

THE SUNY CHARTER SCHOOLS INSTITUTE

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

*ACHIEVEMENT FIRST APOLLO
CHARTER SCHOOL*

*ACHIEVEMENT FIRST ENDEAVOR
CHARTER SCHOOL*

Report Date: March 2, 2020

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Charter Schools Institute
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 the education corporation’s Applications for Charter Renewal for all schools under renewal consideration during the current school year, and more broadly, details the merits of the schools’ cases for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED
DURING THE
CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL
SOUNDNESS

LEGAL
COMPLIANCE

RENEWAL
EVALUATION VISIT



Based on these elements, the Institute is confident in the education corporation’s capacity to ensure that each school within the education corporation, and especially the charter schools under renewal consideration during this school year, continues to produce high student achievement results.

This renewal report presents the evidence for and merits of the renewal recommendations for several schools operating under a single education corporation. The evidence supporting the renewal recommendations for several schools is presented under a single cover when the schools all operate under one education corporation and the academic program at each school

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

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is substantively the same in both design and implementation. Most importantly, the Institute presents the evidence for multiple schools under a single cover when the academic program at each school has produced a track record of meeting or coming close to meeting the academic goals in each school's Accountability Plan. The Institute uses multiple measures to determine the education corporation has demonstrated capacity throughout the charter term to support its schools in meeting or coming close to meeting their Accountability Plan goals and that the education corporation is likely to do so in a subsequent charter term.

REPORT FORMAT

For a high performing education corporation, the renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the "SUNY Renewal Benchmarks"),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. For the purposes of multiple schools within the education corporation under renewal consideration at the same time, the Institute slightly modifies the questions below to reflect the capacity of the education corporation and the supports it provides to its schools. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if an education corporation has made an adequate case for renewal for each of its schools.



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

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

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

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



RENEWAL RECOMMENDATION

Full-Term Renewal. The Institute recommends that the SUNY Trustees approve the two Applications for Charter Renewal:

- Achievement First Apollo Charter School; and,
- Achievement First Endeavor Charter School.

If each school is renewed, the education corporation will be granted the authority to continue to operate each school for a period of five years with authority to provide instruction to students in such configurations as set forth in each school’s Application for Charter Renewal. The table below presents more information about the schools under renewal consideration this year.

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

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
Achievement First Apollo Charter School (“AF Apollo”)	K-8	824	Five-Year Subsequent
Achievement First Endeavor Charter School (“AF Endeavor”)	K-8*	824	Five-Year Initial ³

3. This is the school’s first renewal as a SUNY authorized school. Therefore, all initial renewal outcomes including Short-Term Renewal are available.

* 2017-18 was the last year that AF Endeavor served high school level grades. Students now matriculate into another high school program within Achievement First Brooklyn Charter Schools.

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have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,⁴ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁵

To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.⁶

REQUIRED FINDINGS

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

- 1: each 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 each school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs they will offer, their structure and purpose, approving each school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁷

ENROLLMENT AND RETENTION TARGETS

Generally, enrollment and retention targets apply to all charter schools. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students.

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

5. SUNY Renewal Policies (p. 12).

6. SUNY Renewal Policies (p. 14).

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

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

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

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

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

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

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS

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

BACKGROUND

AF Brooklyn Schools, a not-for-profit charter school education corporation, is currently authorized to operate 12 charter schools. The SUNY Trustees approved the original charter for AF Apollo on January 15, 2008. The New York State Board of Regents, upon recommendation of the New York City Schools Chancellor ("NYC Chancellor"), approved the charter for AF Endeavor, which opened in fall 2006.

The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations. Effective July 1, 2015, the SUNY Trustees permitted AF Apollo and six other SUNY authorized Achievement First schools to merge into one education corporation. On December 7, 2015, the SUNY Trustees approved three Achievement First schools authorized by the NYC Chancellor, including AF Endeavor, to merge into AF Brooklyn Schools, effective April 1, 2016.

AF Brooklyn Schools' mission states:



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

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EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

Achievement First contracts as the CMO for 37 charter schools located in New York, Connecticut, and Rhode Island that serve 13,200 students in Kindergarten – 12th grade. The network provides the schools with academic, operational, facilities, and back office assistance. Schools utilize the network's curriculum and assessment materials. The network is also responsible for managing and evaluating the performance of each school and school leader, and making recommendations to the AF Brooklyn Schools board for its approval.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Each of the AF Brooklyn Schools under renewal consideration is an academic success having met or come close to meeting their Accountability Plan goals as evidenced by:

- Over its current charter term, AF Endeavor posted a strong record of attainment against the measures included under the high school graduation goal in its Accountability Plan. AF Endeavor exceeded the graduation rate⁸ target of 75% each year of its charter term, notably graduating 100% of its Total Cohort in 2017-18.
- In 2017-18, AF Endeavor's high school program demonstrated strong college preparation as evidenced by 98% of graduating students matriculating into a two or four year college the fall after graduation.
- Each school under renewal consideration consistently outperformed its district on state assessments in English language arts ("ELA") and mathematics in 3rd – 8th grade over their charter terms. Notably, AF Apollo's students in their second year outperformed district peers by 58 percentage points in mathematics in 2018-19, and AF Endeavor's students in their second year outperformed district peers in mathematics in the same year by 41 percentage points.
- All schools within AF Brooklyn Schools performed above the composite district⁹ by 30 percentage points in ELA and 50 percentage points in mathematics in 2018-19.
- From 2016-17 through 2018-19, at the schools under renewal consideration, students with disabilities scored at or above proficiency on the ELA state assessment at a rate that was least 10 percentage points above the rate of each of the individual school's comparison district's students with disabilities.
- At the high school level, all schools within AF Brooklyn Schools demonstrate strong college preparation in a number of ways. AF Brooklyn Schools intentionally de-emphasizes administration of additional Regents exams beyond the required exams in order to promote enrollment in Advanced Placement ("AP") courses. As a result, students do not graduate with Advanced Regents diplomas. Instead, in 2017-18, 100% of students at all schools within the education corporation enrolled in at least one AP course and took the AP exam. Additionally, 63% of students in the 2014 cohort passed an AP exam with a score of 3 (out of 5) or higher.
- Across AF Brooklyn Schools, teachers engage in lesson study work to monitor students' progress. Academic deans facilitate teachers' analysis of student work, in which teachers analyze student misconceptions and adjust upcoming lesson plans in order to address student misunderstandings. Teachers prepare ahead of time for the meetings, and deans use a specific protocol to ensure teachers accurately identify where students need the most support.

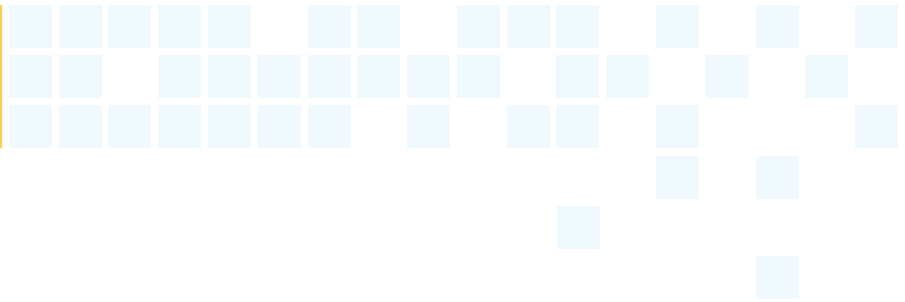
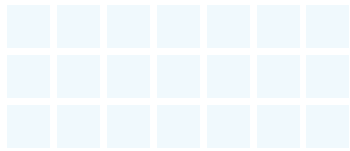
8. When the Institute evaluates a school's graduation rate, it uses the 4th year Cohort as of August. Similarly, the Institute uses the district's 4th year Cohort as of August as a comparison.

9. To appropriately compare an aggregate of all AF Brooklyn Schools' student performance, the Institute compiled an aggregate of each New York City Community School District ("CSD") in which each school is a part of including CSDs 13, 17, 19, 23, and 32.

- In 2016-17, Achievement First began sharing out its high quality mathematics curricula and training materials as open source materials for any school through its Achievement First Navigator program. Through its open source portal, Achievement First also shares other curricular programs.
- During the 2018-19 school year, network and school leaders began pursuing a priority of improving social emotional learning techniques at schools across the education corporation. The network held multiple whole staff sessions and smaller group sessions to elicit feedback on schools' current practices regarding discipline and culturally relevant pedagogy. Based on interviews of the board, network leaders, principals, and teachers, staff members appreciate the attention and action the network is taking to address these issues as well as providing more opportunities to train teachers in culturally relevant pedagogical skills and social emotional aspects of learning.

Based on the visits to the schools, the Institute finds that AF Brooklyn Schools, with support from the network, ensures that each school implements the education program with fidelity as evidenced by academic achievement and corroborated by classroom observations, interviews with staff members, and document reviews. A review of network level supports demonstrates the network has the capacity to maintain support of the educational program of all schools within AF Brooklyn Schools. The network and each individual school provide high quality coaching and support to teachers and leaders during instructional and non-instructional time on at least a weekly basis. Teachers and leaders prioritize regularly analyzing data to meet not only the school's student achievement goals, but also student and staff culture goals to support high quality implementation of the program over the long term. Each school's focus on providing a superior education in academic and character skills has enabled students' success in college, and led to the schools' meeting or exceeding their Accountability Plan goals.

The AF Brooklyn Schools' board provides effective oversight and governance for the schools. The board regularly reviews student achievement and demographic data from each school. Through a robust evaluation tool, the board holds school leaders and the network accountable for producing high outcomes. Current board members express interest in continuing to serve the AF Brooklyn Schools board.



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Based on the Institute’s review of each school’s performance as posted over the charter term; a review of the two Applications for Charter Renewal submitted by AF Brooklyn Schools; a review of academic, organizational, governance, and financial documentation; and, renewal visits to schools within the education corporation, the Institute finds that the schools meet the required criteria for charter renewal.

The Institute recommends the SUNY Trustees grant AF Endeavor an Initial Full-Term Renewal and AF Apollo a Subsequent Full-Term Renewal.

NOTEWORTHY - AF BROOKLYN SCHOOLS

AF Brooklyn Schools is highly dedicated to supporting students to and through college with a dedicated college readiness team at both the network and each high school level program. The college readiness teams dedicate time to researching and establishing relationships with colleges, tracking student data, and reflecting on how to improve and change the Kindergarten – 12th grade program based on students’ experiences in college. The college readiness teams meet with students before graduation, just before leaving for college, and during students’ entire college tenure. The most recent available data indicates that for the 2013 Graduation Cohort, 76% of students persisted from their first to second year at two or four year postsecondary programs during the 2017-18 school year.



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ACADEMIC PERFORMANCE



IS EACH SCHOOL AN ACADEMIC SUCCESS?

AF Apollo and AF Endeavor are each an academic success. Each school meets or comes close to meeting all of its Accountability Plan goals.

At the beginning of the Accountability Period,¹⁰ each school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”¹¹ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”¹² 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 PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

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

10. 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.

11. Education Law § 2850(2)(f).

12. Education Law § 2854(1)(d).

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

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success including the extent to which each school under renewal consideration this year has established and maintained a record of high performance and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective (“AMO”), or now Measure of Interim Progress (“MIP”), attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in each of the individual School Overview sections.

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

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

Accountability Plans for schools enrolling students in high school grades rely on analyzing the performance of the school's annual Accountability Cohorts for measures of academic success and the school's annual Total Cohort for Graduation ("Total Cohort" or "Graduation Cohort") for measures under high school graduation and college preparation goals. Additionally, the Institute uses the Total Cohort's Regents performance as a basis for comparison with the district's reported performance. The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. Students are included in the Total Cohort also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort.

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

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

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SUNY RENEWAL BENCHMARK 1A

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

The AF Brooklyn Schools under renewal consideration demonstrate high levels of student achievement and met or came close to meeting their key Accountability Plan goals in high school graduation, college preparation, ELA, and mathematics. AF Apollo and AF Endeavor each posted strong comparative and growth performance over the charter term. In 2018-19, all AF Brooklyn Schools' aggregate 3rd – 8th grade students outperformed the composite district by 30 percentage points in ELA and 50 percentage points in mathematics. The school under renewal consideration serving high school grades during the Accountability Period, AF Endeavor, posted high graduation and college matriculation rates, demonstrating high rates of college and career readiness.¹³ The schools under renewal consideration also met their science, social studies, and NCLB/ESSA goals throughout their charter terms.

AF Brooklyn Schools serving high school grades all met the graduation goal over their charter terms. The schools posted high graduation rates in 2018-19 and exceeded the performance of their local districts. AF Endeavor, the school under renewal consideration that served high school grades until 2017-18, exceeded its absolute and comparative targets in 2017-18. That year, the school graduated 100% of its 2014 Graduation Cohort increasing its graduation rate by 12 percentage points from 2016-17 and exceeding the district's performance by 15 percentage points. All AF Brooklyn Schools serving high school grades posted high rates of promotion for the first and second year Cohorts in 2017-18 and 2018-19, a leading indicator of continued strong graduation rates in the future.

AF Brooklyn Schools serving high school grades also met the college preparation goal. Over each school's charter term, the schools' percentage of graduates earning advanced Regents diplomas was below the composite district's rate due to the AF Brooklyn Schools' emphasis on completing AP exams rather than Regents exams. Although the schools did not meet this comparative target, over 50% of each school's graduates passed at least one AP exam each year of the charter term. In 2017-18, 63% of AF Brooklyn Schools' graduates passed at least one AP exam. Further, all schools posted strong results on their college matriculation measure. In 2017-18, AF Endeavor matriculated 98% of students from its 2014 Graduation Cohort into a two or four year college program the fall following graduation exceeding the absolute target by 23 percentage points.

13. As AF Brooklyn Schools revised its high school pathways, AF Endeavor transitioned its high school level grades to a different charter in the education corporation for the 2018-19 school year and now serves students in Kindergarten – 8th grade.

AF Apollo and AF Endeavor met their ELA Accountability Plan goals during their charter terms exceeding the target for all comparative measures for the past five years. From 2014-15 through 2018-19, AF Apollo's and AF Endeavor's 3rd – 8th grade students enrolled in at least their second year scored at or above proficiency on the state's ELA assessment at greater rates than students in similar grades in each school's local district. Over each school's charter term, AF Brooklyn Schools outperformed the composite district by at least 16 percentage points. The schools also demonstrated strong comparative achievement relative to schools enrolling similar percentages of economically disadvantaged students statewide. The schools under renewal consideration posted mean growth percentiles that exceeded the target of 50 every year from 2015-16 through 2017-18 demonstrating that the schools increased the learning of their students relative to their peers statewide.

The schools under renewal consideration in 2019-20 met their mathematics Accountability Plan goals over the charter term. From 2014-15 through 2018-19, students across the education corporation enrolled in at least their second year posted proficiency rates on the state mathematics exam that exceeded the performance of the composite district by at least 35 percentage points. AF Apollo and AF Endeavor demonstrated strong comparative achievement over their charter terms by outperforming their local districts and exceeding the target for the comparative effect size measure. Notably in 2017-18, AF Apollo's students enrolled for at least two years posted a proficiency rate of 80% exceeding the district's performance by 55 percentage points. In comparison to demographically similar schools statewide, the schools performed higher than expected to a large degree each year. The schools also posted high mean growth percentiles over the term, exceeding the target of 50 every year.

The schools under renewal consideration in 2019-20 met their science goal for each year of their charter terms. AF Brooklyn Schools' 4th and 8th grade students enrolled in at least their second year posted proficiency rates on the state's science exam that exceeded the absolute target of 75% and outperformed the composite district by at least 12 percentage points in each year. At the high school level, all AF Brooklyn Schools exceeded both their absolute and comparative target each year. The schools' Accountability Cohorts posted passing rates on a Regents science exam that were far above the target of 75% each year, and exceeded the districts' performance each year.

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All AF Brooklyn Schools serving high school grades met the social studies goal from 2014-15 through 2018-19. The schools' Accountability Cohorts scored at or above proficiency on the U.S. History Regents and Global History Regents exams at rates that exceeded the target of 75% in the majority of the term. The schools' Total Cohorts exceeded their local districts' passing rates during the majority of the charter term.

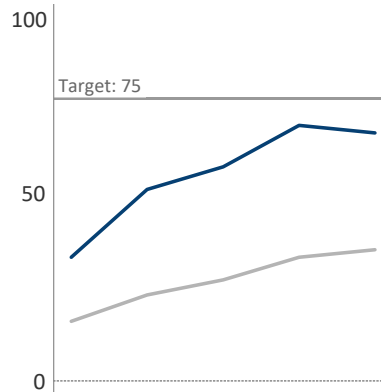
The schools under renewal consideration met their NCLB goal, and more recently the ESSA goal, which replaced the NCLB goal, and remained in good standing under the state accountability system during the charter term.

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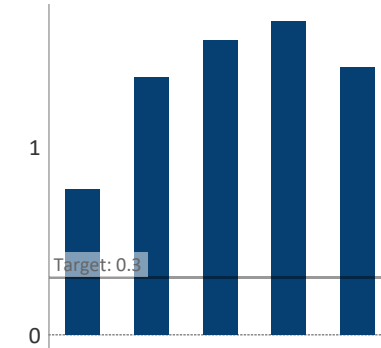
ACADEMIC PERFORMANCE

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

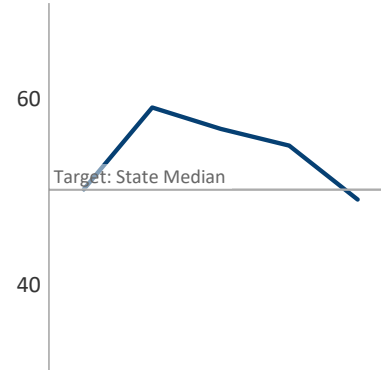
Comparative Measure: Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



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



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



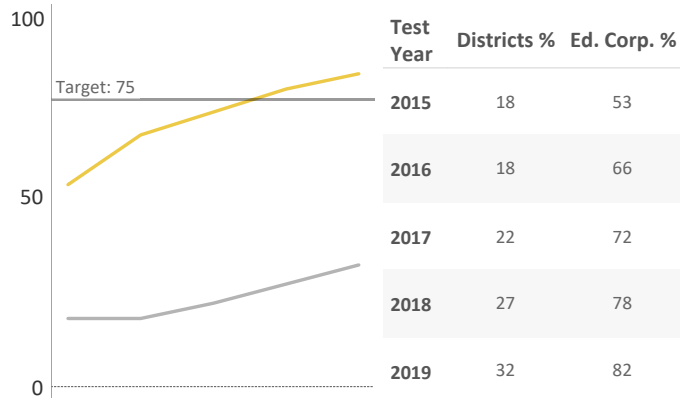
*The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which an AF Brooklyn Schools charter school is located.

