plans for Board Oversight & Governance. The East Harlem Scholars board plans to maintain its current membership, structure, and operations throughout a subsequent charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	621	1,034
Grade Span	K-9	K-12
Teaching Staff	65	90
Days of Instruction	190	190

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Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the future financial plan, East Harlem Scholars presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the partner organization. The Institute has reviewed the existing terms of such shared service agreement and will review and approve any updated agreement.

East Harlem Scholars I plans to continue to expand to provide instruction for Kindergarten – 12th grade in the newly constructed facility for elementary and middle grades with the high school grades sited in NYCDOE co-located space until the new construction is completed for the 2022-23 school year located within a block from the lower grades facility.

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.

East Harlem
Scholars I

Ax

APPENDICES

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DISTRICT
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FISCAL DASHBOARD

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ED CORP OVERVIEW

PAGE Ax 13

EF^F

ED CORP FISCAL

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APPENDIX A: School Overview

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR

Joan Solotar

TREASURER

Brian Gavin

SECRETARY

Iris Chen

TRUSTEES

Carlos Morales

Lili Lynton

David Wildermuth

Marilyn Simons

Saskia Levy Thompson

Hope Knight

SCHOOL LEADERS

PRINCIPAL

Tammy Myers (2019 to present)

Maureen Yusuf-Morales (2016-17 to present)

Jessica Zannikos (2020 to present)

Desree Cabrall-Njenga (2015-16 to 2018-19)

Cheyenne Batista (2011-12 to 2015-16)

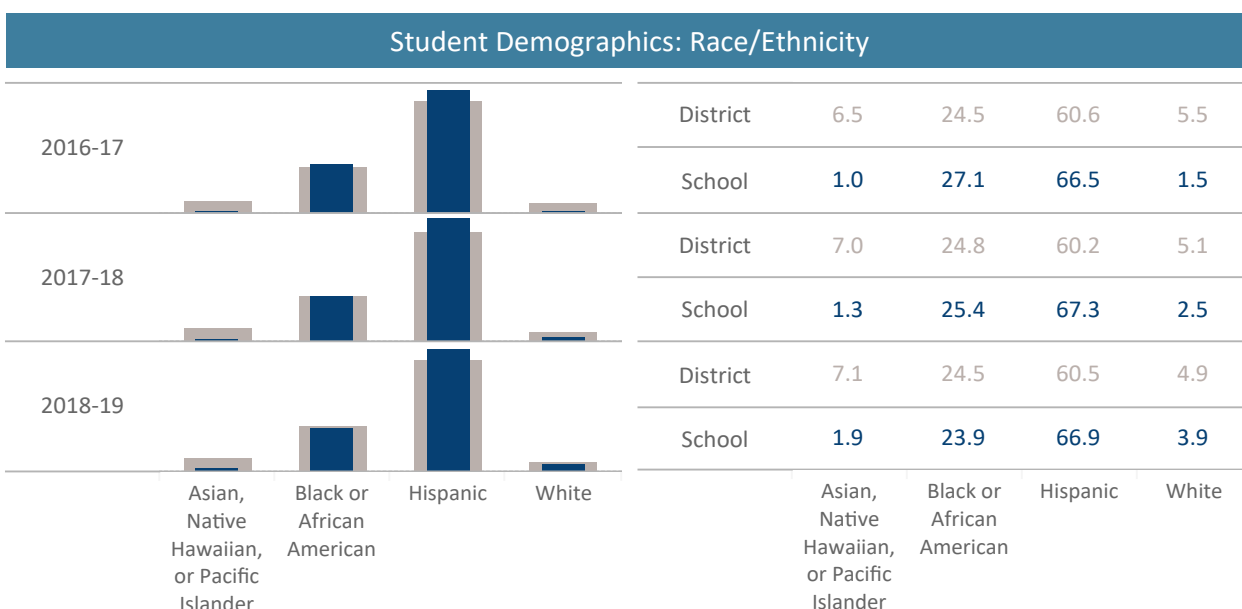
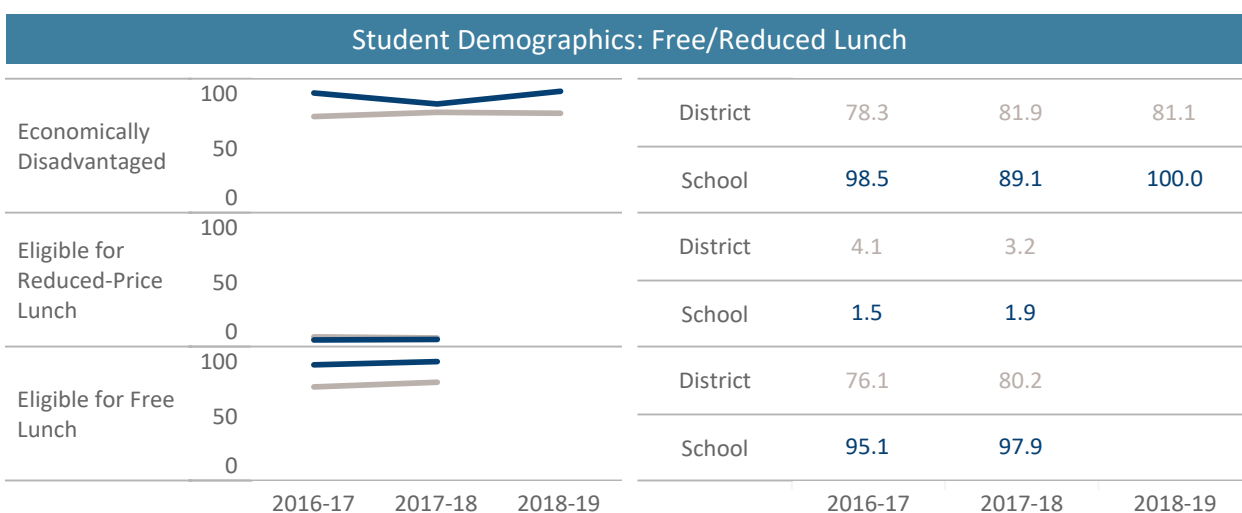
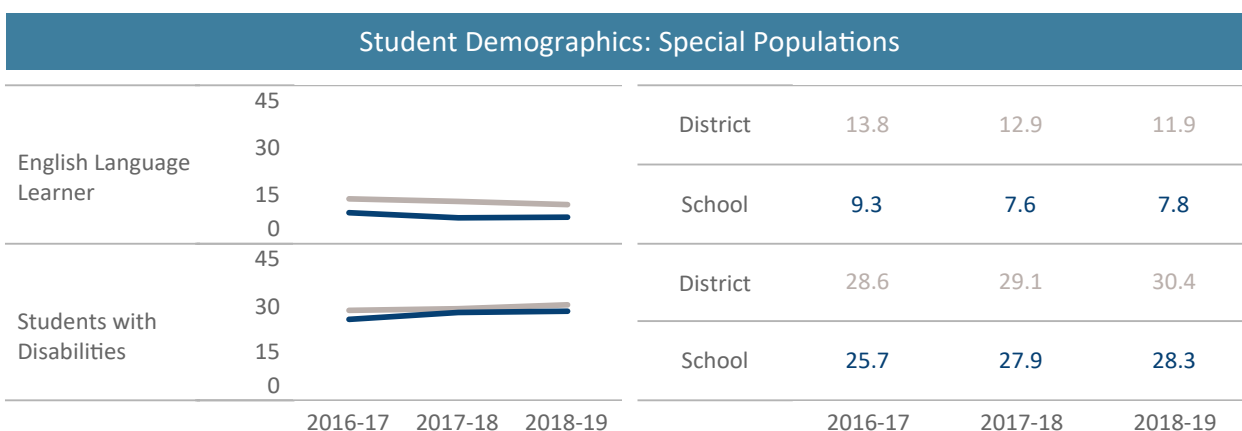
SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2015-16	300	326	109%	K-5
2016-17	384	434	113%	K-6
2017-18	440	528	120%	K-7
2018-19	496	581	117%	K-8
2019-20	621	691	111%	K-9