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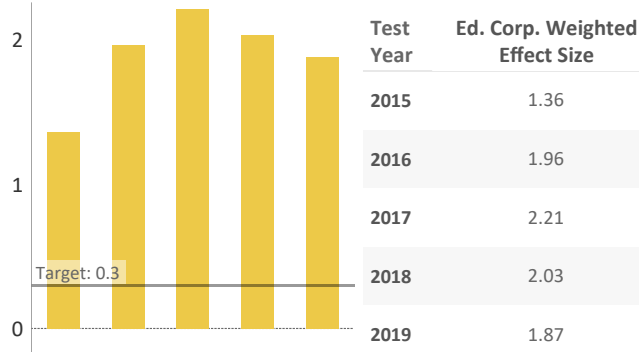
ACADEMIC PERFORMANCE

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

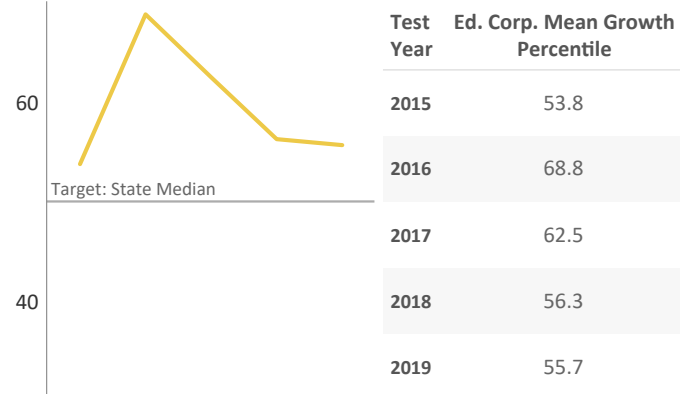
Comparative Measure: Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **education corporation schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



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



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

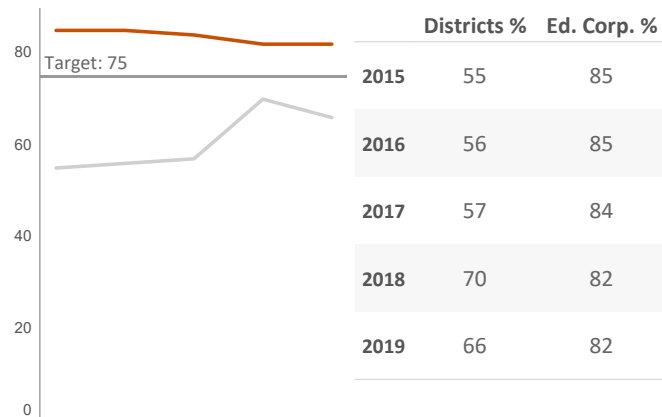


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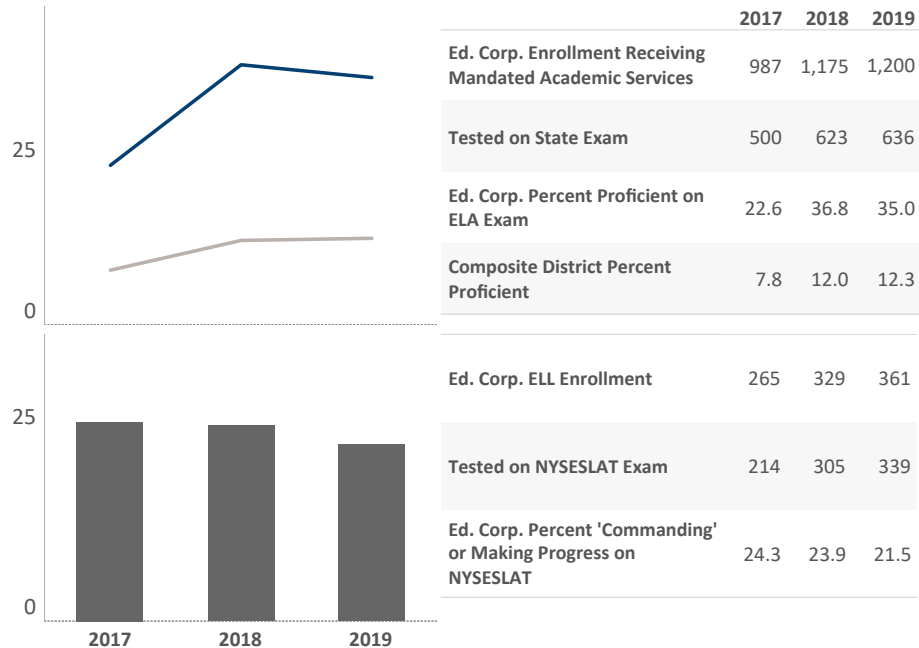
ACADEMIC PERFORMANCE

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

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



AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR ALL SCHOOLS

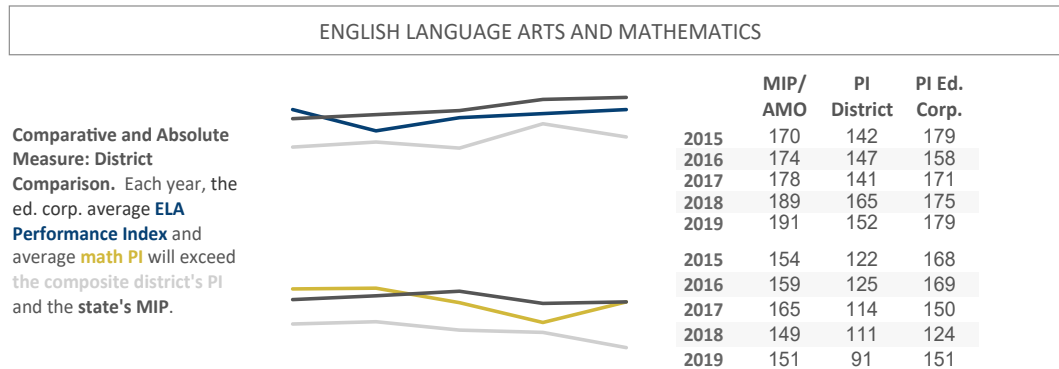
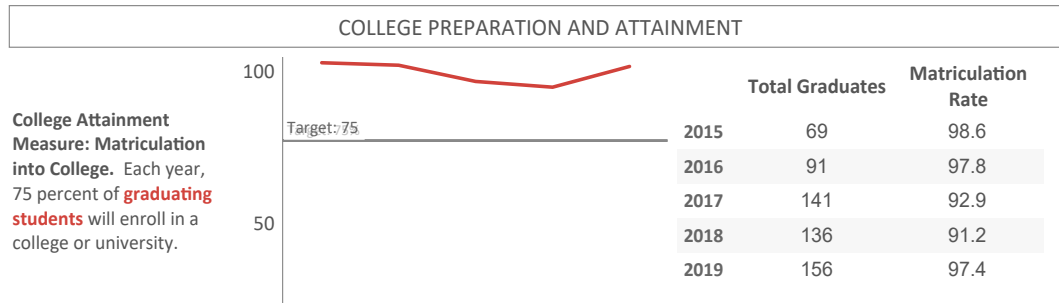
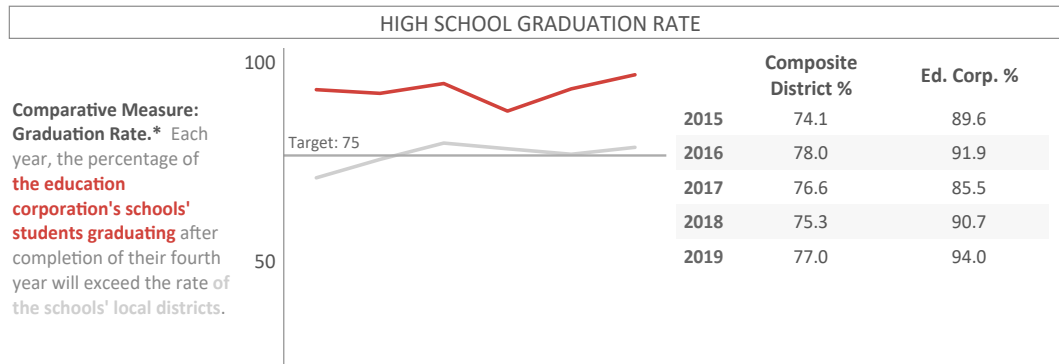


The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making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

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ACADEMIC PERFORMANCE

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



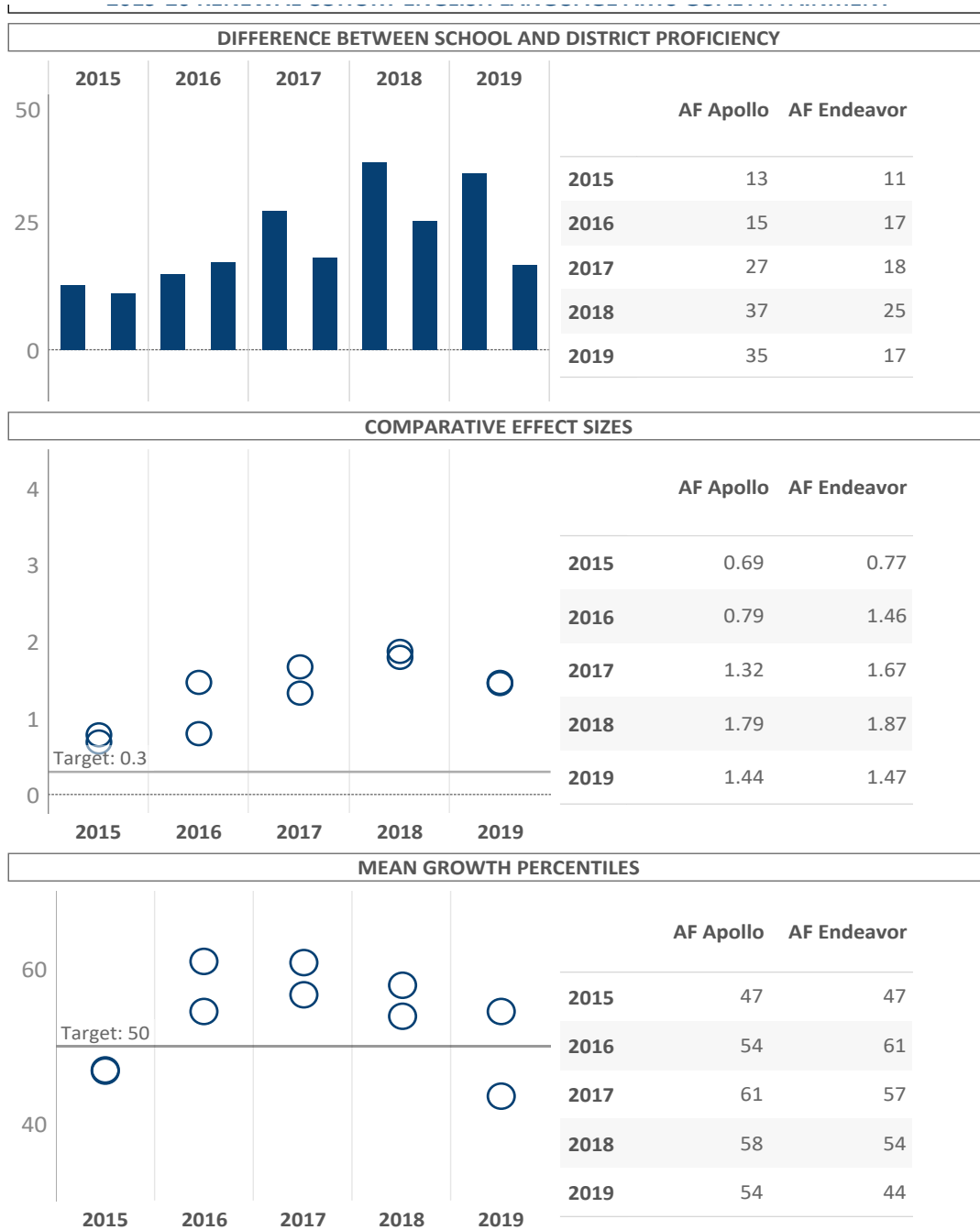
*The composite district comparison is a weighted rate including all Total Cohort members in New York City CSDs in which an AF Brooklyn Schools charter school is located.

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

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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: 2018-19 RENEWAL COHORT ENGLISH LANGUAGE ARTS GOAL ATTAINMENT

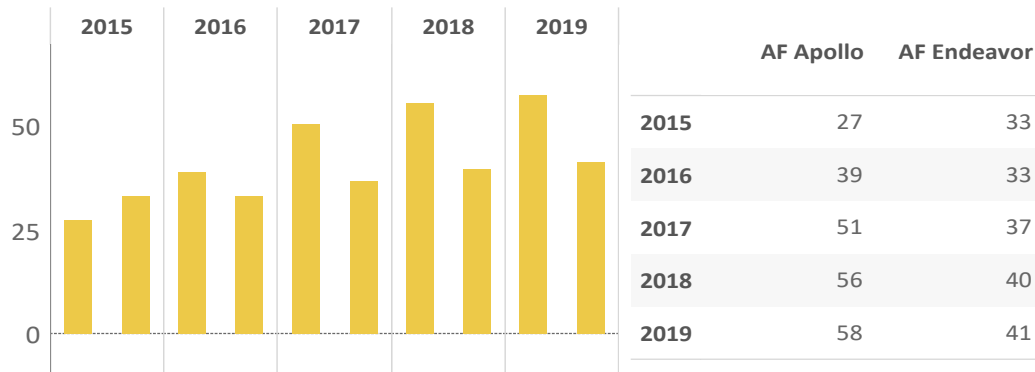


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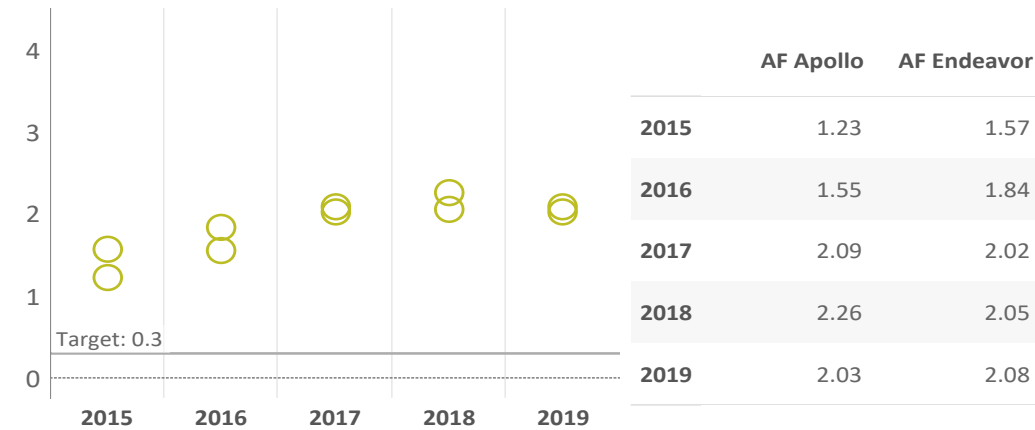
ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS: 2018-19 RENEWAL COHORT MATHEMATICS GOAL ATTAINMENT