APPENDIX A: School Overview

East Harlem Scholars Academy Charter School

Manhattan CSD 4

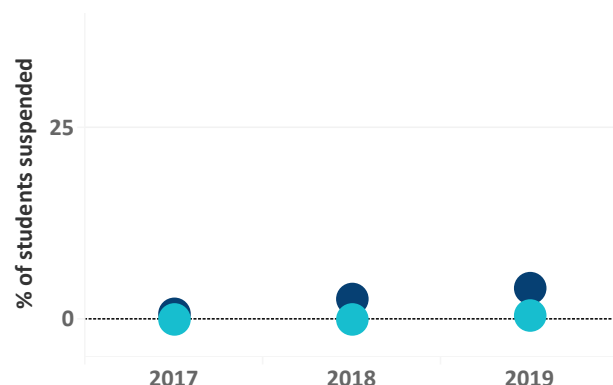


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

APPENDIX A: School Overview

East Harlem Scholars Academy Charter School

Manhattan CSD 4



School ISS Rate School OSS Rate

2017	0.0	0.7
2018	0.0	2.7
2019	0.5	4.1

CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

2017 2018 2019

0 0 0

East Harlem Scholars Academy Charter School's Enrollment and Retention Status: 2018-19

			District Target	School
Enrollment	economically disadvantaged		88.0	100.0
	English language learners		12.9	15.4
	students with disabilities		23.2	28.8
Retention	economically disadvantaged		92.2	89.1
	English language learners		92.9	83.5
	students with disabilities		92.0	92.3

Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS (NYCDOE SCHOOL SURVEY 2018-19)

RESPONSE RATE	OVERALL SATISFACTION	TRUST	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY COMMUNITY TIES
60%	90%	93%	85%	94%

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2011-12	First-Year Visit	April 19, 2012
2013-14	Evaluation Visit	December 11, 2013
2015-16	Initial Renewal Visit	September 28-30, 2015
2019-20	Subsequent Renewal Visit	March 4-5, 2020

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
March 4-5, 2020	Jeff Wasbes	Executive Deputy Director for Accountability
	Maureen Foley	Director for New Charters
	Hannah Hansen	School Evaluation Analyst
	Sonia Park	Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Rigorous college preparatory focus	+
Early college model	+
Literacy and communication skills infused across the curriculum	+
Advisory period	+
College and career counseling	+
Integration of character education and community service	+
Summer academy	+
Academic intervention	+
Mandatory participation in after school extra curricular activities	+
Data driven instructional best practices	-

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

East Harlem Scholars Academy Charter School

2016-17 Grades Served K-6				2017-18 Grades Served K-7				2018-19 Grades Served K-8									
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET					
	3	58.6 (58)	63.5 (52)		3	62.5 (56)	65.1 (43)		3	70.0 (60)	70.6 (51)						
	4	55.2 (58)	54.0 (50)		4	69.0 (58)	69.8 (53)		4	57.9 (57)	59.2 (49)						
	5	25.5 (51)	25.5 (47)		5	36.8 (57)	35.8 (53)		5	32.2 (59)	35.2 (54)						
	6	23.0 (74)	26.2 (42)		6	43.9 (82)	46.8 (47)		6	38.6 (57)	39.2 (51)						
	7	(0)	(0)		7	32.9 (76)	32.8 (61)		7	31.3 (83)	33.3 (75)						
	8	(0)	(0)		8	(0)	(0)		8	46.7 (75)	45.5 (66)						
	All	39.8 (241)	43.5 (191)	NO	All	47.7 (331)	49.0 (257)	NO	All	45.3 (391)	46.0 (346)	NO					
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP						
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system. <td>3-6</td> <td>120</td> <td>111</td> <td>YES</td> <td>3-7</td> <td>133</td> <td>101</td> <td>YES</td> <td>3-8</td> <td>127</td> <td>105</td> <td>YES</td>	3-6	120	111	YES	3-7	133	101	YES	3-8	127	105	YES					
	Comparison: Manhattan CSD 4				Comparison: Manhattan CSD 4				Comparison: Manhattan CSD 4								
	Grades	School	District		Grades	School	District		Grades	School	District						
	3-6	43.5	32.1	YES	3-7	49.0	39.8	YES	3-8	46.0	41.7	YES					
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES		
	3	100.0	58.6	24.6	1.92	3	98.1	62.5	34.6	1.54	3	100.0	606.0	592.9	1.55		
	4	98.3	55.2	23.3	1.85	4	100.0	69.0	31.8	2.07	4	100.0	602.0	591.2	1.32		
	5	94.5	25.5	19.5	0.45	5	100.0	36.8	20.4	1.19	5	100.0	597.0	591.3	0.68		
	6	98.6	23.0	14.6	0.71	6	98.8	43.9	30.7	0.91	6	100.0	595.0	588.6	0.71		
7					7	100.0	32.9	22.7	0.75	7	100.0	598.0	591.8	0.72			
8					8					8	100.0	599.0	593.0	0.66			
All	98.0	39.8	20.1	1.22	YES	All	99.4	47.7	27.9	1.23	YES	All	100.0	599.4	591.6	0.92	YES
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State						
	4	53.6			4	45.6			4	46.0							
	5	39.8			5	42.9			5	29.4							
	6	56.0			6	52.8			6	36.8							
	7	0.0			7	46.7			7	49.9							
	8	0.0			8	0.0			8	50.0							
	All	50.5	50.0	YES	All	47.5	50.0	NO	All	43.3	50.0	NO					
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP						

East Harlem Scholars Academy Charter School

2016-17			2017-18			2018-19												
Grades Served K-6			Grades Served K-7			Grades Served K-8												
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET							
3	78.2 (55)	77.6 (49)		3	75.5 (53)	73.2 (41)		3	75.0 (60)	72.5 (51)								
4	66.1 (59)	66.7 (51)		4	71.4 (56)	70.6 (51)		4	51.7 (58)	52.0 (50)								
5	26.9 (52)	23.4 (47)		5	37.5 (56)	38.5 (52)		5	30.5 (59)	31.5 (54)								
6	42.3 (71)	52.5 (40)		6	36.6 (82)	37.0 (46)		6	35.1 (57)	35.3 (51)								
7	(0)	(0)		7	40.8 (76)	45.9 (61)		7	32.9 (82)	35.1 (74)								
8	(0)	(0)		8	(0)	(0)		8	35.6 (73)	35.9 (64)								
All	53.2 (237)	55.6 (187)	NO	All	50.2 (323)	52.2 (251)	NO	All	42.7 (389)	42.7 (344)	NO							
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.			Grades	PI	AMO	Grades	PI	MIP	Grades	PI	MIP							
3-6	137	109	YES	3-7	139	103	YES	3-8	126	107	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: Manhattan CSD 4			Comparison: Manhattan CSD 4			Comparison: Manhattan CSD 4									
Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District							
3-6	55.6	33.6	YES	3-7	52.2	35.0	YES	3-8	42.7	36.8	YES							
Grade	%ED	Actual	Predicted	ES	Grade	%ED	Actual	Predicted	ES	Grade	%ED	Actual	Predicted	ES				
3	100.0	78.2	29.7	2.35	3	98.1	75.5	37.4	1.83	3	100.0	609.0	592.7	1.78				
4	98.3	66.1	22.3	2.33	4	100.0	71.4	29.4	2.18	4	100.0	602.0	591.5	1.10				
5	94.5	26.9	23.5	0.20	5	100.0	37.5	23.2	0.86	5	100.0	598.0	591.5	0.65				
6	98.6	42.3	16.2	1.63	6	98.8	36.6	22.7	0.90	6	100.0	597.0	590.9	0.64				
7					7	100.0	40.8	18.9	1.37	7	100.0	597.0	591.3	0.61				
8					8					8	100.0	604.0	593.2	0.85				
All	98.0	53.2	22.5	1.66	YES	All	99.4	50.2	25.5	1.37	YES	All	100.0	601.1	591.9	0.92	YES	
Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	
4	46.2		4	47.5		4	25.1		4	25.1		4	25.1		4	25.1		
5	25.2		5	26.6		5	19.1		5	19.1		5	19.1		5	19.1		
6	53.6		6	46.0		6	32.9		6	32.9		6	32.9		6	32.9		
7	0.0		7	60.0		7	52.9		7	52.9		7	52.9		7	52.9		
8	0.0		8	0.0		8	45.2		8	45.2		8	45.2		8	45.2		
All	43.0	50.0	NO	46.1	50.0	NO	36.8	50.0	NO	36.8	50.0	NO	36.8	50.0	NO	36.8	50.0	NO
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.																		

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on East Harlem Scholars I's renewal application on April 20, 2020 by videoconference. Four people were present and each spoke generally in favor of the renewal application. No one spoke in opposition to the renewal application.

APPENDIX D: Fiscal Dashboard

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

NOTE: Effective 2013-14 the school combined into the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools combined into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
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 Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2011-12

COMBINED COMBINED COMBINED COMBINED COMBINED

2014-15 2015-16 2016-17 2017-18 2018-19

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

3,768,746	4,588,269	5,966,601	7,646,801	8,827,649
904,782	981,956	1,295,933	1,584,931	2,088,252

25,739	24,948	205,778	207,268	731,867
365,459	145,743	188,652	404,993	439,801
-	52,940	431,255	575,158	596,214
7,056	-	-	-	-
-	-	522,562	1,214,603	1,416,644
-	268,097	-	-	-
5,071,782	6,061,953	8,610,780	11,633,755	14,100,427

2,778,469	3,708,360	6,844,540	7,892,180	8,722,789
1,623,531	1,856,298	2,570,630	3,170,576	3,831,145
98,294	154,880	355,375	428,303	299,638
4,500,294	5,719,538	9,770,545	11,491,059	12,853,572
335,911	477,861	779,431	935,382	1,099,577
141,426	180,217	293,341	315,097	415,920
4,977,631	6,377,616	10,843,317	12,741,538	14,369,069
94,151	(315,663)	(2,232,537)	(1,107,784)	(268,642)

130,000	280,000	1,528,872	1,667,578	346,001
-	50,000	4,841	-	3,716
-	5,964	13,263	15,029	24,964
-	-	-	-	-
130,000	335,964	1,546,976	1,682,608	374,681

5,201,782	6,397,917	10,157,757	13,316,362	14,475,108
-	-	-	-	-
5,201,782	6,397,917	10,157,757	13,316,362	14,475,108

224,151	20,301	(685,560)	574,824	106,039
743,075	967,226	987,527	301,967	876,791
-	-	-	-	-
967,226	987,527	301,967	876,791	982,830

APPENDIX D: Fiscal Dashboard

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

NOTE: Effective 2013-14 the school combined into the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools combined 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

2014-15	2015-16	2016-17	2017-18	2018-19
615,681	940,660	1,400,459	1,482,368	1,592,792
2,247,985	2,656,603	4,036,244	4,523,379	5,376,738
-	-	2,309	4,059	3,758
-	-	-	-	-
2,863,666	3,597,263	5,439,012	6,009,806	6,973,287
492,024	665,374	905,958	921,320	1,258,651
36,766	47,386	49,913	77,996	96,383
-	-	-	-	-
-	-	1,226,890	1,432,644	1,472,269
56,811	61,389	160,202	141,556	202,165
579,763	847,486	863,866	1,061,960	1,285,378
101,471	77,867	21,138	148,385	81,763
263,026	368,390	579,094	521,362	548,200
126,716	100,456	197,424	219,757	221,504
457,388	612,005	1,399,820	1,923,896	2,229,470
4,977,631	6,377,616	10,843,317	12,458,682	14,369,069

Total Expenses

SCHOOL ANALYSIS

ENROLLMENT

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

2014-15	2015-16	2016-17	2017-18	2018-19
250	300	384	440	496
250	300	384	440	496
273	326	434	528	581
K-4	K-5	K-6	K-7	K-8
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

13,877	13,877	14,027	14,527	15,307
2.5%	0.0%	1.1%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

18,592	18,618	19,841	22,034	24,269
477	1,032	3,564	3,187	645
19,068	19,650	23,405	25,220	24,914

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

16,497	17,567	22,513	21,763	22,123
1,750	2,021	2,472	2,368	2,608
18,246	19,588	24,985	24,132	24,732
90.4%	89.7%	90.1%	90.2%	89.5%
9.6%	10.3%	9.9%	9.8%	10.5%
4.5%	0.3%	-6.3%	4.5%	0.7%

% of Revenue Exceeding Expenses - GRAPH 5

Student to Faculty Ratio

7.3	7.8	7.8	8.5	8.4
-----	-----	-----	-----	-----

Faculty to Admin Ratio

4.2	3.1	3.1	3.4	3.6
-----	-----	-----	-----	-----

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

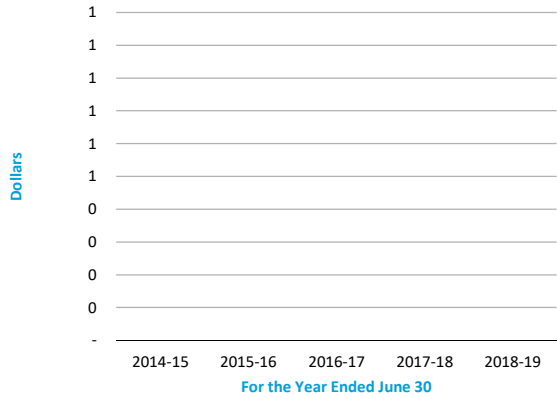
APPENDIX D: Fiscal Dashboard

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

NOTE: Effective 2013-14 the school combined into the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools combined into the education corporation.

GRAPH 1

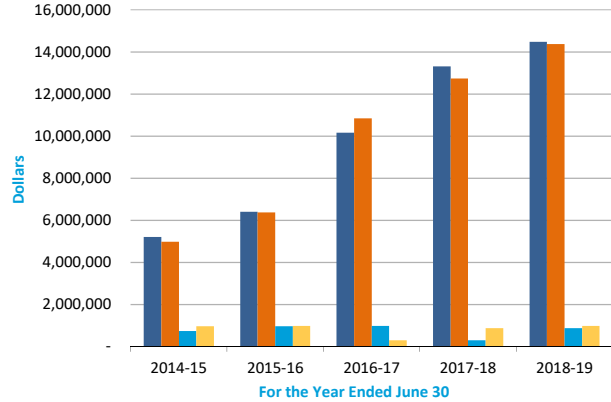
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 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

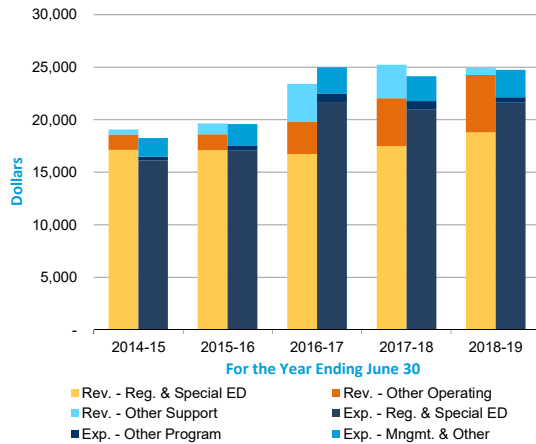
Revenue, Expenses and Net Assets



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

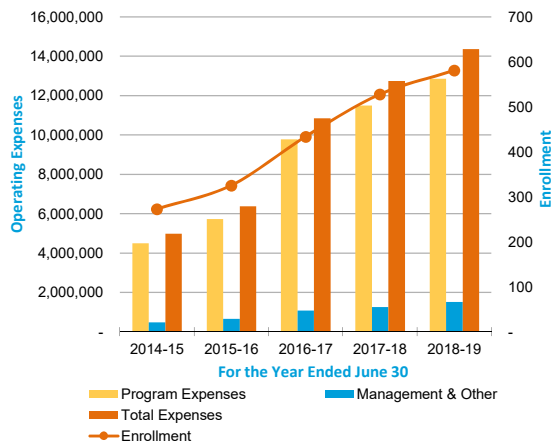
Revenue & Expenses Per Pupil



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 D: Fiscal Dashboard

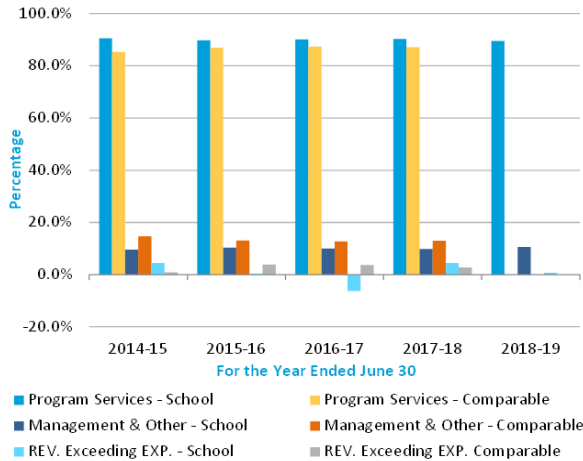
EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

NOTE: Effective 2013-14 the school combined into the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools combined into the education corporation.