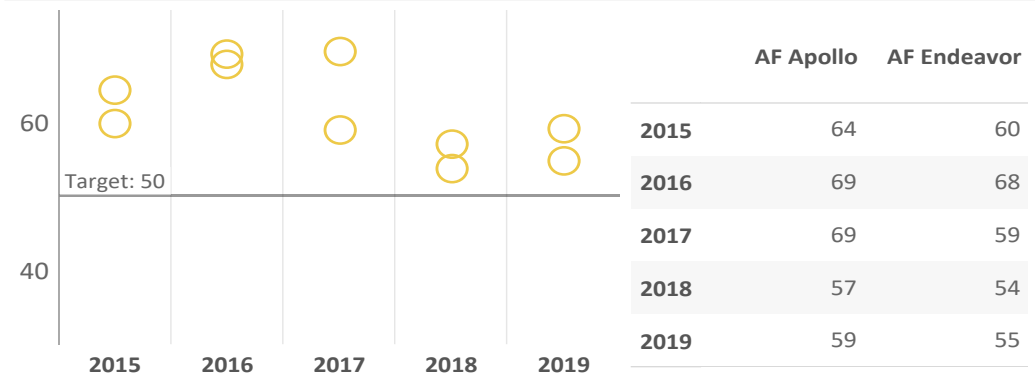
DIFFERENCE BETWEEN SCHOOL AND DISTRICT PROFICIENCY



COMPARATIVE EFFECT SIZES



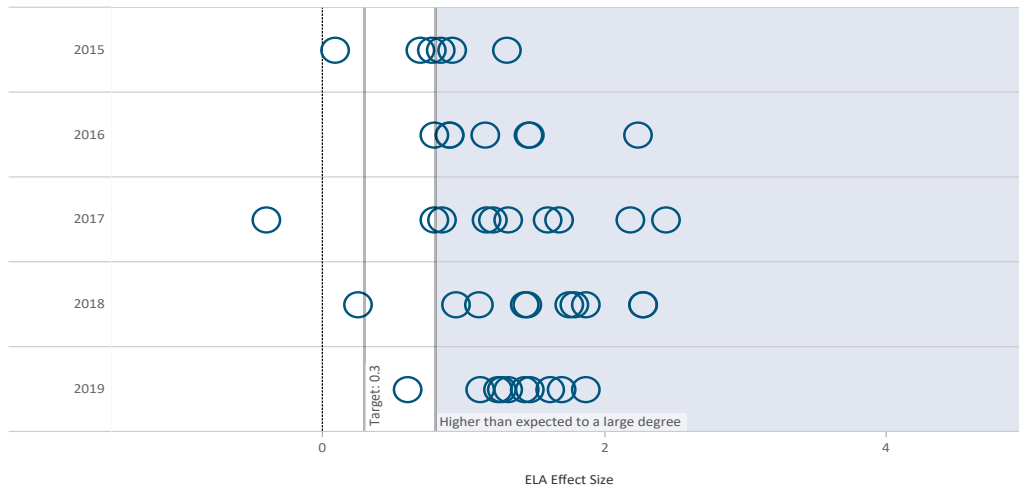
MEAN GROWTH PERCENTILES



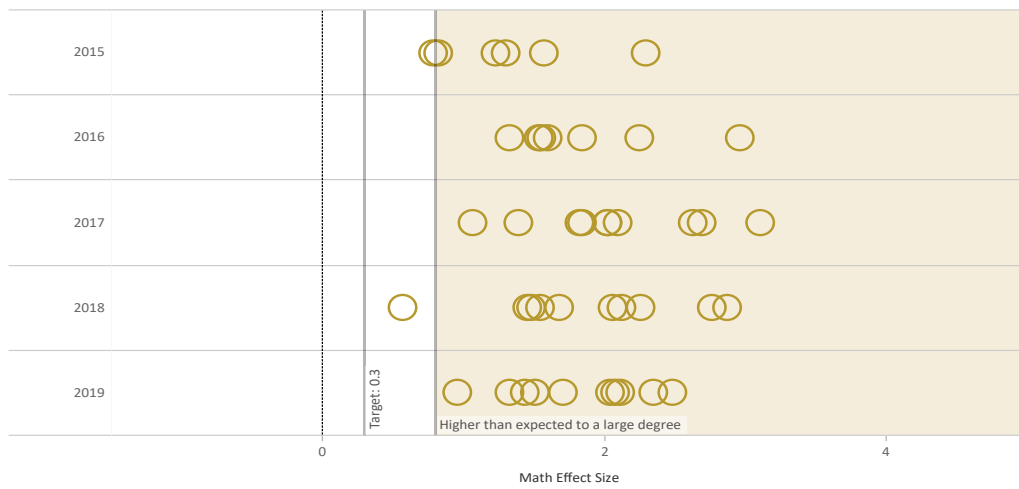
ACADEMIC PERFORMANCE

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

ELA Effect Size by Year and School



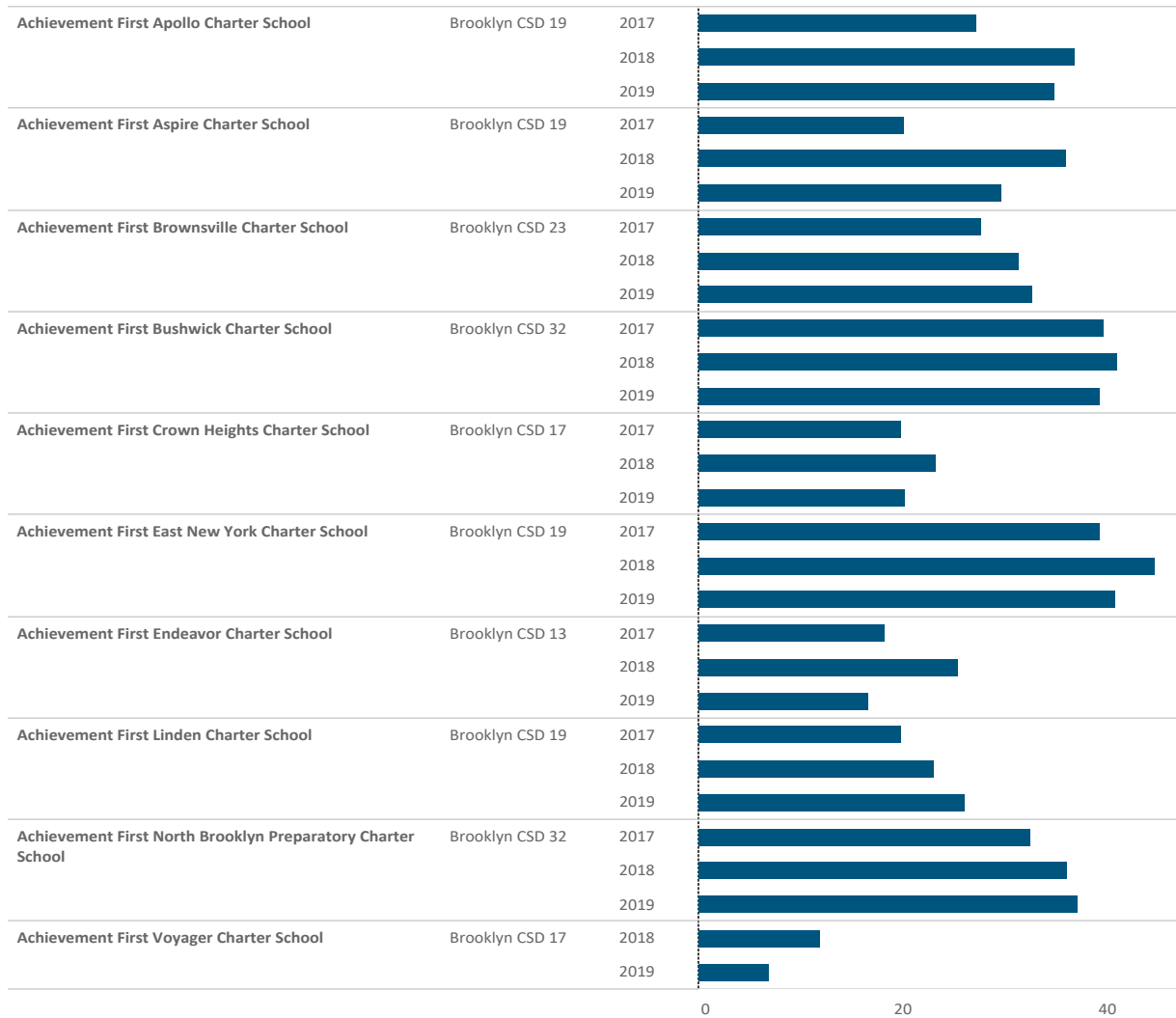
Math Effect Size by Year and School



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

ACADEMIC PERFORMANCE

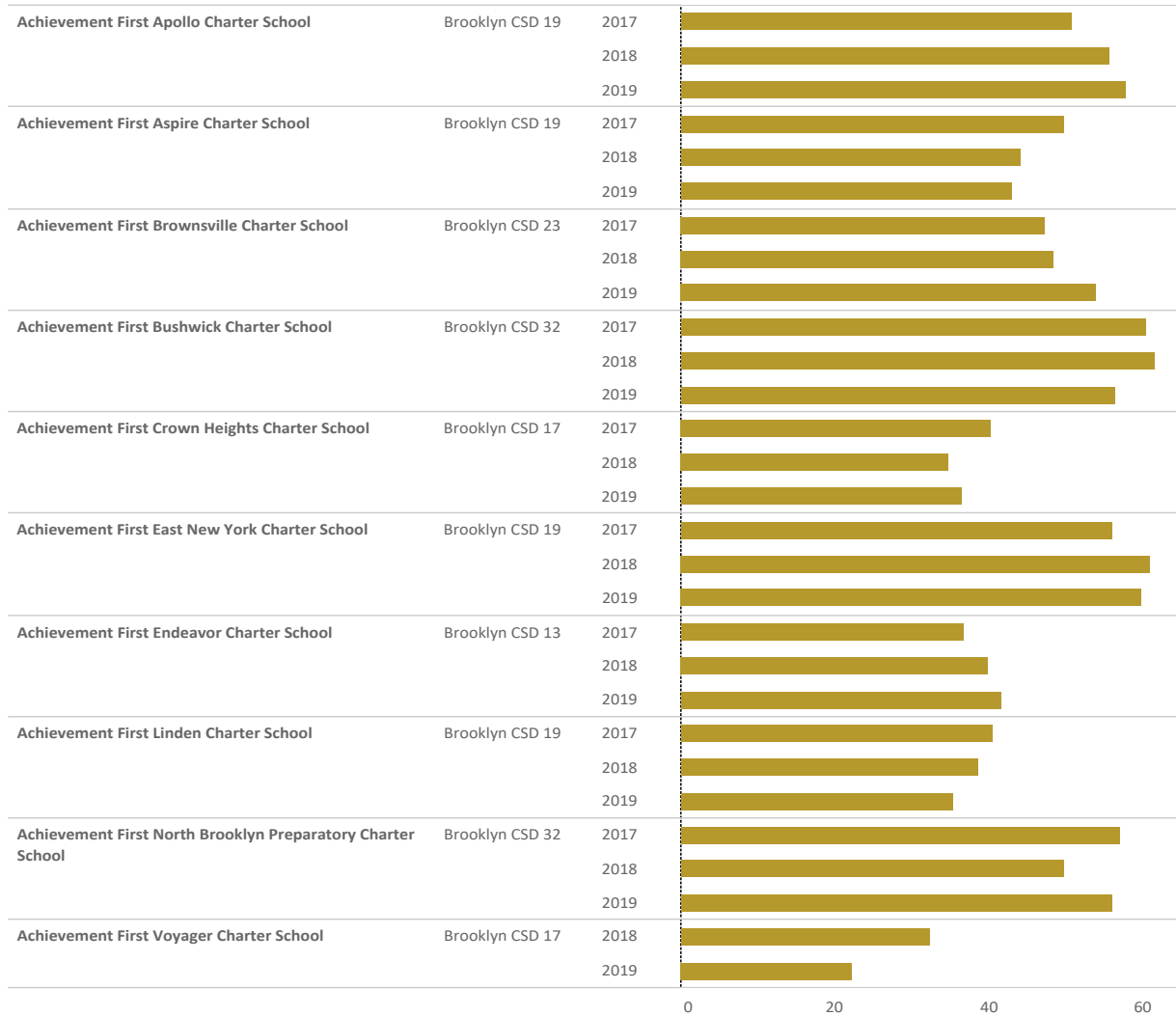
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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

ACADEMIC PERFORMANCE

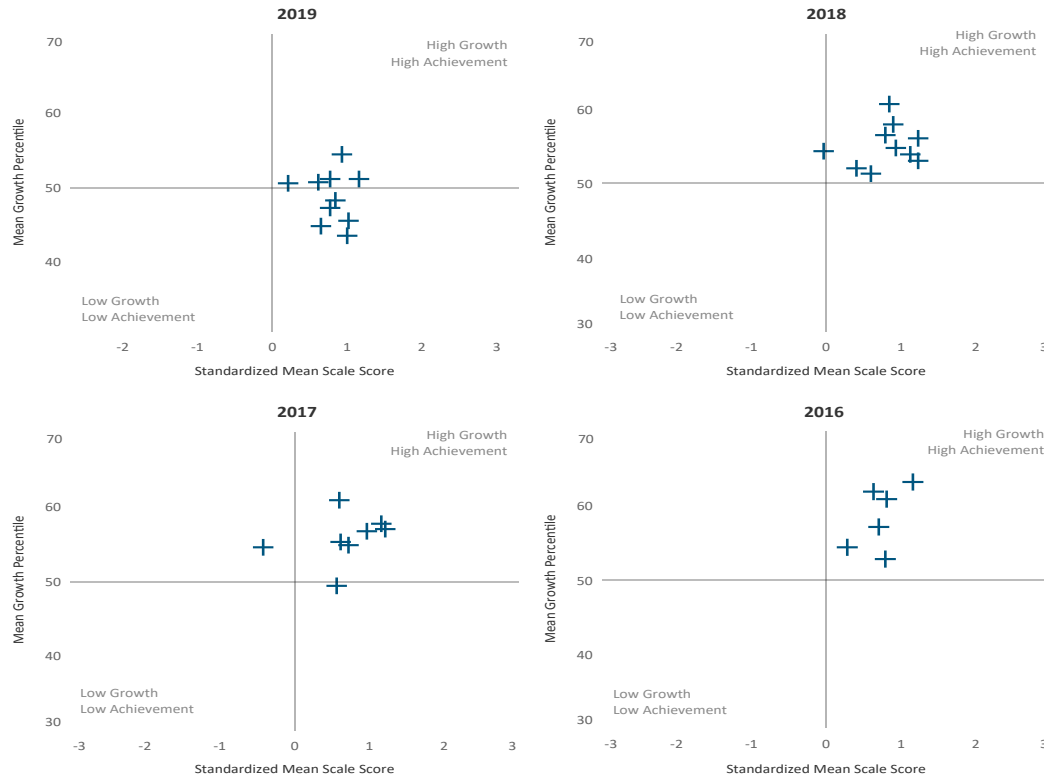
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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

ACADEMIC PERFORMANCE

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

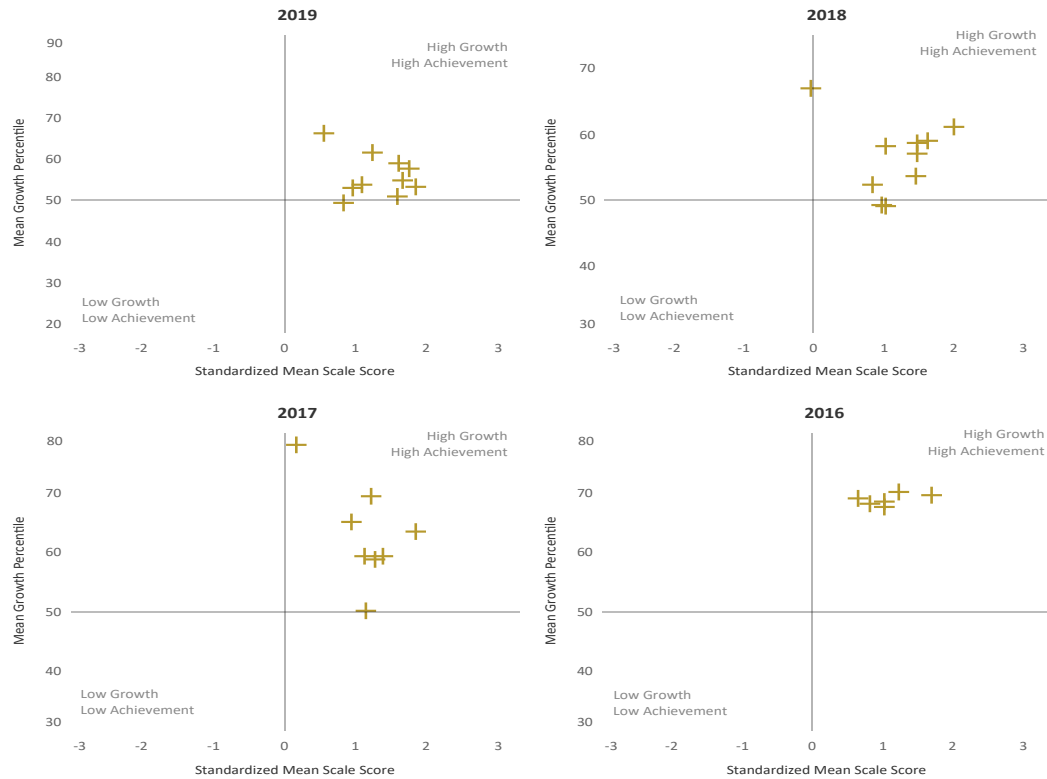


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

ACADEMIC PERFORMANCE

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

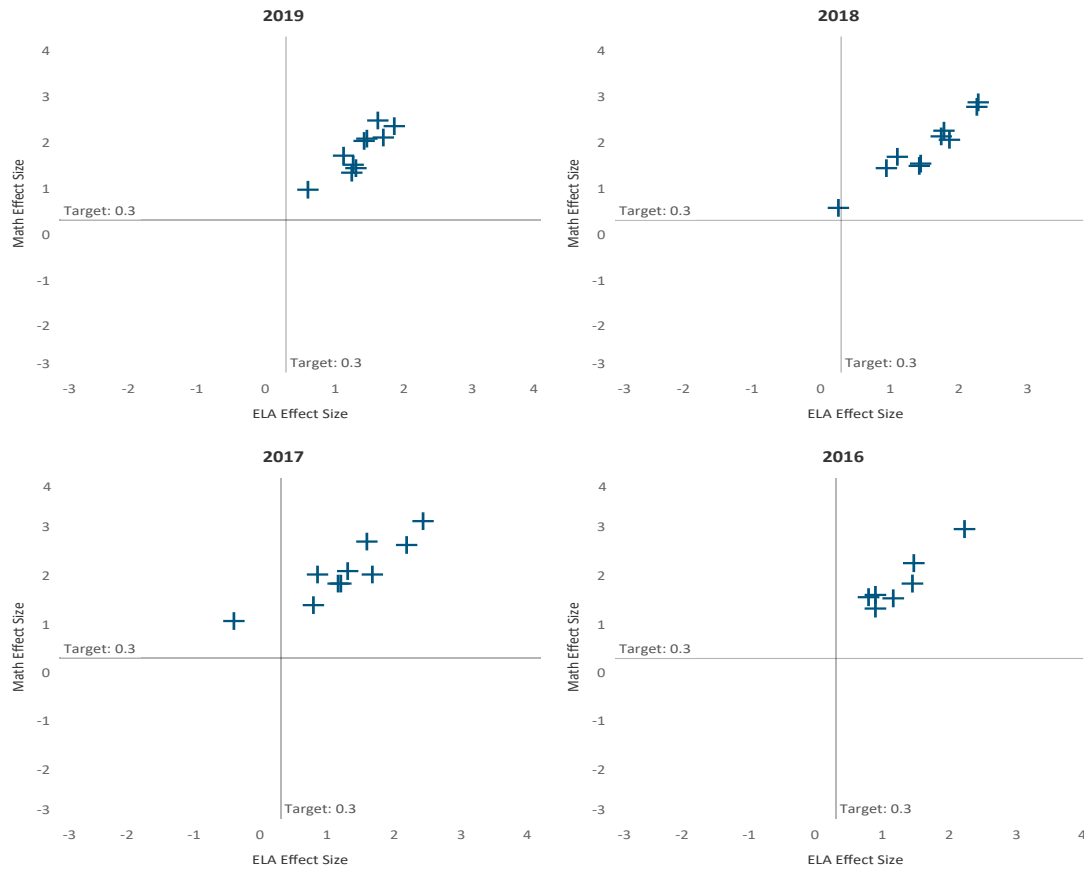


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

ACADEMIC PERFORMANCE

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



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

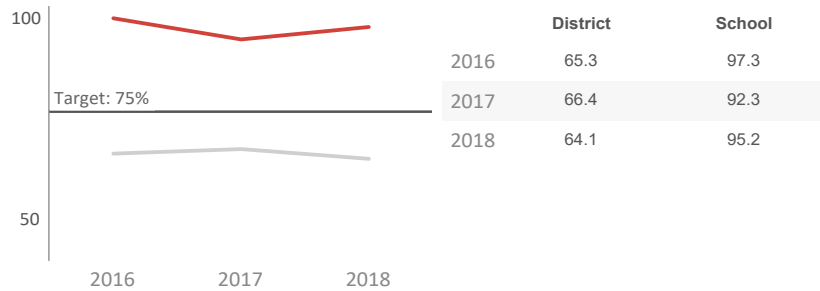
ACADEMIC PERFORMANCE

AF Bushwick

Brooklyn CSD 32

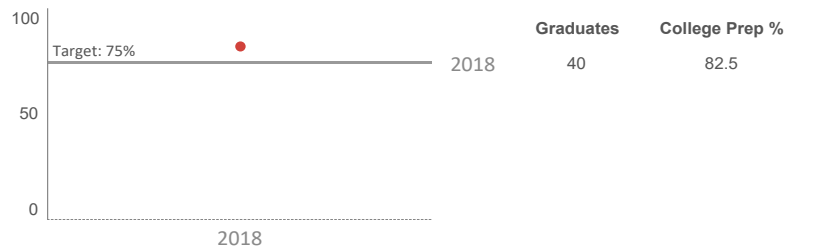
HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.