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

GRAPH 5

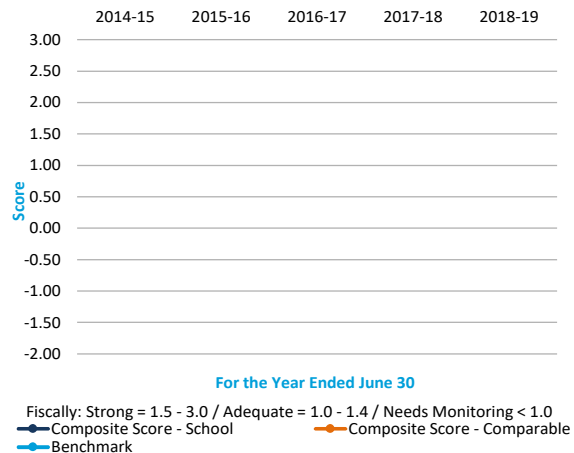
% Breakdown of Expenses



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

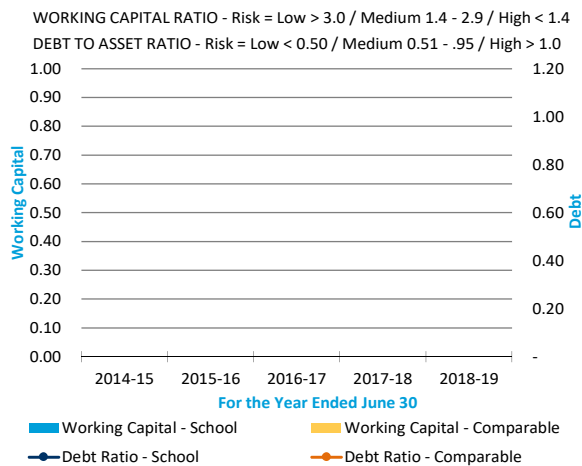
Composite Score



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

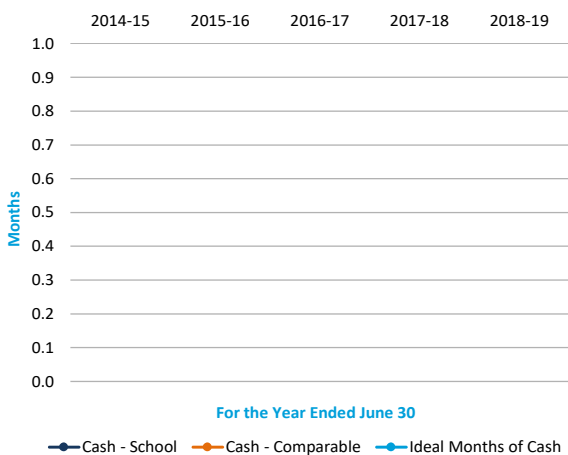
Working Capital & Debt to Asset Ratios



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.

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

● School Opening ■ Initial Renewal - Full-Term ◆ Subsequent Renewal Recommendation

East Harlem Scholars Academy Charter School

● 2011

■ 2016

◆ 2020

East Harlem Scholars Academy Charter School II

● 2012

■ 2018

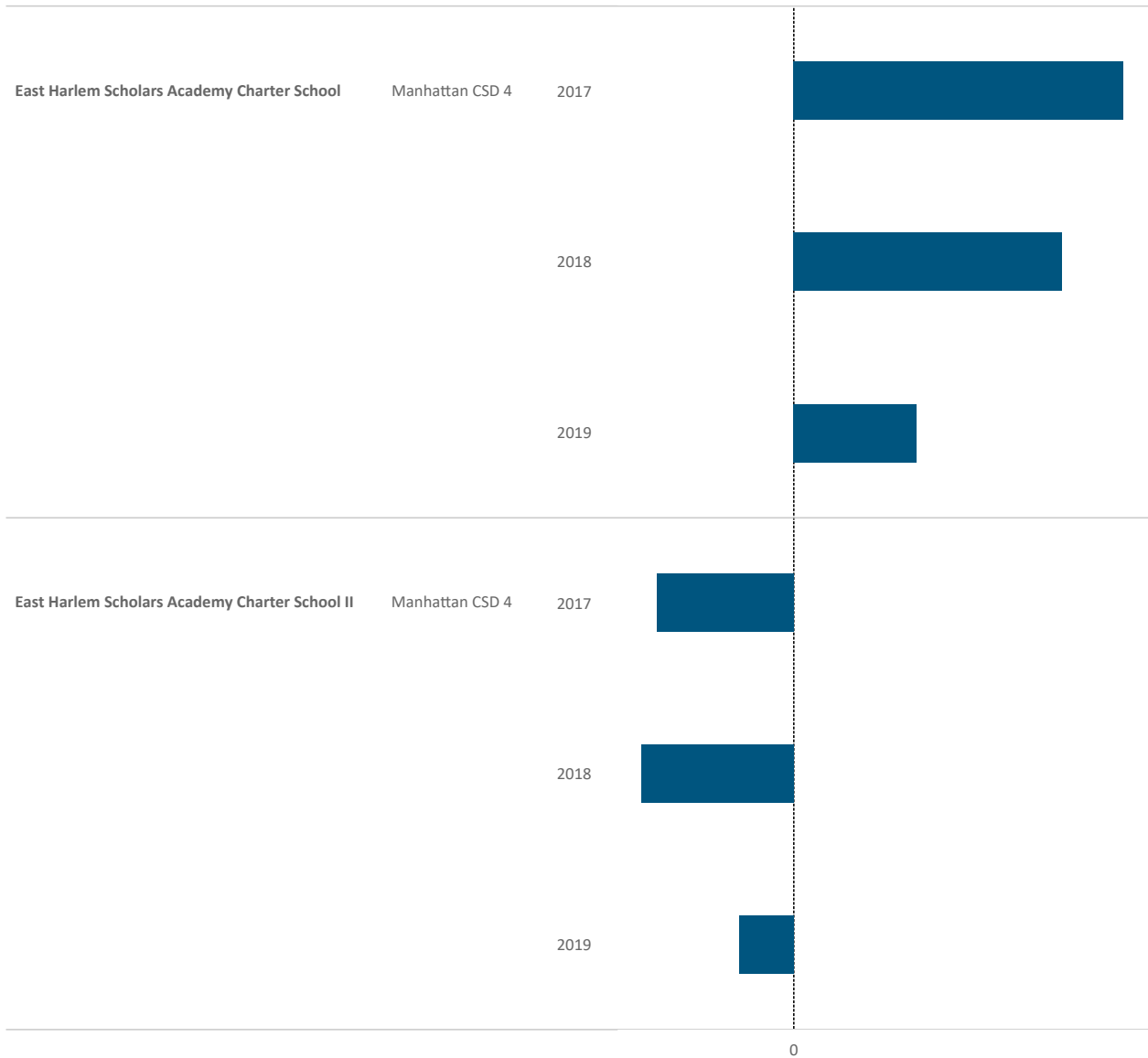
APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
East Harlem Scholars Academy Charter School	NYC CSD 4	Only 9 th Grade	621	K-9
East Harlem Scholars Academy Charter School II	NYC CSD 4	Yes	462	K-7

APPENDIX E: Education Corporation Overview

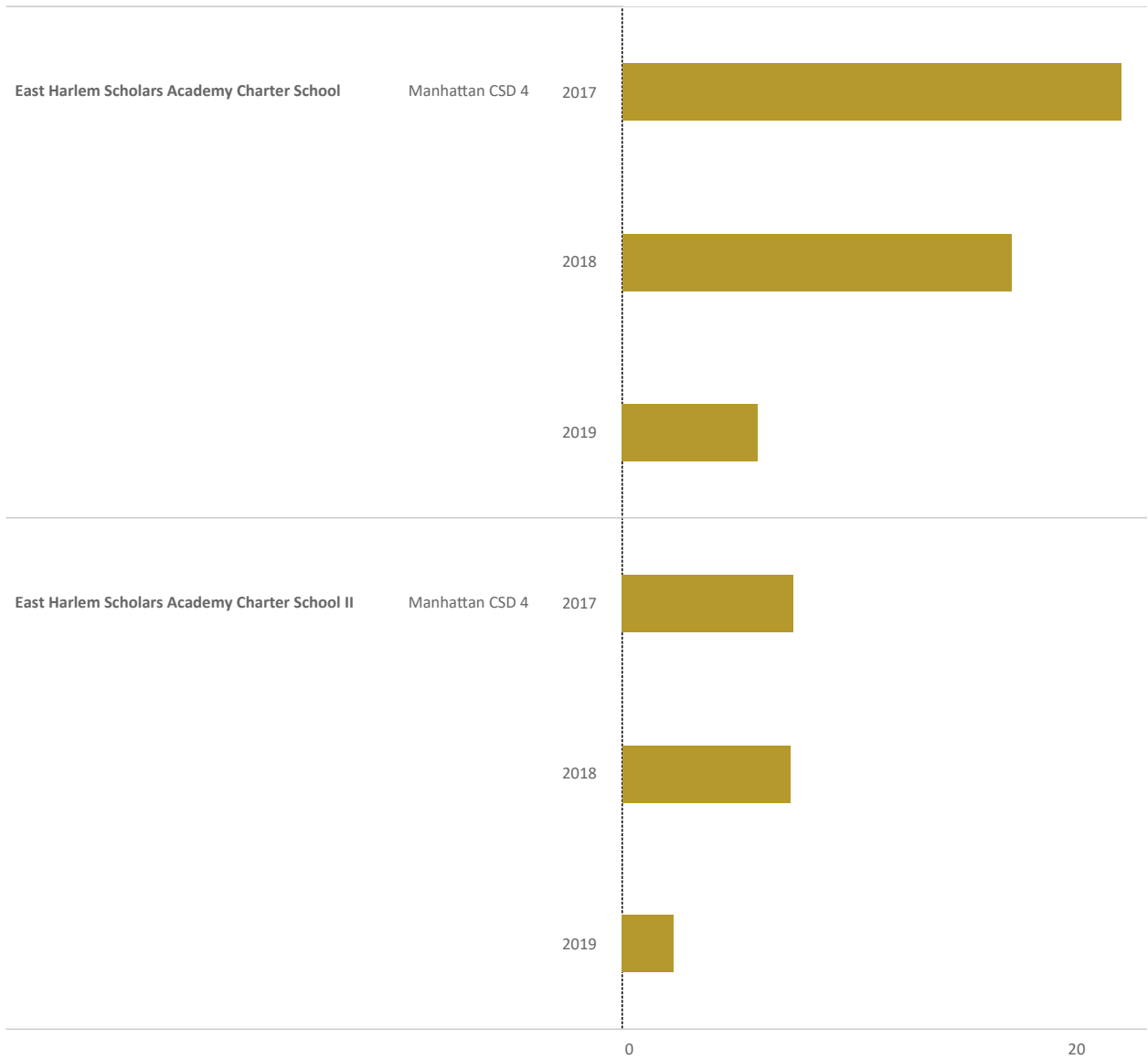
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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.

APPENDIX E: Education Corporation Overview

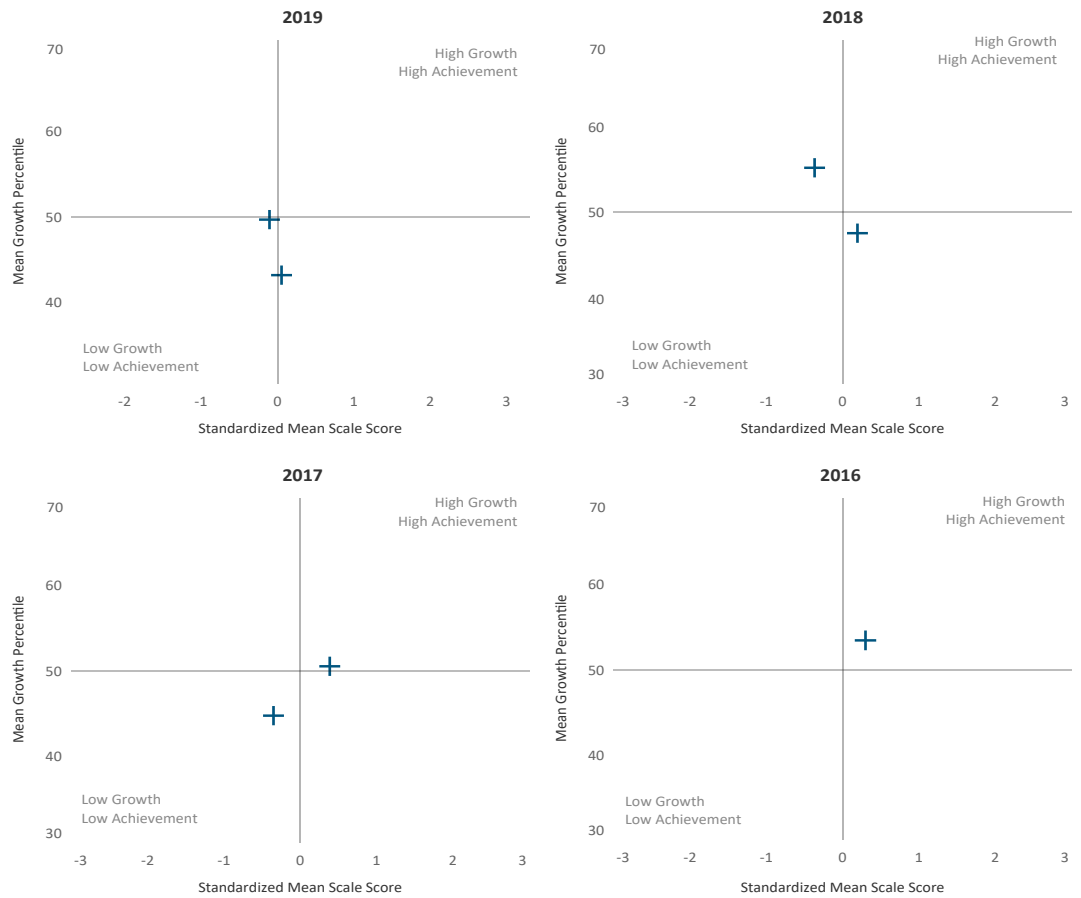
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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.

APPENDIX E: Education Corporation Overview

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

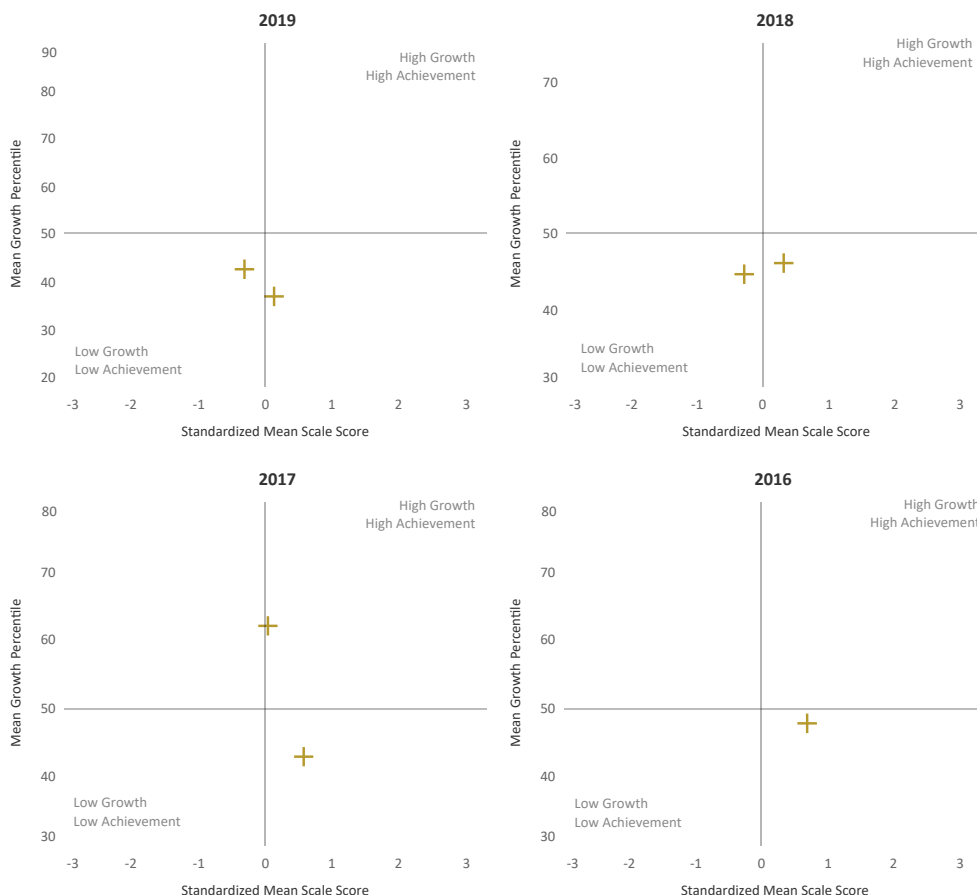


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

APPENDIX E: Education Corporation Overview

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



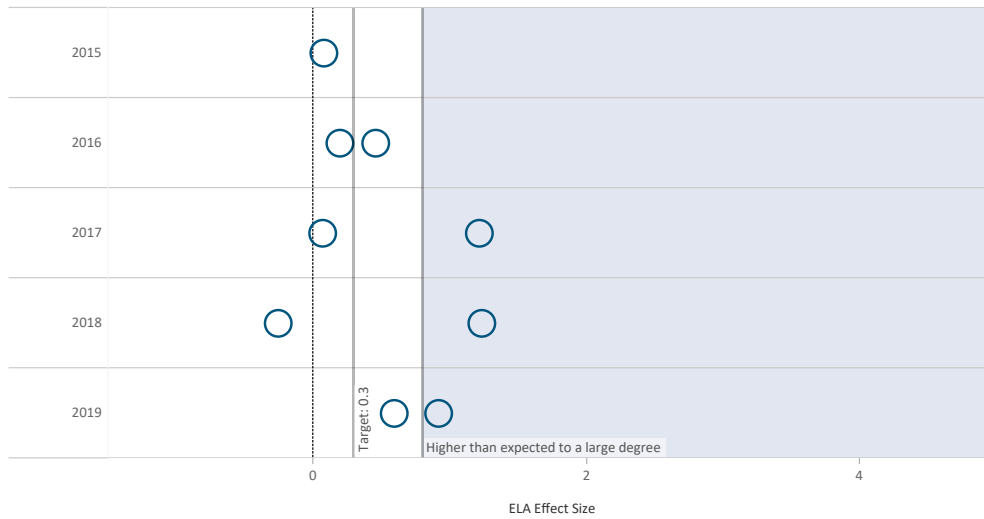
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These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during 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.