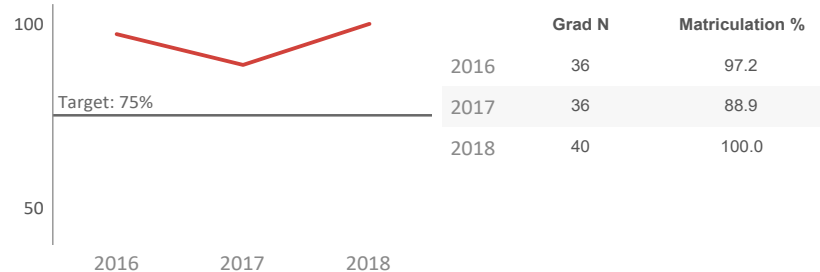


COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.

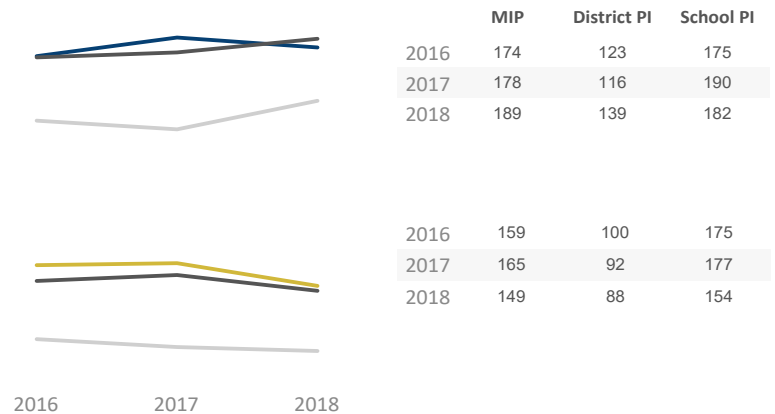


College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the **district's PI** and the **state's MIP**.



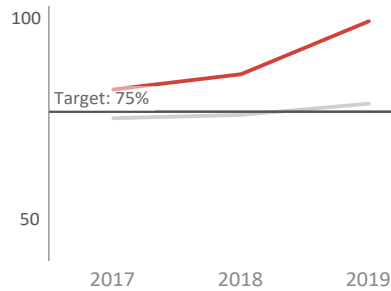
ACADEMIC PERFORMANCE

Achievement First Crown Heights Charter School

Brooklyn CSD 17

HIGH SCHOOL GRADUATION RATE

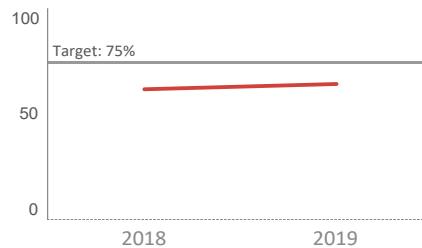
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2017	73.7	80.5
2018	74.5	84.1
2019	77.1	96.6

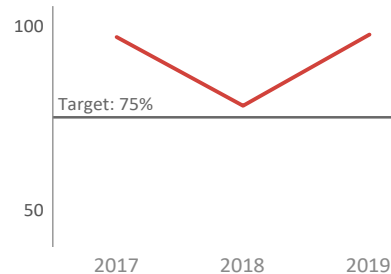
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.



	Graduates	College Prep %
2018	37	62.2
2019	85	64.7

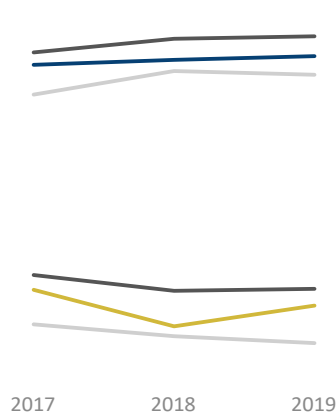
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2017	33	97.0
2018	37	78.4
2019	85	97.6

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the district's PI and the state's MIP.



	MIP	District PI	School PI
2017	178	144	168
2018	189	163	172
2019	191	160	175

	MIP	District PI	School PI
2017	165	115	150
2018	149	103	113
2019	151	96	134

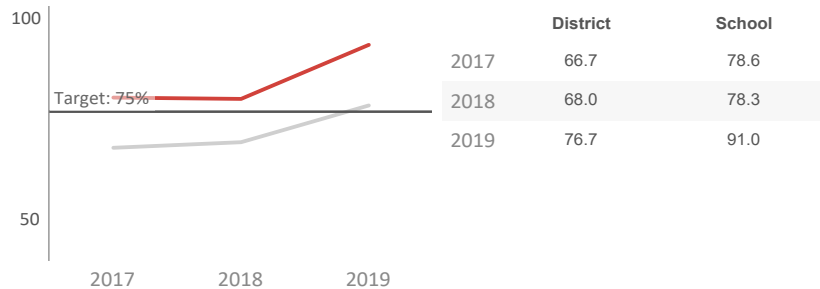
ACADEMIC PERFORMANCE

Achievement First East New York Charter School

Brooklyn CSD 19

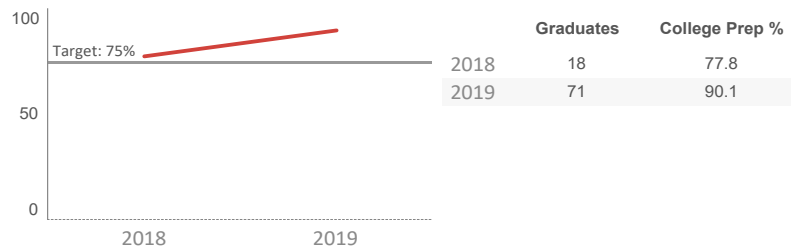
HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.

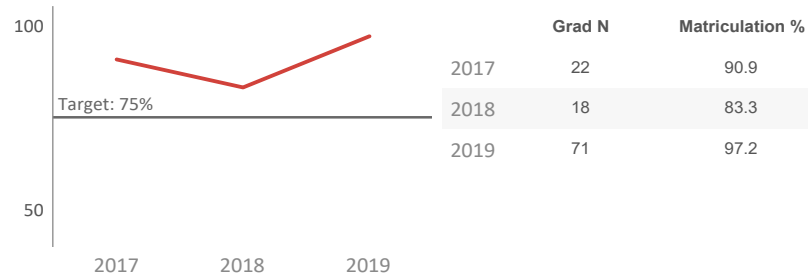


COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.

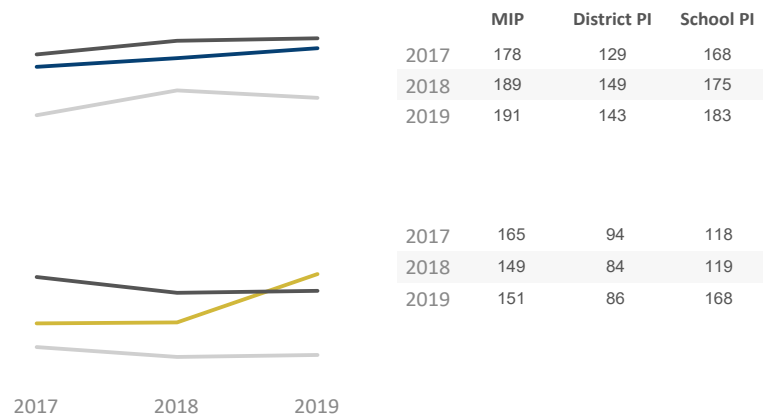


College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the **district's PI** and the **state's MIP**.



ACADEMIC PERFORMANCE

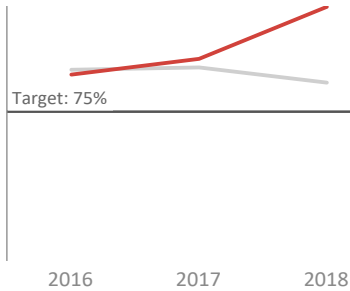
Achievement First Endeavor Charter School

Brooklyn CSD 13

HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.

100
50



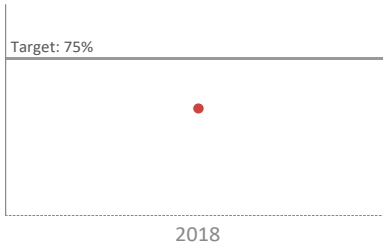
District **School**

2016	85.1	84.0
2017	85.7	87.7
2018	82.1	100.0

COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.

100
50
0

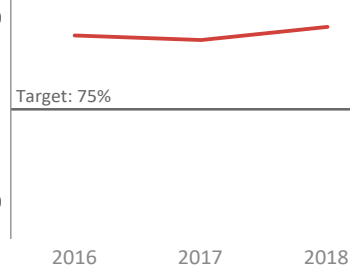


Graduates **College Prep %**

2018	41	51.2
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College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.

100
50

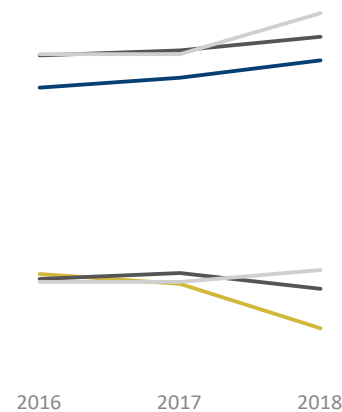


Grad N **Matriculation %**

2016	21	95.2
2017	50	94.0
2018	41	97.6

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the district's PI and the state's MIP.



MIP **District PI** **School PI**

2016	174	175	148
2017	178	175	156
2018	189	208	170

2016	159	156	164
2017	165	156	154
2018	149	168	109

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SUNY RENEWAL BENCHMARK 1B

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

AF Brooklyn Schools implements a comprehensive and extensive assessment program that allows leaders and teachers to monitor student progress and achievement effectively. AF Brooklyn Schools modifies the Achievement Network (“ANet”)¹⁴ assessments for interim assessments three times a year for 3rd – 8th grade mathematics. The network creates internal assessments for 3rd – 8th grade ELA. All AF Brooklyn Schools administer Northwest Evaluation Association MAP (“MAP”)¹⁵ assessments in mathematics as a standardized assessment for Kindergarten – 2nd grade students. Schools administer STEP and/or Fountas & Pinnell (“F&P”)¹⁶ benchmark reading assessments to all students in Kindergarten – 4th grade. The network provides teachers with standards aligned unit assessments for all content areas. In addition to network created assessments, teachers use many forms of formative assessments to monitor progress throughout the school year, including daily exit tickets. In writing, teachers utilize a process based assessment (“PBA”) rubric that instructional leaders align vertically across Kindergarten – 12th grade and helps to develop students’ analytical, evidence based skills in reading, writing, and thinking. To ensure validity of assessments, the network uses previous state tests to develop assessment items. Further, schools and the network regularly conduct norming sessions to maintain reliability in teachers’ scoring practices.

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

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

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

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

The high school academies have a shared course of study that allows network leaders to measure student progress across all high schools using network created interim assessments (“IAs”). AF Brooklyn Schools’ high school academies participate in AP for All, and the network ensures that IAs are valid by mirroring AP exams. The network has worked closely with consultants from the College Board¹⁷ to review the content in the IAs and to norm scoring practices to align teachers’ practices with those of the College Board. AF Brooklyn Schools puts a stronger emphasis on AP coursework, rather than Advanced Regents diplomas, as leaders believe AP coursework will best prepare students for the rigor of college coursework.

The network’s data management systems ensure that student achievement data are easily accessible to teachers and school leaders. At each school, leaders and teachers conduct a thorough analysis of interim assessment results during data days and other data meetings during professional development sessions. School leaders work with network staff to create dashboards that network leaders present to the board at each board meeting. Teachers consistently analyze data to adjust classroom instruction, group students, and identify students

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for special intervention. Additionally, teachers work with grade teams or content teams to review exit tickets and unit assessments to plan effective classroom review and re-teaching blocks. The network establishes strong connections between grade level teachers, and often hosts data analysis and development sessions for teachers of similar grades and subjects across schools within the network.

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

SUNY RENEWAL BENCHMARK 1C

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

AF Brooklyn Schools uses an internally created, comprehensive curriculum that supports teachers in instructional planning. The network provides a curricular framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. The network academic team provides teachers with all curricular materials through the network's online curriculum hub. For ELA, AF Brooklyn Schools utilizes the network created literacy curriculum, which features a focus on developing students' love for reading through reading and writing workshops, close reading lessons, guided reading, and phonics/vocabulary development. After the adoption of the Common Core State Standards, the network worked closely with one of the original architects of the ELA Common Core standards to provide training to curriculum writers as well as establish a conceptual framework for the network's ELA curriculum. For mathematics, AF Brooklyn Schools utilizes TERC Investigations¹⁸ for Kindergarten – 2nd grade, enVisionmath¹⁹ for the upper elementary grades, and Connected Mathematics Project ("CMP")²⁰ for 6th – 8th grade. For science, schools utilize the Framework for K-12 Science Education²¹ from the National Research Council for guidance in developing its curriculum, with supplements from the FOSS science program²² for elementary academies and network created curriculum for middle and

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

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

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

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

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

high academies. AF Brooklyn Schools has created a scope and sequence for social studies with support from the Scott Foresman²³ curriculum. For all content areas, the network academics team works closely to ensure that all content areas are vertically aligned to provide a rigorous curriculum to students from Kindergarten to 12th grade.

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

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

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

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

SUNY RENEWAL BENCHMARK 1D

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

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

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

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

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

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SUNY RENEWAL BENCHMARK 1E

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS HAVE STRONG INSTRUCTIONAL LEADERSHIP?

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

AF Brooklyn Schools' instructional leadership model is highly effective in supporting the development of each school's teaching staff. Each member of a school's instructional leadership team supervises a caseload of teachers. Every staff member has a mentor coach, including principals, who guides and evaluates each mentee. The network employs regional superintendents²⁴ that provide consistent and ongoing support to each school's principal. Principals meet weekly with their regional superintendent for one-on-one coaching, as well as weekly cohort meetings with other instructional leaders led by the regional superintendent. Given this model, each school has a systematic and effective coaching model that provides teachers with bite-sized, actionable feedback to grow and improve teaching practices. Instructional leaders provide teachers with feedback on a weekly basis, but feedback is often delivered daily, and is specific and targeted based on each teacher's goals. In addition to feedback on teaching and learning, teachers receive systematic support in developing curriculum and planning lessons. The network expects leaders to have strong content knowledge, and leaders translate this expertise into valuable unit and lesson planning sessions with individual teachers.

Through AF Brooklyn Schools' TCP model, school leaders recognize individual teachers' needs establishing a thoughtful and comprehensive professional development program. Utilizing student data, teacher growth areas, and school needs, leaders identify and prioritize professional development learning opportunities on schoolwide and individual levels. Each

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

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

SUNY RENEWAL BENCHMARK 1F

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

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

AF Brooklyn Schools uses a tiered Response to Intervention ("RTI") program to identify and provide interventions for students struggling academically or behaviorally. Each school utilizes a systematic process for identifying students in need of extra support including utilizing universal screeners such as STAR, F&P data for elementary, middle, and high school academics, STEP²⁵ assessments in the elementary grades, and the Renaissance STAR²⁶ reading assessment for 5th – 12th grade. Schools use other assessments to identify students throughout the year including classroom grades, interim assessments, and state test results. Each school sets clear expectations to deliver tiered interventions at each level. At tier 1, teachers provide strategic differentiated and specialized instruction to students in the classroom setting. Tier 2 interventions include small group instruction that targets specific objectives and skills. For tier 3 interventions, among other things, AF Brooklyn

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

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

Schools have detailed small group interventions based on deficit literacy skills, which could include comprehension, decoding, or fluency. The RTI team, which includes a special services coordinator, principal, and often an academic dean and a grade level teacher, determines specific placement in the tier 3 system and consistently meets to monitor progress and adjust interventions based on student results.

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

AF Brooklyn Schools effectively meets the needs of at-risk students. Across the education corporation, in the 2017-18 school year students with disabilities and ELLs outperformed their district counterparts on the 3rd – 8th grade state mathematics and ELA assessments, and surpassed the state's median of 50 for growth in both subject areas. Additionally, the education corporation further serves students with disabilities through the Empower Program. The Empower Program is a transitional, intensive program housed within Achievement First Bushwick Charter School ("AF Bushwick") serving students with disabilities who require additional support. The program's aim is to serve students in an intensive setting with the goal of eventually transitioning students to the least restrictive educational environment. Leaders identify students with IEPs from all elementary schools within AF Brooklyn Schools, and determine whether a student may benefit from more intensive services. Families then choose whether to enroll their student into the program. In 2018-19, its second year, the program served over 40 students in 1st – 5th grades. Most classrooms feature a 12:1:1 or more restrictive setting for content classes. Teachers and leaders analyze students' assessment data and progress on social-emotional goals to determine when a student is prepared to transition out of the program and back into the general education setting of their original school.

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

ORGANIZATIONAL PERFORMANCE



IS THE EDUCATION CORPORATION AN EFFECTIVE, VIALE ORGANIZATION?

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

SUNY RENEWAL BENCHMARK 2A

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

The schools within AF Brooklyn Schools are faithful to their mission and key design elements. These can be found in the Education Corporation Background section at the beginning of the report and Appendix A, respectively. Each school within AF Brooklyn Schools demonstrates a relentless focus on holding high expectations for student achievement. AF Brooklyn Schools' program for supporting, developing, and growing teachers is a touchstone aspect of the organization.