APPENDIX E: Education Corporation Overview

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

ELA Effect Size by Year and School



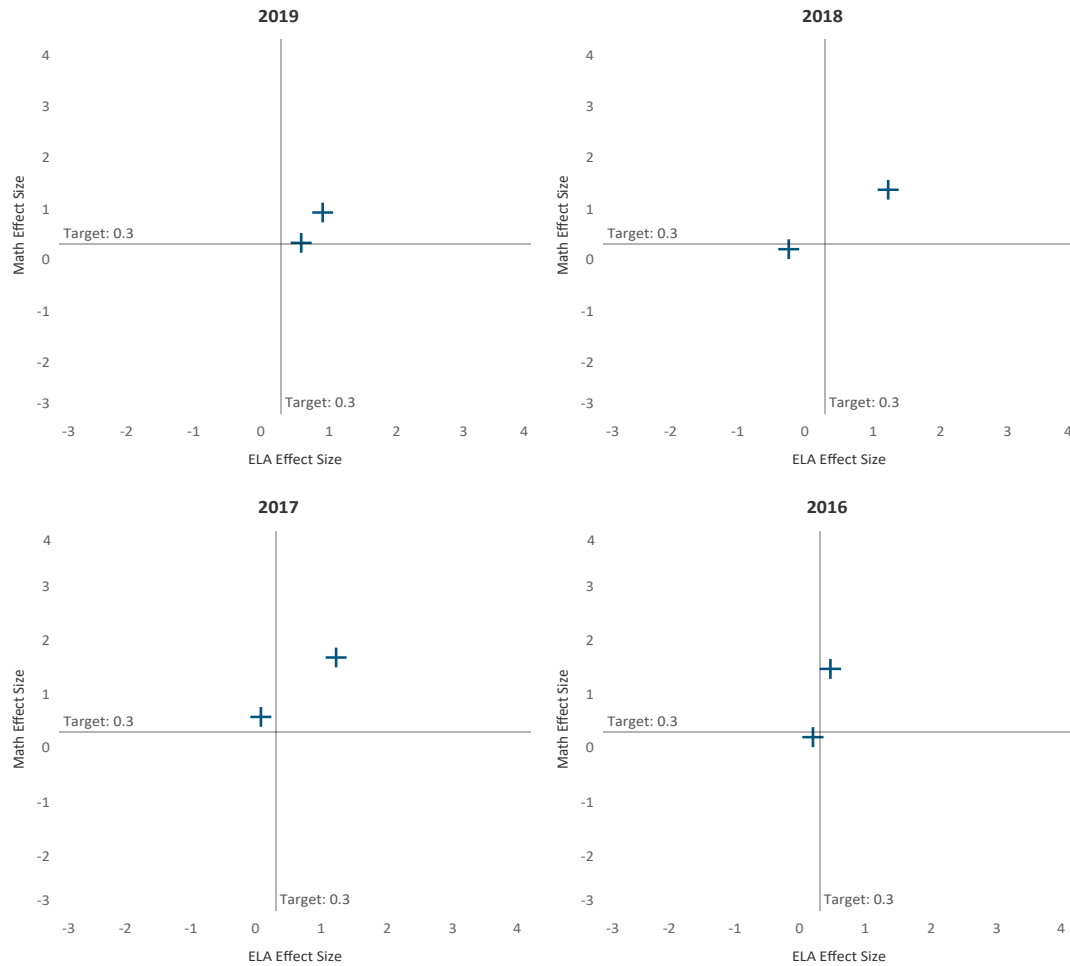
Math Effect Size by Year and School



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.

APPENDIX E: Education Corporation Overview

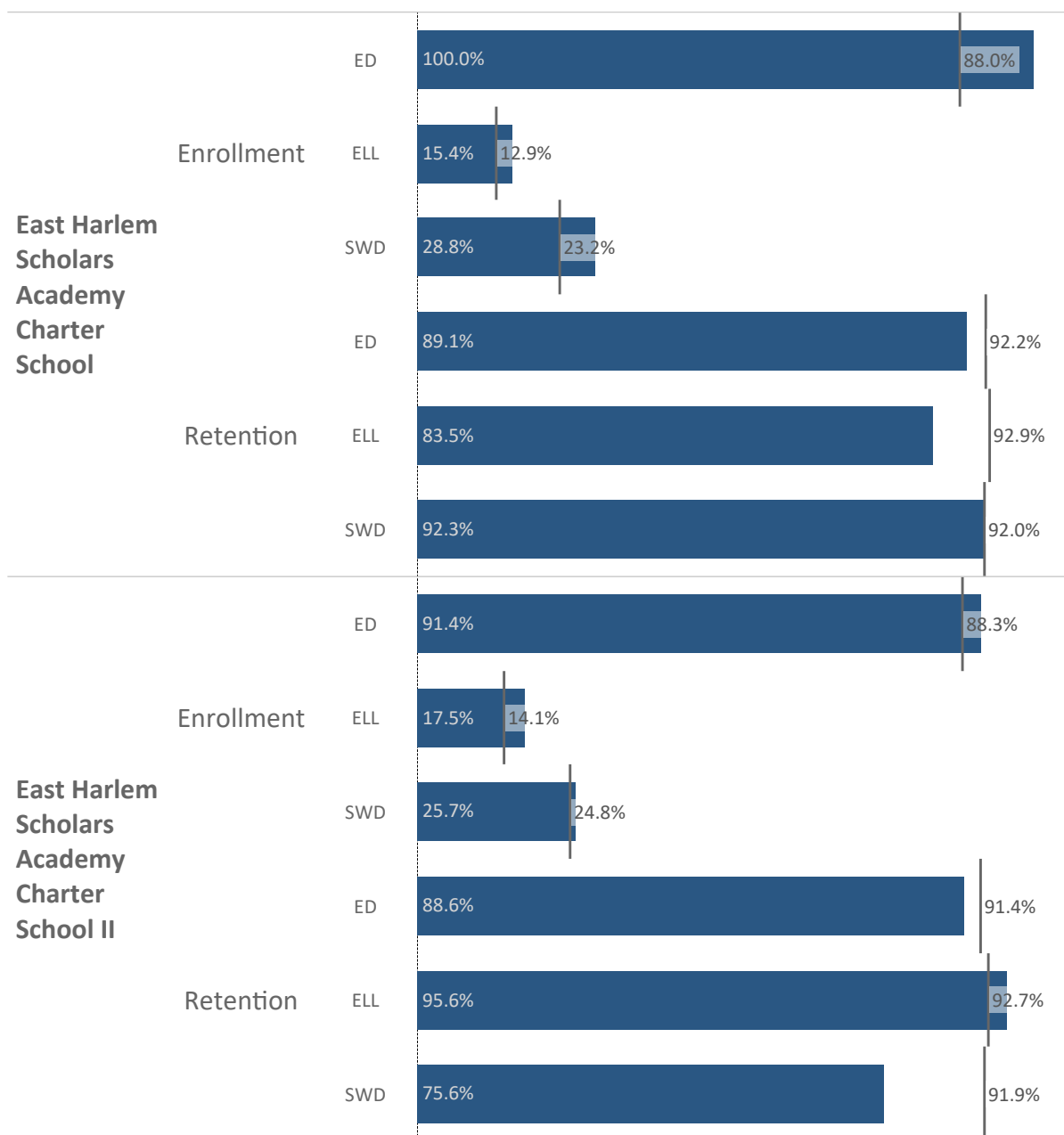
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2016-17



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.

APPENDIX E: Education Corporation Overview

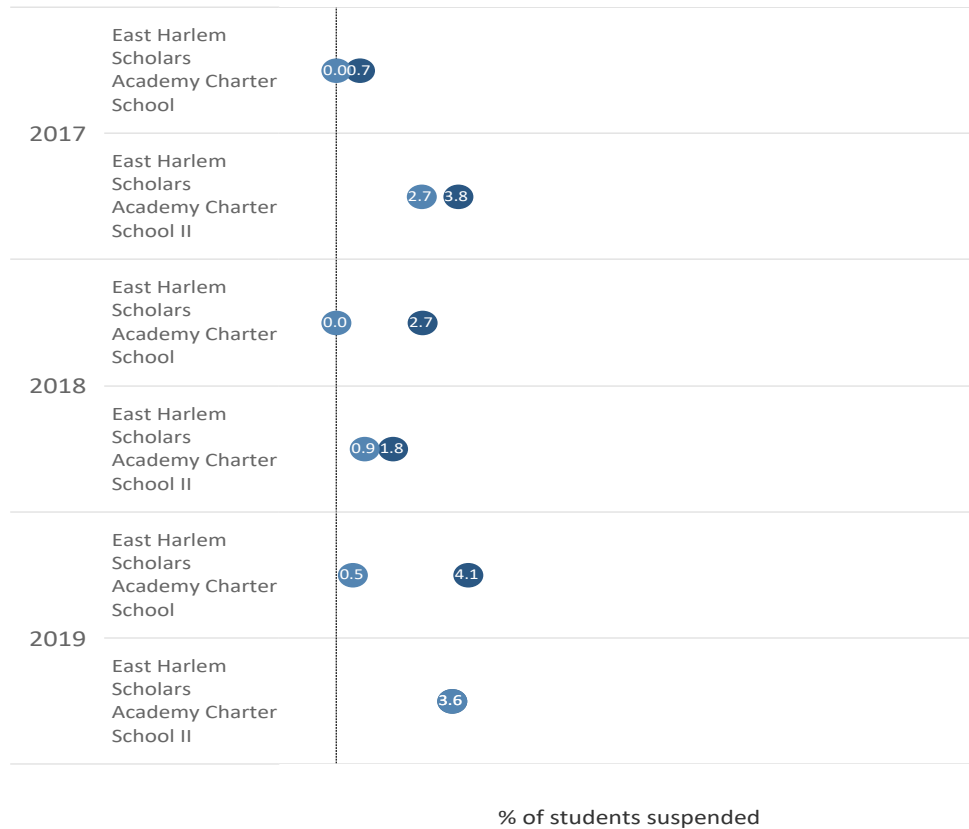
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: Education Corporation Overview

Suspensions: East Harlem Scholars Academy Charter School 's out of school suspension rate and in school suspension rate.



Although Community School District (“CSD”) and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible because available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total 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 2017, 2018, and 2019 East Harlem Scholars schools expelled 0 students.

APPENDIX E: Education Corporation Overview

PERSISTENCE IN ENROLLMENT



APPENDIX F: Ed Corp Fiscal Dashboard

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (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

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
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 Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	COMBINED 2014-15	COMBINED 2015-16	COMBINED 2016-17	COMBINED 2017-18	COMBINED 2018-19
Cash and Cash Equivalents - GRAPH 1	1,474,954	1,045,924	326,000	1,050,059	1,567,992
Grants and Contracts Receivable	317,775	889,749	2,032,578	297,258	1,025,605
Accounts Receivable	-	-	-	1,309,376	-
Prepaid Expenses	20,309	294,056	10,510	173,172	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	1,813,038	2,229,729	2,369,088	2,829,865	2,593,597
Property, Building and Equipment, net	268,148	137,631	740,779	722,177	657,283
Other Assets	50,000	50,000	75,000	150,058	150,206
Total Assets - GRAPH 1	2,131,186	2,417,360	3,184,867	3,702,100	3,401,086

Accounts Payable and Accrued Expenses	120,082	717,625	922,456	1,039,402	573,324
Accrued Payroll and Benefits	315,682	-	-	-	819,210
Deferred Revenue	-	-	-	6,537	23,511
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	560,852	-	-	-
Other	532,172	-	1,930,455	1,273,329	452,187
Total Current Liabilities - GRAPH 1	967,936	1,278,477	2,852,911	2,319,268	1,868,232
Deferred Rent/Lease Liability	-	-	-	506,758	562,427
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	967,936	1,278,477	2,852,911	2,826,026	2,430,659

Unrestricted	1,163,250	1,138,883	331,956	876,074	820,369
Temporarily restricted	-	-	-	-	150,058
Total Net Assets	1,163,250	1,138,883	331,956	876,074	970,427
Total Liabilities and Net Assets	2,131,186	2,417,360	3,184,867	3,702,100	3,401,086

Resident Student Enrollment	5,973,920	7,957,979	9,853,912	12,630,804	14,990,339
Students with Disabilities	1,178,135	1,492,269	1,752,474	2,285,593	3,053,991

State and local	41,588	47,839	665,708	751,304	1,464,249
Federal - Title and IDEA	448,547	225,408	323,122	669,245	709,479
Federal - Other	143,068	119,299	766,578	1,019,850	976,289
Other	7,056	-	-	-	75
NYC DoE Rental Assistance	-	-	522,562	1,214,603	1,416,644
Food Service/Child Nutrition Program	123,037	470,023	-	-	-
Total Operating Revenue	7,915,351	10,312,817	13,884,356	18,571,399	22,611,066

Regular Education	4,551,821	6,565,296	10,554,567	12,671,244	14,442,035
SPED	2,318,941	3,055,055	3,496,779	4,104,087	5,257,267
Other	132,186	208,549	928,126	907,385	563,842
Total Program Services	7,002,948	9,828,900	14,979,472	17,682,716	20,263,144
Management and General	561,577	740,705	1,311,770	1,616,321	1,997,529
Fundraising	245,910	292,226	500,897	527,258	740,428
Total Expenses - GRAPHS 2, 3 & 4	7,810,435	10,861,831	16,792,139	19,826,295	23,001,101

Surplus / (Deficit) From School Operations	104,916	(549,014)	(2,907,783)	(1,254,896)	(390,035)
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Contributions	280,000	355,000	2,078,872	1,783,956	446,001
Fundraising	-	125,000	8,720	-	3,716
Miscellaneous Income	-	44,647	13,263	15,058	34,671
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	280,000	524,647	2,100,855	1,799,014	484,388

Total Unrestricted Revenue	8,195,351	10,837,464	15,985,211	20,370,413	23,095,454
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	8,195,351	10,837,464	15,985,211	20,370,413	23,095,454

Change in Net Assets	384,916	(24,367)	(806,928)	544,118	94,353
Net Assets - Beginning of Year - GRAPH 2	778,334	1,163,250	1,138,883	331,956	876,074
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	1,163,250	1,138,883	331,956	876,074	970,427

APPENDIX F: Ed Corp Fiscal Dashboard

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (COMBINED)

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

2014-15	2015-16	2016-17	2017-18	2018-19
1,070,682	1,550,646	2,288,021	2,574,190	2,990,144
3,447,709	4,681,983	6,718,743	7,487,516	9,258,930
-	-	2,309	4,059	3,758
-	-	-	-	-
4,518,391	6,232,629	9,009,073	10,065,765	12,252,831
783,846	1,136,952	1,550,543	1,527,417	2,085,486
52,864	78,948	87,049	125,248	137,480
-	-	-	5,051	-
-	-	1,226,890	1,432,644	1,472,269
78,148	91,894	220,727	236,058	368,107
921,206	1,257,081	1,568,578	1,807,751	2,256,181
146,248	176,233	85,460	286,327	183,483
417,253	559,315	776,940	747,785	902,299
167,257	130,517	231,577	272,605	330,848
725,222	1,198,262	2,035,302	2,627,061	3,012,116
7,810,435	10,861,831	16,792,139	19,133,712	23,001,101

Total Expenses

SCHOOL ANALYSIS

ENROLLMENT

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

2014-15	2015-16	2016-17	2017-18	2018-19
416	522	662	774	900
416	522	662	774	900
432	540	760	914	983
-	-	-	-	-
-	-	-	-	-

Primary School District:

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

13,877	13,877	14,027	-	-
2.5%	0.0%	1.1%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support

TOTAL - GRAPH 3

18,331	19,093	18,269	20,319	23,002
648	971	2,764	1,968	493
18,980	20,065	21,033	22,287	23,495

Expenses

Program Services
Management and General, Fundraising

TOTAL - GRAPH 3

% of Program Services
% of Management and Other

16,218	18,197	19,710	19,347	20,614
1,870	1,912	2,385	2,345	2,785
18,088	20,110	22,095	21,692	23,399
89.7%	90.5%	89.2%	89.2%	88.1%
10.3%	9.5%	10.8%	10.8%	11.9%
4.9%	-0.2%	-4.8%	2.7%	0.4%