SUNY RENEWAL BENCHMARK 2B

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

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

Parent Survey Data. The Institute compiled data from Achievement First's 2018-19 school survey for all schools under renewal consideration this year. AF Brooklyn Schools distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2018-19, across each of the renewal schools 72% of families who received the survey responded. Among respondents, 92% are satisfied with the school's program. The survey response rate is high enough to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For a high performing education corporation, the Institute speaks with a representative set of parents across all schools under renewal consideration this year. A representative set includes parents of students in attendance at the schools for multiple years, parents of students new to the schools, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 17 parents representative of the two schools under renewal consideration. Parents expressed great appreciation for the frequency and utility of communication as well as the ease of contacting school leaders and teachers. Families described two-way communication and ways in which their feedback and concerns are addressed. Some parents expressed appreciation for the ways that teachers ensured that their children got the academic support they need and the social and emotional learning programs that their schools have been implementing. Other parents identified classroom management techniques as areas for improvement.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. Persistence data for each individual school under renewal consideration this year is available in Appendix A. Across the education corporation, 87% of students returned from the previous school year in 2017-18. For the schools under renewal consideration, 87% of students returned from the previous school year in 2017-18.

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

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

AF Brooklyn Schools’ organizational structure effectively supports the delivery of each school’s educational program. Schools have established a clear structure that allows all staff members to know who to go to for what. The network provides ample support for school leaders and operations staff so that instructional leaders make academics their primary focus in each school. Each academy’s principal reports to an AF Brooklyn Schools regional superintendent, who has delegated responsibility from the board of trustees to supervise principals. Each school has a leadership team comprised of academic deans, dean of students, director of school operations (“DSO”), and special services coordinator, who all report to the principal.

At the high school academies, academic deans have content specialty areas. Because the network supports the principal with managing the DSO, the principal is able to primarily focus on academics.

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

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

SUNY RENEWAL BENCHMARK 2D

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

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

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

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

SUNY RENEWAL BENCHMARK 2E

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

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

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

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

SUNY RENEWAL BENCHMARK 2F

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

The education corporation generally and substantially complied with applicable laws, rules and regulations, and provisions of its charter with a few minor exceptions across the schools under renewal consideration this year. The Institute received no formal complaints regarding the education corporation as a whole and issued no violation letters.

Please refer to the School Overviews for information on each school under renewal consideration.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, AF Brooklyn Schools is fiscally sound as are its schools under renewal consideration, AF Apollo and AF Endeavor. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the schools under renewal consideration this year and the education corporation have demonstrated fiscal soundness over the majority of the charter term.²⁷ (The SUNY Fiscal Dashboard for each school is included in the corresponding School Overview and the Fiscal Dashboard for the AF Brooklyn Schools merged education corporation is included in Appendix B). The discussion that follows relates mainly to the merged education corporation because a school is not a legally distinct fiscal entity.

The Achievement First network supports each school under renewal consideration in the areas of curriculum, student evaluation, recruiting, training, professional development, financial management, and technology under the terms of a management contract, as amended May 2010, that reflects a 10% management fee of the enrollment of each school in the education corporation over each charter term. Ancillary fees bring the effective total management fee to 11.9%. The financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding. The education corporation plans to continue to contract with the network for the next charter term.

In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the schools and finds it too has the necessary financial resources to ensure stable operations. The fiscal dashboards reflect the independent entities as fiscally adequate prior to the mergers and fiscally adequate as a merged entity.

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

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SUNY RENEWAL BENCHMARK 3A

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

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

- The budget process involves various network and school leadership positions coming together as a finance budget team. Each school's budget is developed using a model designed to achieve self-sufficiency of unique requirements of any particular program offered without the use of private philanthropy. The budgets are based on historical actual revenues and expenses, and programmatic changes to ensure that staff members can properly support the proposed enrollment.

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

SUNY RENEWAL BENCHMARK 3B

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

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

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DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

AF Brooklyn Schools complies with financial reporting requirements.

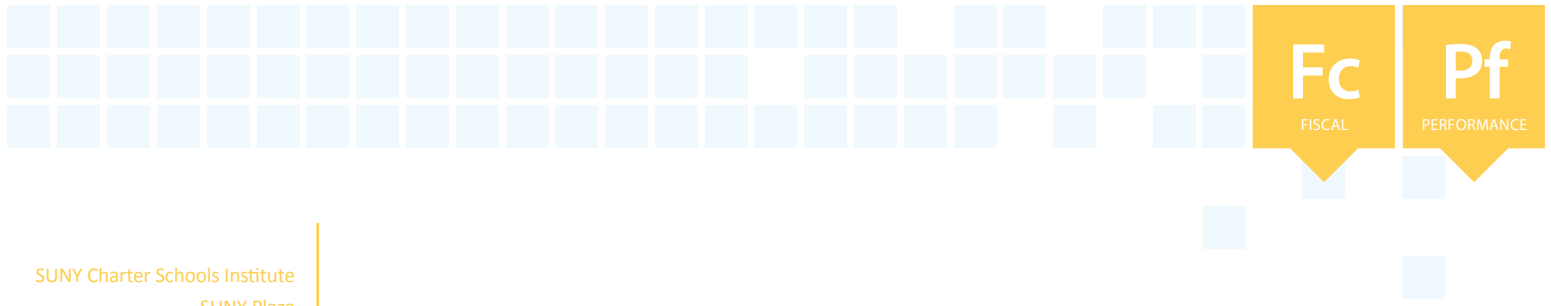
- The Institute, NYCDOE, and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no advisory or management letter findings to report.
- The schools under renewal consideration and education corporation have generally filed key reports in a timely and accurate manner including: audit reports; budgets; unaudited quarterly reports of revenue; expenses; and, enrollment.
- The education corporation submitted its June 30, 2018 annual audits to the Institute on November 1, 2018. Consistent with prior years, the audit had no advisory or management letter findings to report. The June 30, 2019 audit report will be due to the Institute by November 1, 2019.

**SUNY
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3D**

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

AF Brooklyn Schools maintains financial resources to ensure stable operations.

- The merged education corporation fiscal dashboard in Appendix B reflects fiscally strong practices.
- The education corporation benefits from a combined balance sheet, which is a combination of individual schools' assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.



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- AF Brooklyn Schools had total net assets of approximately \$15.3 million as of June 30, 2018 and had approximately \$5.9 million in cash on hand to be used for liabilities coming due shortly. The education corporation traditionally has not incurred debt; the board recently adopted a policy to budget cash reserves to strengthen its cash on hand. This policy has been effective in practice as the education corporation's cash on hand rose from approximately \$750,000 as of June 30, 2017 to \$5.9 million as of June 30, 2018.
- As a requirement of charter agreements, AF Brooklyn Schools has established the separate bank account for the merged dissolution fund reserve of \$350,000.

Please refer to the School Overviews for information on each individual school's financial condition.



Achievement First Apollo Charter School

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SCHOOL OVERVIEW

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ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

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

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

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for AF Apollo on January 15, 2008. The school opened its doors in the fall of 2008 initially serving 168 students in Kindergarten and 1st grade. The school is authorized to serve 824 students in Kindergarten – 8th grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 8th grade with a projected total enrollment of 824 students.

The current charter term expires on July 31, 2020. A subsequent charter term would enable the school to operate through July 31, 2025. The school's Kindergarten – 4th grade program is co-located in a NYCDOE district school building at 350 Linwood Street, Brooklyn, New York in New York City Community School District ("CSD") 19. The building also houses Liberty Avenue Middle School and Vista Academy, both district schools serving 6th – 8th grade. AF Apollo's 5th – 8th grade program is co-located in a NYCDOE district school building at 301 Vermont Street, Brooklyn, New York in CSD 19. The building also houses J.H.S. 292 Margaret S. Douglas, a district school serving 6th – 8th grade.

NOTEWORTHY - AF APOLLO

Each year, AF Brooklyn Schools administers the Gallup Q²⁸ Employee Satisfaction Survey. For 2018-19, AF Apollo's satisfaction rate was 89% indicating high levels of teacher and staff member engagement.

28. For more information, please visit q12.gallup.com/public/en-us/Features/.

ACADEMIC PROGRAM

AF Apollo establishes a strong team culture with minimal staff turnover that has provided consistency in the instructional staff as well as a pipeline for leadership at the school and the network. With one exception, the school's leadership team is comprised of founding staff members. As an example of building an internal leadership pipeline, the 2018-19 academic dean replaced the founding principal as the leader of AF Apollo for the 2019-20 school year. Both school leaders and teachers describe intentional efforts to make work sustainable including the schoolwide practice of setting personal priorities and staggered schedules to reduce staff work hours.

AF Apollo uses a data driven approach to instruction in which teachers work with instructional coaches to use formative assessment results to plan for effective reteaching each week. Teachers express appreciation for the candid, collaborative relationships they have with instructional coaches.

In addition to an exceptional academic program, AF Apollo invests in student character development and the school's overall culture. Middle school students participate in both a town hall and an advisory each week. During the 2018-19 school year, the school intentionally explored identity and at the time of the site visit, the school was celebrating LGBTQI+ Pride.

LEGAL REQUIREMENTS

AF Apollo substantially complies with applicable laws, rules and regulations, and provisions of the charter with one minor exception. The Institute will work with the education corporation to help bring the school into compliance before the start of the next charter term.

- **Teacher Certification.** In 2018-19, AF Apollo was out of compliance with its obligations under the Act's certified teacher requirements. The Institute is working with AF Brooklyn Schools to develop a plan to bring AF Apollo into compliance. AF Brooklyn Schools submitted a high level plan to the Institute on or about July 30, 2019, and AF Brooklyn Schools submitted detailed plans for AF Apollo to the Institute on or about September 20, 2019. The Institute will review the plan and provide any necessary feedback to support the school's compliance efforts.

FINANCIAL CONDITION

AF Apollo's projected five year budget reflects stable revenues and expenses associated with the planned stable enrollment. AF Apollo operates the elementary and middle school programs in two separate NYCDOE co-located facilities. The school is confident that all of the grade levels will have the opportunity to remain in its current spaces for the full course of the new charter term.

AF Apollo maintains the necessary financial resources to ensure stable operations and maintains an operating surplus. The school reports operating surpluses in each of the previous four years after one year of an operating deficit. The surplus each year has also exceeded the previous year's surplus in each subsequent year.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Noah Hellman, Elementary Principal (March 2018 to present)

Jesse Ballis-Harris, Elementary Principal (2015-16 to March 2018)

Jabari Sims, Elementary Principal (2010-11 to 2014-15)

Jesse Ugglá, Middle School Principal (2019-20 to present)

Michael Hendricks, Middle School Principal (2014-15 to 2018-19)

SCHOOL CHARACTERISTICS - AF APOLLO

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	504	563	112%	K-5	K-5
2015-16	640	652	102%	K-6	K-6
2016-17	732	738	101%	K-7	K-7
2017-18	824	826	100%	K-8	K-8
2018-19	824	828	100%	K-8	K-8

PARENT SATISFACTION: SURVEY RESULTS

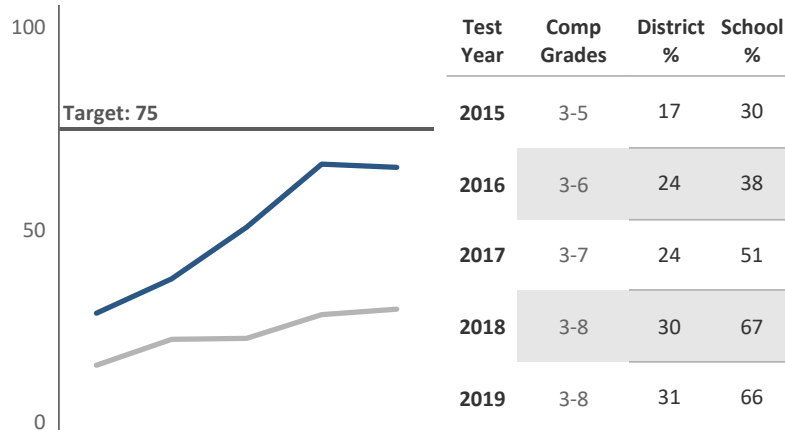
RESPONSE RATE	OVERALL SATISFACTION	TRUST	CULTURE	HIGH EXPECTATIONS
74%	93%	90%	93%	97%

SCHOOL OVERVIEW

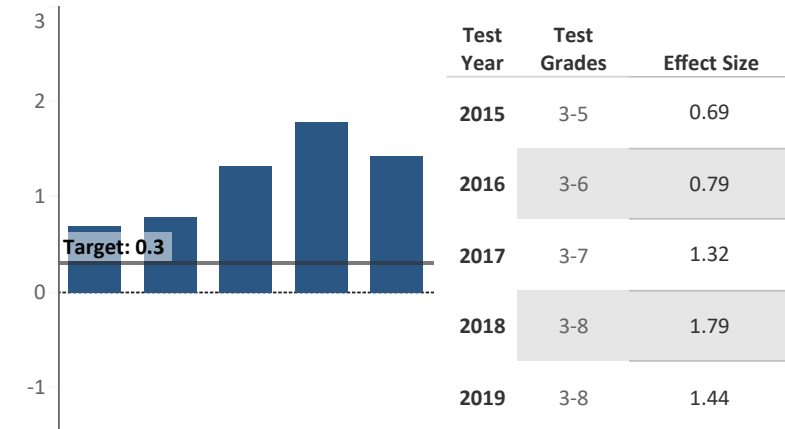
ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

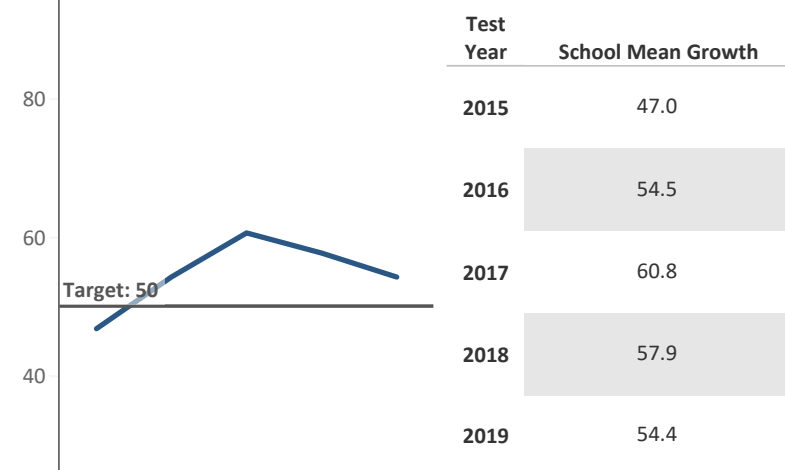
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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



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



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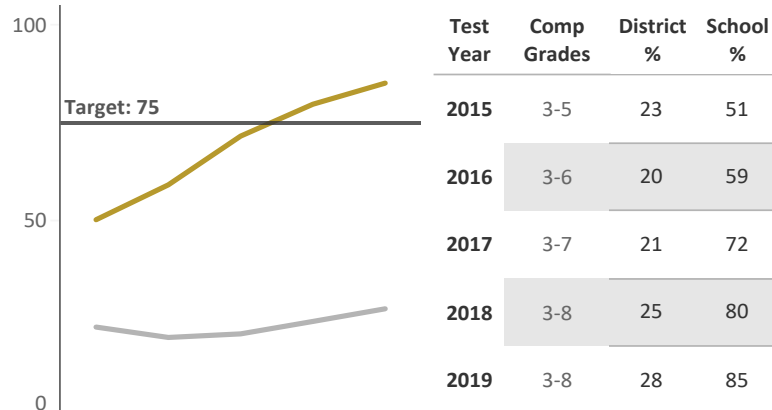
SCHOOL OVERVIEW

ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

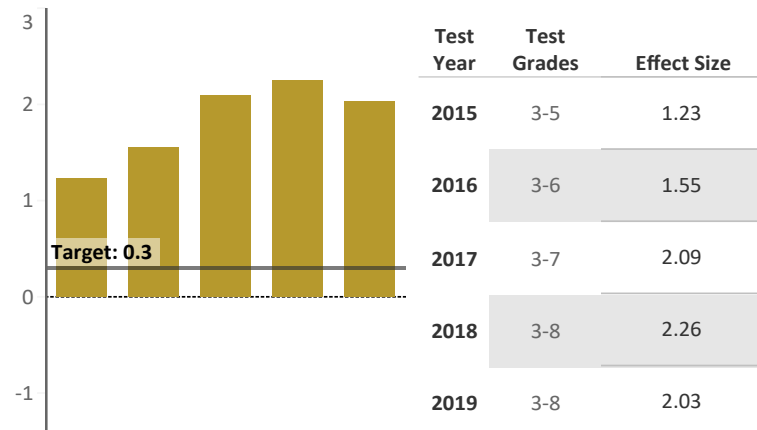
Comparative Measure:

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



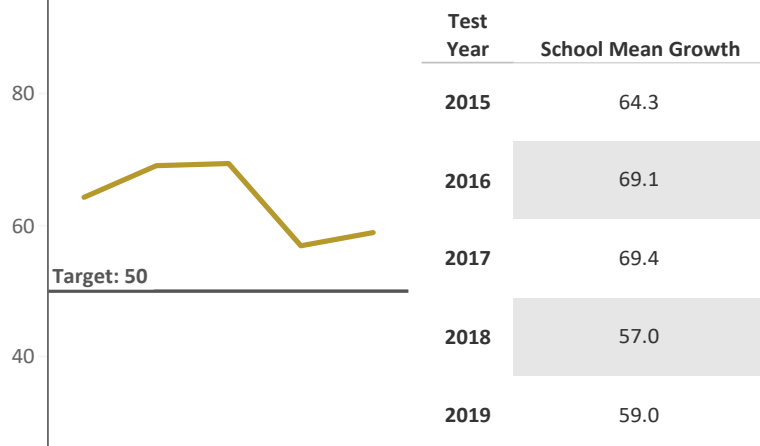
Comparative Measure: Effect

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



Comparative Growth

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



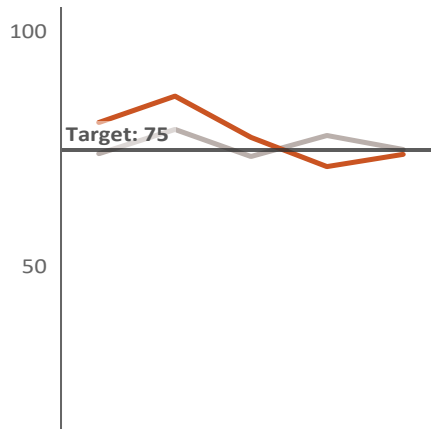
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SCHOOL OVERVIEW

ACHIEVEMENT FIRST APOLLO 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 %
2015	74	81
2016	79	86
2017	74	78
2018	78	71
2019	75	74

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	88	106	103
Tested on State Exam	51	72	65
School Percent Proficient on ELA Exam	21.6	31.9	29.2
District Percent Proficient	6.2	9.7	11.3
	2017	2018	2019
ELL Enrollment	45	50	63
Tested on NYSESLAT Exam	36	42	59
School Percent 'Commanding' or Making Progress on NYSESLAT	38.9	4.8	30.5

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."







SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on AF Apollo's renewal application on September 16, 2019 at a centralized hearing location at 800 Van Siclen Avenue, Brooklyn, New York. Thirteen people were present and five individuals spoke in favor of the renewal application citing that teachers work hard to ensure students' education is excellent and exceeds standards. No one spoke in opposition to the application.

ENROLLMENT AND RETENTION

Achievement First Apollo Charter School's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	economically disadvantaged		92.8	94.2
	English language learners		11.9	9.0
	students with disabilities		16.3	13.6
Retention	economically disadvantaged		89.7	88.5
	English language learners		91.3	91.9
	students with disabilities		90.0	88.8

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Achievement First Apollo Charter School

2016-17 Grades Served K-7					2017-18 Grades Served K-8					2018-19 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						
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.	3	44.2 (95)	46.4 (84)		3	59.1 (93)	59.3 (86)		3	68.1 (91)	72.0 (75)							
	4	45.7 (92)	46.1 (89)		4	59.3 (91)	59.3 (81)		4	68.5 (92)	67.5 (83)							
	5	43.3 (97)	43.4 (83)		5	49.0 (102)	46.8 (79)		5	40.0 (90)	42.3 (71)							
	6	41.1 (90)	47.2 (72)		6	75.8 (99)	76.9 (78)		6	55.8 (95)	53.3 (75)							
	7	73.3 (86)	74.7 (75)		7	68.2 (88)	69.6 (79)		7	72.8 (92)	74.4 (86)							
	8	(0)	(0)		8	89.5 (76)	90.3 (72)		8	83.7 (86)	81.8 (77)							
	All	49.1 (460)	51.1 (403)	NO	All	65.9 (549)	66.5 (475)	NO	All	64.7 (546)	65.7 (467)	NO						
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP							
3-7	135	111	YES	3-8	169	101	YES	3-8	167	105	YES							
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.	Comparison: Brooklyn CSD 19																	
	Grades	School	District		Grades	School	District		Grades	School	District							
	3-7	51.1	24.0	YES	3-8	66.5	29.7	YES	3-8	65.7	31.1	YES						
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES			
	3	88.5	44.2	29.7	0.81	3	86.0	59.1	39.8	1.02	3	84.0	606.0	595.6	1.19			
	4	81.4	45.7	30.5	0.83	4	89.1	59.3	36.0	1.24	4	78.1	608.0	595.2	1.62			
	5	84.8	43.3	23.6	1.28	5	88.6	49.0	24.9	1.69	5	77.4	603.0	596.0	0.91			
	6	81.4	41.1	21.5	1.31	6	85.0	75.8	37.0	2.13	6	76.2	605.0	594.1	1.26			
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.	7	85.4	73.3	28.4	2.44	7	84.6	68.2	28.8	2.29	7	76.3	612.0	596.3	1.81			
	8					8	81.8	89.5	38.9	2.49	8	69.7	613.0	597.9	1.85			
	All	84.4	49.1	26.7	1.32	YES	All	86.0	65.9	34.0	1.79	YES	All	77.0	607.8	595.8	1.44	YES
	Grades	School	State		Grades	School	State		Grades	School	State							
	4	62.4			4	55.6			4	62.4								
	5	55.9			5	55.9			5	47.8								
	6	59.0			6	57.0			6	46.2								
	7	65.7			7	60.5			7	59.4								
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	8	0.0			8	61.1			8	56.1								
	All	60.8	50.0	YES	All	57.9	50.0	YES	All	54.4	50.0	YES						
	Grades	School	State		Grades	School	State		Grades	School	State							
	4	62.4			4	55.6			4	62.4								
	5	55.9			5	55.9			5	47.8								
	6	59.0			6	57.0			6	46.2								
	7	65.7			7	60.5			7	59.4								
	8	0.0			8	61.1			8	56.1								
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	All	60.8	50.0	YES	All	57.9	50.0	YES	All	54.4	50.0	YES						

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Achievement First Apollo Charter School

SUNY Charter Schools Institute
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PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

2016-17 Grades Served K-7					2017-18 Grades Served K-8					2018-19 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	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	75.8 (95)	81.9 (83)		3	82.8 (93)	82.6 (86)	3	91.2 (91)	90.7 (75)		3	91.2 (91)	90.7 (75)				
	4	58.7 (92)	57.3 (89)		4	77.8 (90)	78.8 (80)	4	72.8 (92)	73.5 (83)		4	72.8 (92)	73.5 (83)				
	5	67.0 (97)	68.7 (83)		5	52.0 (100)	53.2 (77)	5	74.4 (90)	80.3 (71)		5	74.4 (90)	80.3 (71)				
	6	66.7 (90)	69.4 (72)		6	78.6 (98)	80.5 (77)	6	83.2 (95)	82.7 (75)		6	83.2 (95)	82.7 (75)				
	7	82.6 (86)	84.0 (75)		7	89.8 (88)	89.9 (79)	7	92.4 (92)	91.9 (86)		7	92.4 (92)	91.9 (86)				
	8	(0)	(0)		8	96.1 (76)	95.8 (72)	8	94.2 (86)	93.5 (77)		8	94.2 (86)	93.5 (77)				
	All	70.0 (460)	71.9 (402)	NO	All	78.5 (545)	80.0 (471)	YES	All	84.6 (546)	85.4 (467)	YES	All	84.6 (546)	85.4 (467)	YES		
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP			
	3-7	164	109	YES	3-8	194	103	YES	3-8	207	107	YES	3-8	207	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: Brooklyn CSD 19			Comparison: Brooklyn CSD 19			Comparison: Brooklyn CSD 19											
	Grades	School	District	Grades	School	District	Grades	School	District									
	3-7	71.9	21.3	YES	3-8	80.0	24.5	YES	3-8	85.4	27.7	YES						
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES			
	3	88.5	75.8	34.9	1.96	3	86.0	82.8	42.7	1.85	3	84.0	614.0	595.6	1.88			
	4	81.4	58.7	30.8	1.41	4	89.1	77.8	34.4	2.06	4	78.1	611.0	596.2	1.50			
	5	84.8	67.0	28.6	2.04	5	88.6	52.0	28.9	1.34	5	77.4	613.0	596.2	1.71			
	6	81.4	66.7	25.9	2.08	6	85.0	78.6	30.4	2.40	6	76.2	614.0	596.4	1.89			
	7	85.4	82.6	20.8	3.05	7	84.6	89.8	27.0	2.96	7	76.3	621.0	596.8	2.37			
	8					8	81.8	96.1	22.5	3.24	8	69.7	628.0	597.3	2.91			
	All	84.4	70.0	28.3	2.09	YES	All	86.0	78.5	31.2	2.26	YES	All	77.0	616.7	596.4	2.03	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	Grades	School	State	Grades	School	State		
4		65.5		4	43.5		4	35.3		4	35.3		4	35.3				
5		66.4		5	46.5		5	50.2		5	50.2		5	50.2				
6		71.2		6	58.5		6	69.7		6	69.7		6	69.7				
7		75.2		7	81.1		7	77.3		7	77.3		7	77.3				
8		0.0		8	56.0		8	58.8		8	58.8		8	58.8				
All		69.4	50.0	YES	All	57.0	50.0	YES	All	59.0	50.0	YES	All	59.0	50.0	YES		

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FISCAL DASHBOARD

ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

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

SCHOOL INFORMATION

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 2010-11					
	MERGED	MERGED	MERGED	MERGED	
	2014-15	2015-16	2016-17	2017-18	2018-19
	184,636	-	-	-	-
	204,678	-	-	-	-
	84,804	-	-	-	-
	21,540	-	-	-	-
	-	-	-	-	-
	495,658	-	-	-	-
	539,216	-	-	-	-
	-	-	-	-	-
	1,034,874	-	-	-	-
	179,034	-	-	-	-
	153,540	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	200,917	-	-	-	-
	-	-	-	-	-
	533,491	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	533,491	-	-	-	-
	501,383	-	-	-	-
	-	-	-	-	-
	501,383	-	-	-	-
	1,034,874	-	-	-	-
	7,743,018	9,328,967	10,809,173	12,502,610	13,131,926
	589,855	814,282	1,160,620	1,481,683	1,348,843
	-	-	-	-	-
	-	-	-	-	-
	249,342	387,362	389,403	349,870	335,138
	118,576	151,667	141,034	-	14,750
	64,856	17,189	23,506	5,233	1,247
	-	-	-	-	-
	-	-	-	-	-
	8,765,647	10,699,467	12,523,736	14,339,396	14,831,904
	6,823,580	7,999,748	9,551,748	10,329,416	10,638,310
	570,881	671,458	796,365	834,559	862,100
	-	-	-	-	-
	7,394,461	8,671,206	10,348,113	11,163,975	11,500,410
	1,120,447	1,222,465	1,348,158	1,392,454	1,548,220
	201,821	246,156	-	-	-
	8,716,729	10,139,827	11,696,271	12,556,429	13,048,630
	48,918	559,640	827,465	1,782,967	1,783,274
	103,000	-	27	-	-
	-	-	-	-	-
	14,727	257	60,459	70,465	67,414
	-	-	-	-	-
	117,727	257	60,486	70,465	67,414
	8,883,374	10,699,724	12,584,222	14,409,861	14,899,318
	-	-	-	-	-
	8,883,374	10,699,724	12,584,222	14,409,861	14,899,318
	166,645	559,897	887,951	1,853,432	1,850,688
	334,738	501,383	1,061,280	1,949,231	3,802,663
	-	-	-	-	-
	501,383	1,061,280	1,949,231	3,802,663	5,653,351

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FISCAL DASHBOARD

ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

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

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

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

Total Expenses

2014-15	2015-16	2016-17	2017-18	2018-19
751,894	812,360	871,348	929,526	1,043,985
4,489,018	5,064,996	5,923,968	6,424,099	6,799,678
-	-	-	-	-
-	-	-	-	-
5,240,912	5,877,356	6,795,316	7,353,625	7,843,663
834,440	996,248	1,180,890	1,341,411	1,375,608
88,747	108,030	137,976	128,105	123,033
1,009,103	1,230,780	1,438,624	1,645,939	1,693,716
-	13,163	630	-	-
85,003	181,568	174,737	182,485	185,535
37,141	29,820	34,948	29,745	34,275
8,361	19,839	6,452	6,396	6,009
294,921	555,408	530,151	688,975	608,897
143,140	163,952	219,167	202,248	168,321
974,961	963,663	1,177,380	977,500	1,009,573
8,716,729	10,139,827	11,696,271	12,556,429	13,048,630

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
514	640	732	824	824
504	640	732	824	824
563	652	738	826	828
K-5	K-6	K-7	K-8	K-8
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

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

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

2014-15	2015-16	2016-17	2017-18	2018-19
15,569	16,410	16,970	17,360	17,913
209	0	82	85	81
15,778	16,411	17,052	17,445	17,994

Expenses

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

2014-15	2015-16	2016-17	2017-18	2018-19
13,133	13,299	14,022	13,516	13,889
2,349	2,252	1,827	1,686	1,870
15,482	15,552	15,849	15,201	15,759
84.8%	85.5%	88.5%	88.9%	88.1%
15.2%	14.5%	11.5%	11.1%	11.9%

% of Revenue Exceeding Expenses - GRAPH 5

2014-15	2015-16	2016-17	2017-18	2018-19
1.9%	5.5%	7.6%	14.8%	14.2%

Student to Faculty Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
9.9	10.0	9.8	11.2	11.2

Faculty to Admin Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
3.4	3.4	4.2	3.4	2.6

Financial Responsibility Composite Scores - GRAPH 6

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

2014-15	2015-16	2016-17	2017-18	2018-19
1.6	0.0	0.0	0.0	0.0
Fiscally Strong	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)

2014-15	2015-16	2016-17	2017-18	2018-19
(37,833)	0	0	0	0
-0.4%	0.0%	0.0%	0.0%	0.0%
0.9	0.0	0.0	0.0	0.0
HIGH	N/A	N/A	N/A	N/A
Poor	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)

2014-15	2015-16	2016-17	2017-18	2018-19
0.9	0.0	0.0	0.0	0.0
HIGH	N/A	N/A	N/A	N/A
Poor	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)

2014-15	2015-16	2016-17	2017-18	2018-19
0.5	0.0	0.0	0.0	0.0
MEDIUM	N/A	N/A	N/A	N/A
Good	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.)

2014-15	2015-16	2016-17	2017-18	2018-19
0.3	0.0	0.0	0.0	0.0
HIGH	N/A	N/A	N/A	N/A
Poor	N/A	N/A	N/A	N/A

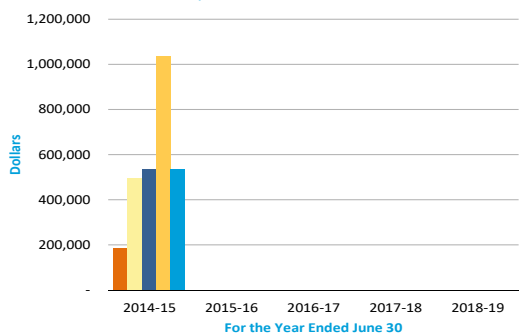
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FISCAL DASHBOARD

ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

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

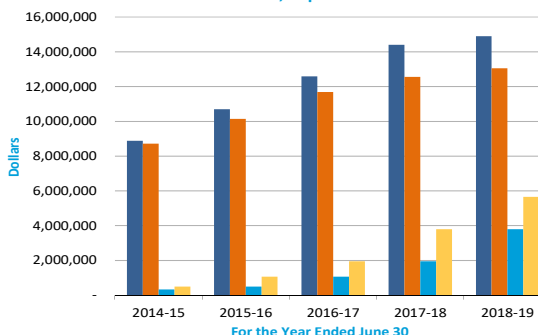
GRAPH 1 Cash, Assets and Liabilities



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

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

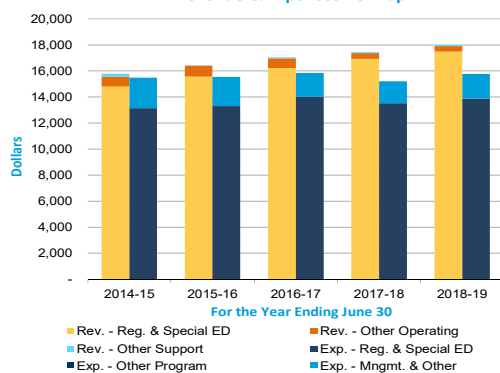
GRAPH 2 Revenue, Expenses and Net Assets



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

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

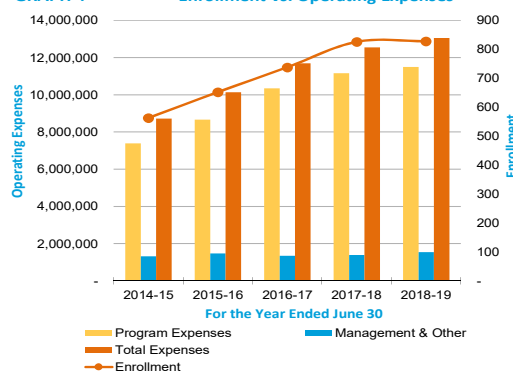
GRAPH 3 Revenue & Expenses Per Pupil



■ Rev. - Reg. & Special ED ■ Rev. - Other Operating
■ Rev. - Other Support ■ Exp. - Reg. & Special ED
■ Exp. - Mngmt. & Other

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

GRAPH 4 Enrollment vs. Operating Expenses



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

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

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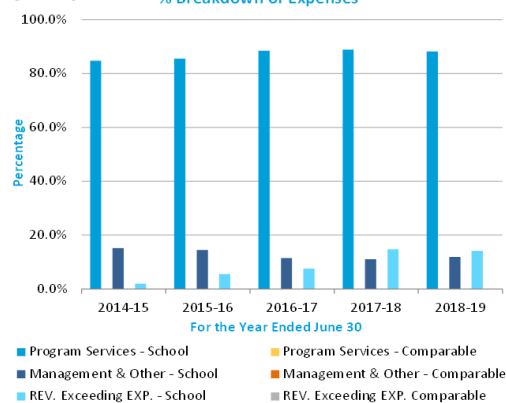
FISCAL DASHBOARD

ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

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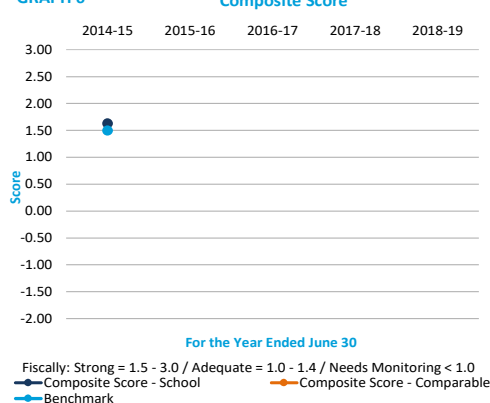
Comparable School, Region or Network: -

GRAPH 5 % Breakdown of Expenses



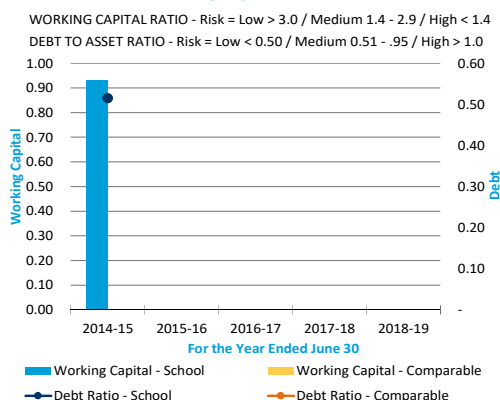
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 Composite Score



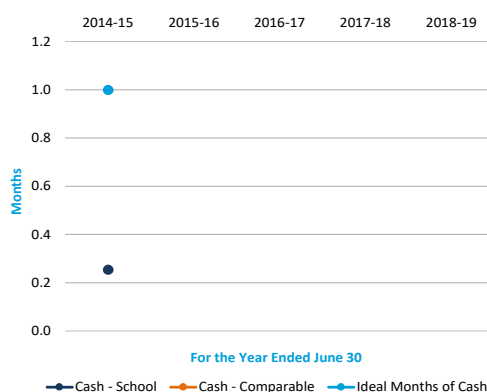
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

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FUTURE PLANS



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

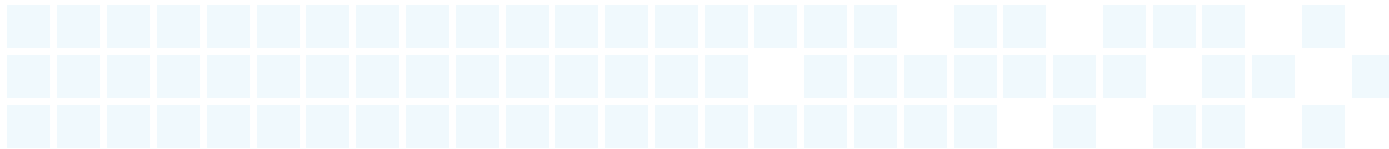
AF Apollo is an academic success. The school operates as an effective and viable organization. AF Brooklyn Schools plans to continue to operate the school in the same manner making its plans for the school's future sound.