% of Revenue Exceeding Expenses - GRAPH 5

Student to Faculty Ratio

5.8	8.7	7.8	8.7	7.9
-----	-----	-----	-----	-----

Faculty to Admin Ratio

4.2	3.0	3.3	3.4	3.6
-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

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

2.3	1.7	0.1	1.2	1.1
Fiscally Strong	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Adequate	Fiscally Adequate

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)

845,102	951,252	(483,823)	510,597	725,365
10.3%	8.8%	-3.0%	2.5%	3.1%
1.9	1.7	0.8	1.2	1.4
MEDIUM	MEDIUM	HIGH	HIGH	MEDIUM
Good	Good	Poor	Poor	Good

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)

1.9	1.5	0.8	1.1	1.4
MEDIUM	MEDIUM	HIGH	MEDIUM	MEDIUM
Good	Good	Poor	Good	Good

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)

0.5	0.5	0.9	0.8	0.7
MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Good	Good	Good	Good	Good

Months of Cash - GRAPH 8

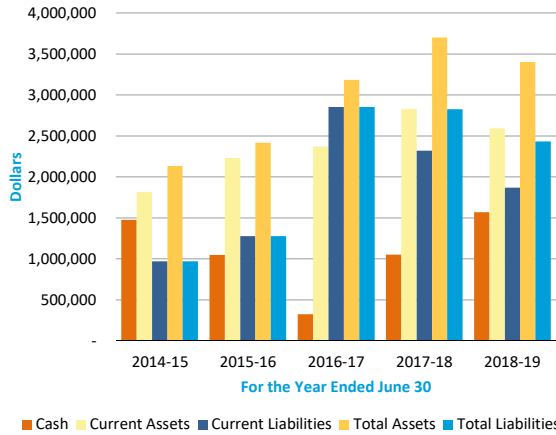
Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

2.3	1.2	0.2	0.6	0.8
MEDIUM	MEDIUM	HIGH	HIGH	HIGH
Good	Good	Poor	Poor	Poor

APPENDIX F: Ed Corp Fiscal Dashboard

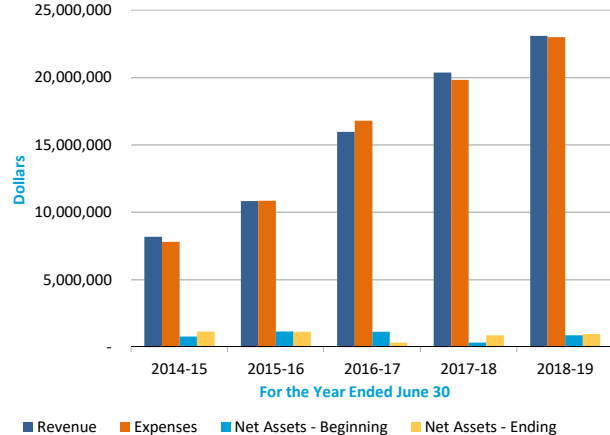
EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (COMBINED)

GRAPH 1 Cash, Assets and Liabilities



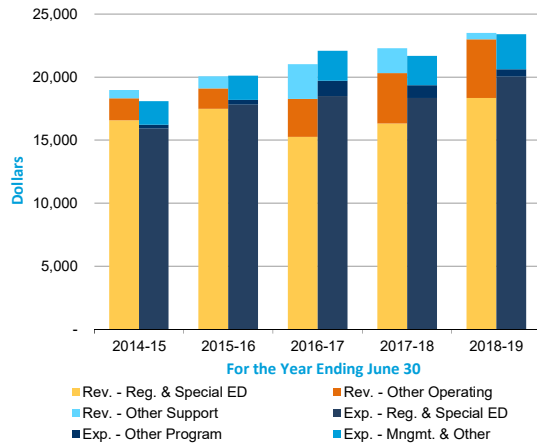
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2 Revenue, Expenses and Net Assets



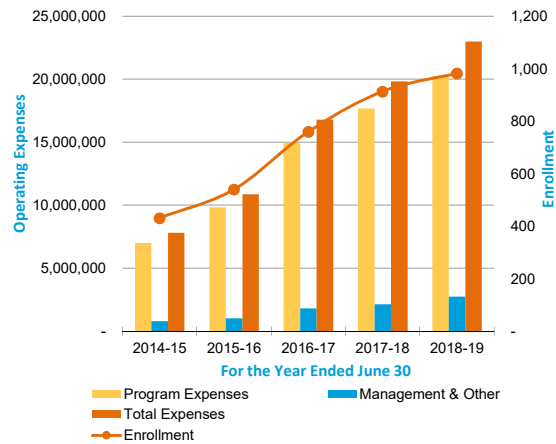
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year,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

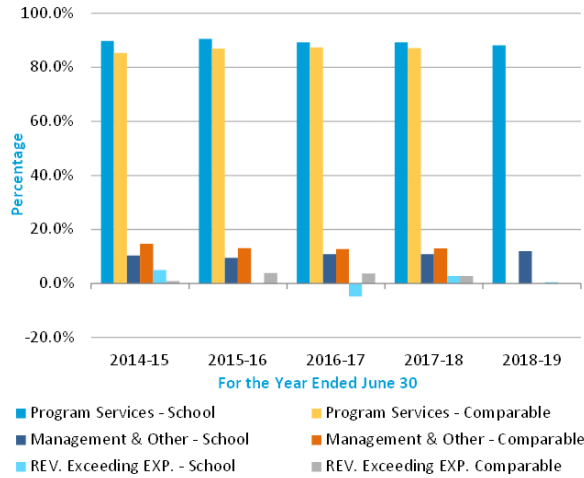
APPENDIX F: Ed Corp Fiscal Dashboard

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (COMBINED)

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

GRAPH 5

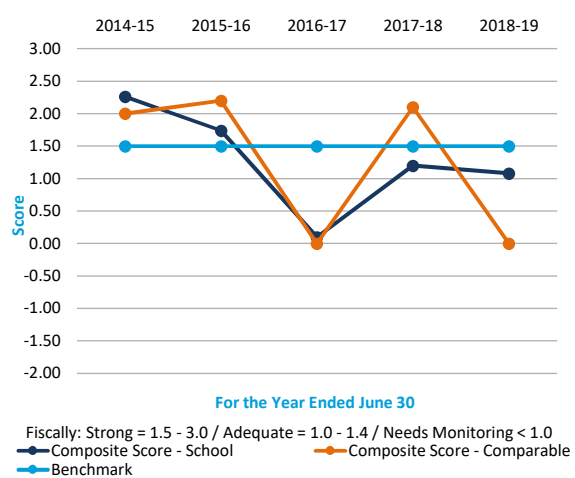
% Breakdown of Expenses



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

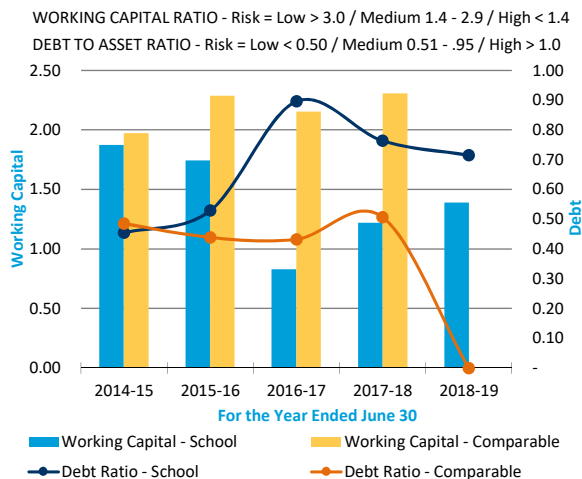
Composite Score



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

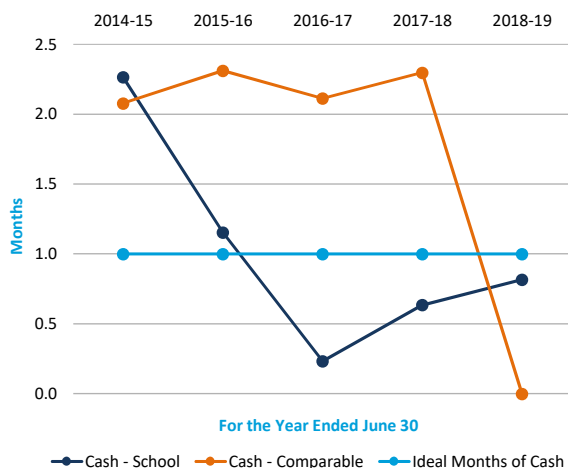
Working Capital & Debt to Asset Ratios



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.