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

Plans for the Educational Program. AF Apollo plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

AF APOLLO		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	824	824
Grade Span	K-8	K-8
Teaching Staff	70	68
Days of Instruction	184	184



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AF Apollo plans for the elementary and middle school programs to remain in the current NYCDOE co-located spaces for the duration of the next charter term.

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



Achievement First Endeavor Charter School

So

SCHOOL OVERVIEW

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ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

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

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

SCHOOL BACKGROUND

The NYC Chancellor originally recommended approval of the charter for AF Endeavor, and the school opened its doors in the fall of 2006. The SUNY Trustees approved the merger of AF Endeavor with the SUNY authorized AF Brooklyn Charter Schools on December 7, 2015. The school is authorized to serve 824 students in Kindergarten – 8th grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 8th grade with a projected total enrollment of 824 students.

The current charter term expires on June 30, 2020. A subsequent charter term would enable the school to operate through June 30, 2025. The school is located in a NYCDOE district school building at 510 Waverly Avenue, Brooklyn, New York in CSD 13.

NOTEWORTHY - AF ENDEAVOR

AF Endeavor has a large offering of extracurricular activities for students including a robust sports program. For 2018-19, AF Endeavor earned two basketball championships in the New York City charter school leagues. The Lady Chargers won the girls middle school championships and the 4th and 5th grade boys won their age bracket title.

ACADEMIC PROGRAM

AF Endeavor's academic program, which reflects the network's academic program as delineated earlier in this renewal report, has resulted in strong academic results. Classroom observations indicate purposeful lessons with frequent checking for understanding and frequent use of differentiated, small group instruction. Instructional coaches support teachers in using a student work protocol to determine if students master the objective.

AF Endeavor focuses on improving the student experience to provide many robust extracurricular options for students. Some activities include choir, cheerleading, academic quizbowl, computer coding, yoga, baking, yearbook, and multiple sports programs.

In an effort to improve the school's social emotional learning program, AF Endeavor is piloting two programs that focus on social emotional learning, Second Step and the PRIDE advisory program, over the past two years in the elementary and middle school programs, respectively. At the time of the visit, returning teachers had crafted a schoolwide curriculum for middle school advisory, and school leaders actively engage in revising schoolwide policies and practices to reflect their social and emotional focus.

LEGAL REQUIREMENTS

AF Endeavor substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. The Institute will work with the education corporation to ensure the school's compliance before the start of the next charter term.

- **Complaints.** The Institute received one formal complaint during the current charter term regarding the due process provided as part of a student suspension and the accompanying paperwork. The Institute found the school had provided necessary due process under applicable law, and appropriately provided compensatory services for certain deficiencies.
- **Teacher Certification.** In 2018-19, AF Endeavor was out of compliance with its obligations under the Act's certified teacher requirements. The Institute is working with AF Brooklyn Schools to develop a plan to bring AF Endeavor into compliance. AF Brooklyn Schools submitted a high level plan to the Institute on or about July 30, 2019, and AF Brooklyn Schools submitted detailed plans for AF Endeavor to the Institute on or about September 20, 2019. . The Institute will review the plan and provide any necessary feedback to support the school's compliance efforts.

FINANCIAL CONDITION

AF Endeavor's projected five year budget reflects stable revenues and expenses associated with the planned stable enrollment. AF Endeavor operates both the elementary and middle school in a NYCDOE facility and through the New York City School Construction Authority agreed to finance the development and construction of 510 Waverly Avenue, Brooklyn, provided that Civic Builders and AF Endeavor collectively contributed 20% of the cost of construction. The school is confident that all of the grade levels will remain in the current space for the full course of the next charter term.

AF Endeavor maintains the necessary financial resources to ensure stable operations. AF Endeavor has shown operating deficits in previous years; however, the school revised its grades served during the 2018-19 school year from Kindergarten – 12th grade to Kindergarten – 8th grade in order to change the pathways of the education corporation. Students from AF Endeavor have the ability to enroll in any high school across AF Brooklyn Schools. This will eliminate the high costs associated with running a high school as well as lead the school to project operating surpluses in each year of the next charter term.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Justin Tesser, Elementary Principal (2017-18 to present)

Sara Lewis, Elementary Principal (2016-17)

Stephanie Keenoy, Elementary Principal (2011-12 to 2015-16)

Caroline Roth, Middle School Principal (2016-17 to present)

Tom Kaiser, Middle School Principal (2006-07 to 2015-16)

SCHOOL CHARACTERISTICS - AF ENDEAVOR

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	NYCDOE*	NYCDOE	NYCDOE	NYCDOE	NYCDOE
2015-16	NYCDOE*	NYCDOE	NYCDOE	NYCDOE	NYCDOE
2016-17	997	1,030	103%	K-12	K-12
2017-18	997	1,001	100%	K-12**	K-12
2018-19	824	799	97%	K-8	K-8

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	TRUST	CULTURE	HIGH EXPECTATIONS
82%	90%	87%	91%	94%

* The Institute does not have verifiable data as the school was authorized by the NYC Chancellor.

** 2017-18 was the last year that AF Endeavor served high school level grades. Students now matriculate into another high school program within AF Brooklyn Schools.

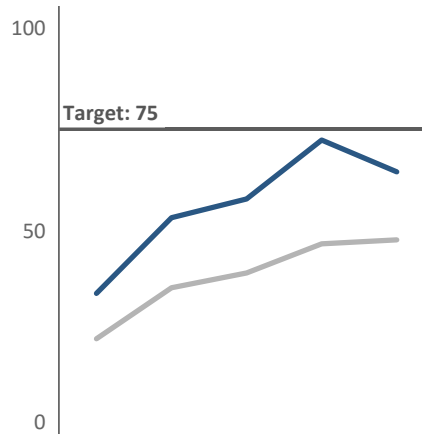
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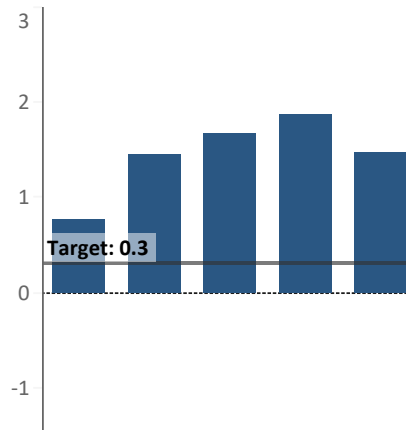
ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

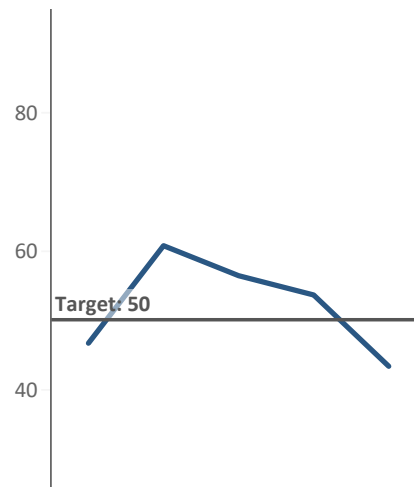
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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



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



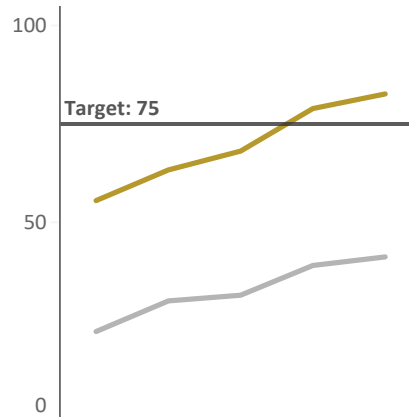
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SCHOOL OVERVIEW

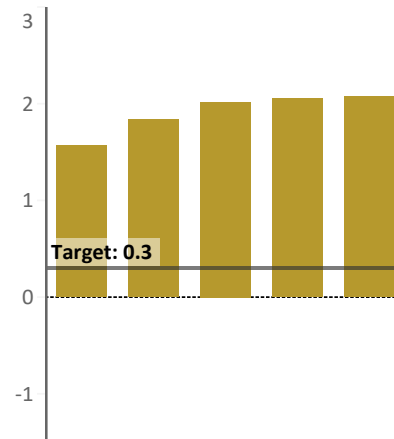
ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

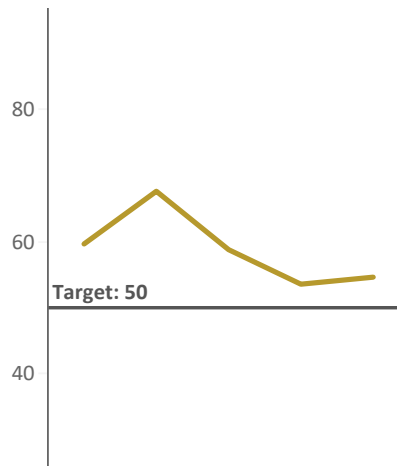
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



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



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

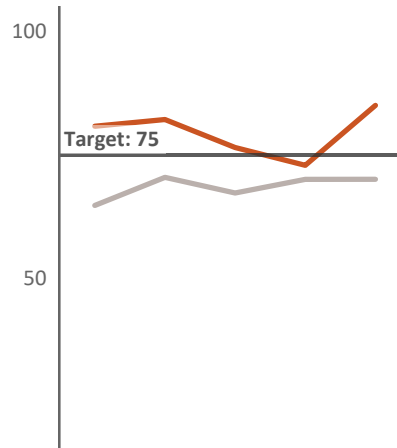


SCHOOL OVERVIEW

ACHIEVEMENT FIRST ENDEAVOR 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 %
2015	65	81
2016	71	82
2017	67	77
2018	70	73
2019	70	85

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	168	168	121
Tested on State Exam	82	78	70
School Percent Proficient on ELA Exam	25.6	39.7	28.6
District Percent Proficient	13.3	18.3	18.8
	2017	2018	2019
ELL Enrollment	6	9	8
Tested on NYSESLAT Exam	4	7	8
School Percent 'Commanding' or Making Progress on NYSESLAT	s	14.3	12.5

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."

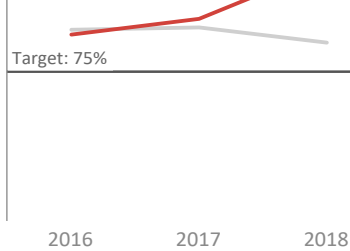
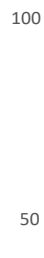
ACADEMIC PERFORMANCE

Achievement First Endeavor Charter School

Brooklyn CSD 13

HIGH SCHOOL GRADUATION RATE

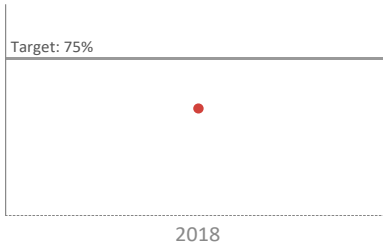
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2016	85.1	84.0
2017	85.7	87.7
2018	82.1	100.0

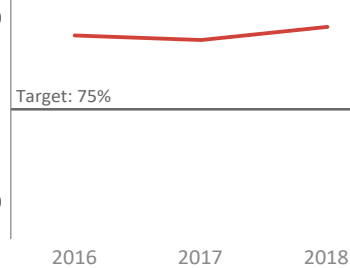
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.



	Graduates	College Prep %
2018	41	51.2

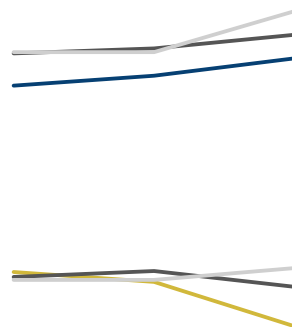
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2016	21	95.2
2017	50	94.0
2018	41	97.6

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the district's PI and the state's MIP.



	MIP	District PI	School PI
2016	174	175	148
2017	178	175	156
2018	189	208	170

	MIP	District PI	School PI
2016	159	156	164
2017	165	156	154
2018	149	168	109

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SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on AF Endeavor's renewal application on September 9, 2019 at a centralized hearing location at 141 Macon Street, Brooklyn, New York. Three people were present, and two people spoke in favor of the renewal application citing the school's high standards for academics and behavior. A parent spoke of how she sees improvement, confidence, and success in her daughter and her daughter is now eager to go to school. No one spoke in opposition to the application.

ENROLLMENT AND RETENTION

Achievement First Endeavor Charter School's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	economically disadvantaged		75.9	93.0
	English language learners		5.5	1.3
	students with disabilities		16.7	17.9
Retention	economically disadvantaged		89.7	86.5
	English language learners		87.2	83.3
	students with disabilities		90.3	87.1

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Achievement First Endeavor Charter School

	2016-17 Grades Served K-12					2017-18 Grades Served K-12					2018-19 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	
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.	3	58.2 (98)	57.9 (95)			3	78.4 (88)	79.3 (82)			3	85.4(89)	85.7(84)		
	4	73.6 (87)	72.6 (84)			4	74.7 (91)	75.3 (89)			4	78.2(87)	76.9(78)		
	5	58.4 (89)	60.8 (79)			5	66.7 (87)	72.2 (72)			5	37.8(90)	39.2(79)		
	6	49.4 (89)	49.4 (85)			6	78.0 (91)	76.3 (80)			6	58.9(95)	61.0(77)		
	7	45.3 (86)	42.3 (78)			7	59.8 (82)	60.0 (75)			7	54.0(87)	53.9(76)		
	8	65.9 (82)	66.2 (74)			8	68.5 (73)	70.8 (65)			8	65.5(87)	70.8(72)		
	All	58.4 (531)	58.2 (495)	NO		All	71.3 (512)	72.6 (463)	NO		All	63.2(535)	64.8(466)	NO	
	Grades	PI	AMO			Grades	PI	MIP			Grades	PI	MIP		
	3-8	151	111	YES		3-8	179	101	YES		3-8	166	105	YES	
Absolute Measure															
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.	3-8	151	111	YES		3-8	179	101	YES		3-8	166	105	YES	
	Grades	PI	AMO			Grades	PI	MIP			Grades	PI	MIP		
	3-8	151	111	YES		3-8	179	101	YES		3-8	166	105	YES	
	Grades	PI	AMO			Grades	PI	MIP			Grades	PI	MIP		
	3-8	151	111	YES		3-8	179	101	YES		3-8	166	105	YES	
	Grades	PI	AMO			Grades	PI	MIP			Grades	PI	MIP		
	3-8	151	111	YES		3-8	179	101	YES		3-8	166	105	YES	
	Grades	PI	AMO			Grades	PI	MIP			Grades	PI	MIP		
	3-8	151	111	YES		3-8	179	101	YES		3-8	166	105	YES	
Comparative Measure															
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.	Grades	School	District			Grades	School	District			Grades	School	District		
	3-8	58.2	40.1	YES		3-8	72.6	47.2	YES		3-8	64.8	48.2	YES	
	Grades	School	District			Grades	School	District			Grades	School	District		
	3-8	58.2	40.1	YES		3-8	72.6	47.2	YES		3-8	64.8	48.2	YES	
	Grades	School	District			Grades	School	District			Grades	School	District		
	3-8	58.2	40.1	YES		3-8	72.6	47.2	YES		3-8	64.8	48.2	YES	
	Grades	School	District			Grades	School	District			Grades	School	District		
	3-8	58.2	40.1	YES		3-8	72.6	47.2	YES		3-8	64.8	48.2	YES	
	Grades	School	District			Grades	School	District			Grades	School	District		
Comparative Measure															
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grades	School	District			Grades	School	District			Grades	School	District		
	3	88.8	58.2	29.6	1.60	3	85.9	78.4	39.8	2.04	3	74.4	615.0	597.2	2.13
	4	75.6	73.6	33.0	2.39	4	83.0	74.7	38.3	1.93	4	77.3	613.0	595.4	2.23
	5	78.0	58.4	26.5	2.12	5	71.1	66.7	31.7	2.12	5	80.6	603.0	595.3	1.00
	6	71.3	50.0	25.7	1.55	6	82.1	78.0	38.3	2.12	6	70.4	603.0	595.5	0.90
	7	70.3	45.3	34.9	0.58	7	73.3	59.8	33.3	1.46	7	73.8	607.0	596.8	1.19
	8	85.5	65.9	33.4	1.80	8	80.0	68.5	39.5	1.43	8	74.2	609.0	597.1	1.41
	All	78.4	58.5	30.4	1.67	YES	79.3	71.3	36.8	1.87	YES	75.1	608.3	596.2	1.47
	All	78.4	58.5	30.4	1.67	YES	79.3	71.3	36.8	1.87	YES	75.1	608.3	596.2	1.47
Comparative Measure															
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	60.2	50.0	YES		4	59.4	50.0	YES		4	56.6	50.0	YES	
	5	59.8	50.0	YES		5	54.1	50.0	YES		5	32.2	50.0	YES	
	6	59.2	50.0	YES		6	49.2	50.0	YES		6	32.9	50.0	YES	
	7	46.7	50.0	YES		7	49.3	50.0	YES		7	44.3	50.0	YES	
	8	57.0	50.0	YES		8	56.4	50.0	YES		8	52.6	50.0	YES	
	All	56.6	50.0	YES		All	53.8	50.0	YES		All	43.5	50.0	YES	
	All	56.6	50.0	YES		All	53.8	50.0	YES		All	43.5	50.0	YES	
	All	56.6	50.0	YES		All	53.8	50.0	YES		All	43.5	50.0	YES	
Growth Measure															

PERFORMANCE SUMMARIES

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SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Achievement First Endeavor Charter School

2016-17 Grades Served K-12					2017-18 Grades Served K-12					2018-19 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						
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	91.8 (98)	91.6 (95)		3	98.8 (86)	98.8 (82)		3	96.6 (89)	97.6 (84)							
	4	78.2 (87)	77.4 (84)		4	87.9 (91)	88.8 (89)		4	90.7 (86)	91.0 (78)							
	5	50.0 (88)	50.0 (78)		5	56.3 (87)	58.3 (72)		5	69.3 (88)	71.8 (78)							
	6	70.1 (87)	72.3 (83)		6	66.3 (89)	67.1 (79)		6	70.5 (95)	71.4 (77)							
	7	42.4 (85)	41.6 (77)		7	76.9 (78)	76.1 (71)		7	71.4 (84)	71.2 (73)							
	8	69.5 (82)	71.6 (74)		8	80.8 (73)	83.1 (65)		8	90.4 (83)	94.1 (68)							
	All	67.6 (527)	68.4 (491)	NO	All	77.8 (504)	79.3 (458)	YES	All	81.3 (525)	83.0 (458)	YES						
	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 Measure of Interim Progress set forth in the State's ESSA accountability system.	3-8	161	109	YES	3-8	195	103	YES	3-8	203	107	YES						
	Comparison: Brooklyn CSD 13				Comparison: Brooklyn CSD 13				Comparison: Brooklyn CSD 13									
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.	Grades	School	District		Grades	School	District		Grades	School	District							
	3-8	68.4	31.8	YES	3-8	79.3	39.3	YES	3-8	83.0	41.5	YES						
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES			
	3	88.8	91.8	34.8	2.73	3	85.9	98.8	42.7	2.58	3	74.4	620.0	597.4	2.50			
	4	75.6	78.2	33.8	2.39	4	83.0	87.9	37.3	2.41	4	77.3	622.0	596.4	2.59			
	5	78.0	50.0	32.2	0.98	5	71.1	56.3	37.7	1.05	5	80.6	609.0	595.6	1.37			
	6	71.3	70.5	31.6	2.02	6	82.1	66.3	32.0	1.70	6	70.4	612.0	597.8	1.63			
	7	70.3	42.4	28.8	0.72	7	73.3	76.9	32.9	2.15	7	73.8	612.0	597.4	1.56			
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	8	85.5	69.5	13.4	3.25	8	80.0	80.8	22.8	2.55	8	74.2	629.0	596.6	2.86			
	All	78.4	67.6	29.4	2.02	YES	All	79.3	77.8	34.6	2.05	YES	All	75.1	617.2	596.9	2.08	YES
	Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State			
	4	58.5			4	44.4			4	40.9			4	40.9				
	5	26.9			5	33.8			5	32.0			5	32.0				
	6	69.5			6	53.8			6	60.6			6	60.6				
	7	59.6			7	56.8			7	61.1			7	61.1				
	8	81.3			8	85.2			8	81.1			8	81.1				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	All	58.9	50.0	YES	All	53.7	50.0	YES	All	54.7	50.0	YES	All	54.7	50.0	YES		

PERFORMANCE SUMMARIES

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SCHOOL PERFORMANCE SUMMARY: Achievement First Endeavor Charter School

High School Graduation

	2015-16			2016-17			2017-18		
	MET			MET			MET		
1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation.	2014 Cohort N	% Passing ≥ 3 Regents		2015 Cohort N	% Passing ≥ 3 Regents		2016 Cohort N	% Passing ≥ 3 Regents	
				50	66.0		52	50.0	
2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2012 Cohort N	%		2013 Cohort N	%		2014 Cohort N	%	
	25	84.0	YES	57	87.7		41	100.0	
3. Each year, 95 percent of students will graduate after the completion of their fifth year.	2011 Cohort N	% Graduating		2012 Cohort N	% Graduating		2013 Cohort N	% Graduating	
	26	96.2	YES	25	96		55	98.2	
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Comparison School District: CSD 13			Comparison School District: CSD 13			Comparison School District: CSD 13		
	School	District		School	District		School	District	
	84.0	85.1	NO	87.7	85.7	YES	100.0	85.1	YES

College Preparation

	2015-16			2016-17			2017-18		
	MET			MET			MET		
1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. ¹	Graduate N	%		Graduate N	%		Graduate N	%	
	21	95.2	YES	50	94.0	YES	41	51.2	NO
2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.									
3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.							CCCRI	MIP	
							124	128	
4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Comparison School District: CSD 13			Comparison School District: CSD 13			School	District	
							124	148	NO

1. The indicators include, but are not limited to: passing an Advanced Placement exam with a score of 3 or higher, earning a score of 4 or higher on an International Baccalaureate exam, passing a College Level Examination Program exam, passing a college level course, achieving the college and career readiness benchmark on the SAT, earning a Regents diploma with advanced designation.

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PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Achievement First Endeavor Charter School

English Language Arts

	2015-16		2016-17		2017-18	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)).	2012 Cohort N	%	2013 Cohort N	%	2014 Cohort N	%
	25	48.0	57	61.4	41	31.7
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	14	28.6	42	54.8	28	21.4
3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district.	Comparison District: CSD 13		Comparison District: CSD 13		Comparison District: CSD 13	
	School	District	School	District	School	District
	48.0	57.1	61.4	74.0	31.7	76.5
4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed the PI of the district.	148	175	156	175	170	208
	NO		NO		NO	

Mathematics

	2015-16		2016-17		2017-18	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam).	2012 Cohort N	%	2013 Cohort N	%	2014 Cohort N	%
	25	64.0	57	56.1	41	0.0
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	0	NA	9	22.2	9	0.0
3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district.	Comparison District: CSD 13		Comparison District: CSD 13		Comparison District: CSD 13	
	School	District	School	District	School	District
	64.0	45.0	56.1	49.4	0.0	53.6
4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed the PI of the district.	164	156	154	156	109	168
	YES		NO		NO	

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FISCAL DASHBOARD

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

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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**

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

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

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

-	-	15,015,257	15,089,366	12,592,578	
-	-	2,150,150	2,178,360	1,694,109	

-	-	-	-	-	-
-	-	611,236	461,963	446,805	
-	-	-	-	-	-
-	-	630,585	621,478	716	
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	619,840	
-	-	18,407,228	18,351,167	15,354,048	

-	-	15,337,192	15,077,013	11,979,542	
-	-	2,262,024	2,212,896	1,752,094	
-	-	-	-	-	-
-	-	17,599,216	17,289,909	13,731,636	
-	-	1,989,334	2,001,400	1,580,229	
-	-	2,502	1,728	1,728	
-	-	19,591,052	19,293,037	15,313,593	
-	-	(1,183,824)	(941,870)	40,455	

-	-	50,000	25,000	-	
-	-	-	-	-	-
-	-	81,619	52,676	344,372	
-	-	-	-	-	-
-	-	131,619	77,676	344,372	

-	-	18,538,847	18,428,843	15,698,420	
-	-	-	-	-	-
-	-	18,538,847	18,428,843	15,698,420	

-	-	(1,052,205)	(864,194)	384,827	
-	-	4,503,581	3,451,376	2,587,182	
-	-	-	-	-	-
-	-	3,451,376	2,587,182	2,972,009	

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FISCAL DASHBOARD

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

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SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service	-	-	1,260,098	1,276,978	1,006,081
Administrative Staff Personnel	-	-	9,694,056	9,615,040	7,576,755
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	10,954,154	10,892,018	8,582,836
Fringe Benefits & Payroll Taxes	-	-	1,877,915	1,924,626	1,502,675
Retirement	-	-	228,912	206,642	153,949
Management Company Fees	-	-	2,034,342	2,042,488	1,688,421
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	221,941	240,091	117,541
Professional Fees, Consultant & Purchased Services	-	-	265,777	270,204	264,698
Marketing / Recruitment	-	-	9,979	6,816	5,205
Student Supplies, Materials & Services	-	-	688,480	507,192	492,425
Depreciation	-	-	295,287	296,905	285,449
Other	-	-	3,014,265	2,906,055	2,220,394
Total Expenses	-	-	19,591,052	19,293,037	15,313,593

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	-	997	997	997
Final Chartered Enrollment (includes any revisions)	-	-	997	997	824
Actual Enrollment - GRAPH 4	-	-	1,030	1,001	799
Chartered Grades	-	-	K-12	K-12	K-12
Final Chartered Grades (includes any revisions)	-	-	-	-	K-8

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	0.0%	0.0%	100.0%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	-	17,871	18,333	19,217
Other Revenue and Support	-	-	128	78	431
TOTAL - GRAPH 3	-	-	17,999	18,410	19,648
Expenses	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	-	-	17,087	17,273	17,186
Management and General, Fundraising	-	-	1,934	2,001	1,980
TOTAL - GRAPH 3	-	-	19,020	19,274	19,166
% of Program Services	0.0%	0.0%	89.8%	89.6%	89.7%
% of Management and Other	0.0%	0.0%	10.2%	10.4%	10.3%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	-5.4%	-4.5%	2.5%

Student to Faculty Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
-	-	11.1	12.2	9.7

Faculty to Admin Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
-	-	4.7	3.3	3.3

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
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	2014-15	2015-16	2016-17	2017-18	2018-19
As % of Unrestricted Revenue	0	0	0	0	0
Working Capital (Current) Ratio Score	0.0%	0.0%	0.0%	0.0%	0.0%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	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	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	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	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	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

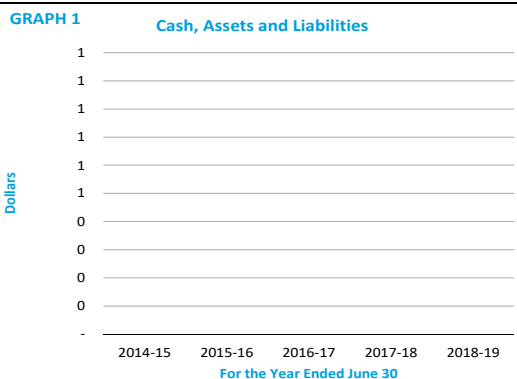
Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

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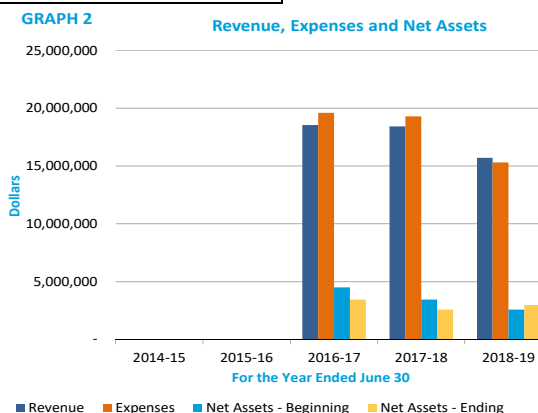
FISCAL DASHBOARD

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

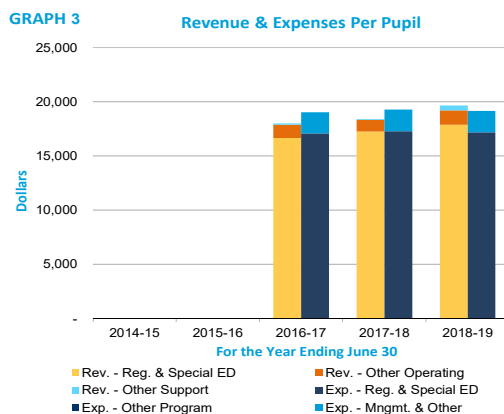
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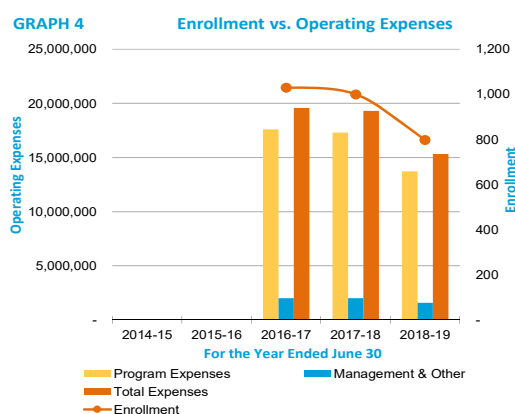
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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.



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.



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

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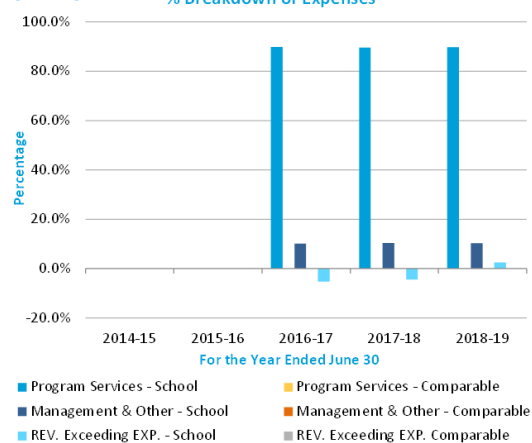
FISCAL DASHBOARD

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

NOTE: Effective 2016-17 the school merged into the education corporation, "Achievement First Brooklyn Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

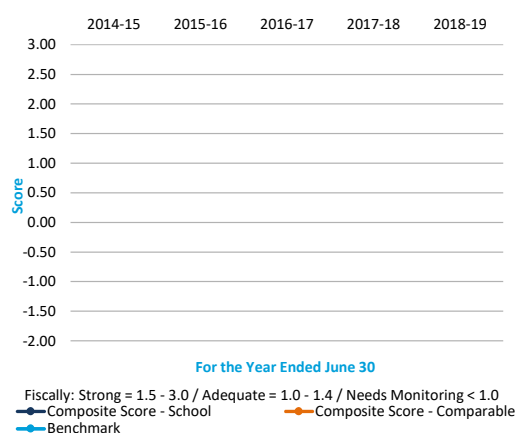
Comparable School, Region or Network: -

GRAPH 5 % Breakdown of Expenses



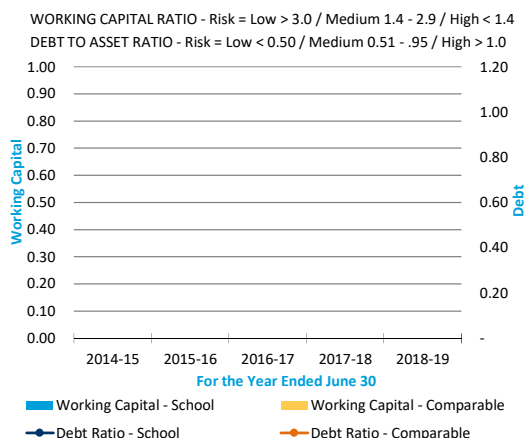
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 Composite Score



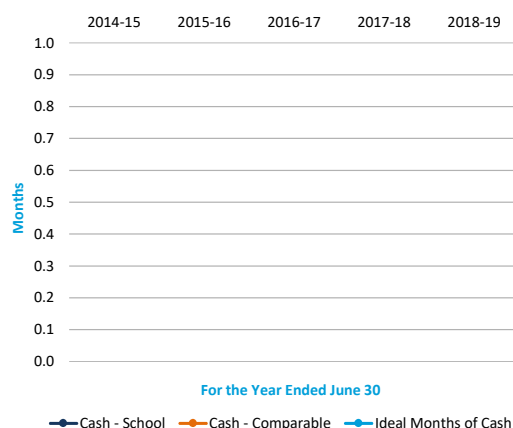
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

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FUTURE PLANS



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

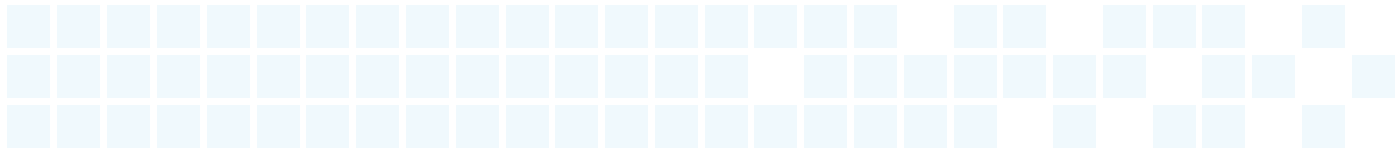
AF Endeavor is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. AF Brooklyn Schools plans to continue to operate the school in the same manner making its plans for the school's future sound.

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

Plans for the Educational Program. AF Endeavor plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, AF Brooklyn Schools presents a reasonable and appropriate fiscal plan for the school for the next charter term including school budgets that are feasible and achievable. For the final year of the charter term, the school moved from a Kindergarten – 12th grade structure to a Kindergarten – 8th grade structure, which will aid the school financially in the next charter term as it eliminates the high costs associated with running a high school program.

AF ENDEAVOR		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	824	824
Grade Span	K-8	K-8
Teaching Staff	71	71
Days of Instruction	183	183



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AF Endeavor plans for the elementary and middle school programs to remain in the current NYCDOE space for the duration of the next charter term.

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



Achievement First
Brooklyn Charter Schools

Ax

APPENDICES

PAGES Ax 1-18

EO^A
ED CORP
OVERVIEW

PAGE Ax 1

EF^B
ED CORP FISCAL

PAGE Ax 15

APPENDIX A: Education Corporation Overview

ACHIEVEMENT FIRST BROOKLYN SCHOOLS BOARD OF TRUSTEES

CHAIR	TRUSTEES	
Dr. Deborah Shanley	Romy Coquillet	Warren Young
TREASURER	Amy Arthur Samuels	William Robalino
Jonathan Atkeson	Angela Tucker	Alison Richardson
SECRETARY	Lee Gerlernt	
Andrew Hubbard	Honorable L. Priscilla Hall	
	Judith Jenkins	
	Justin Cohen	
	Christopher Lynch	

ACHIEVEMENT FIRST, INC., BOARD OF TRUSTEES

CHAIR	TRUSTEES
Andrew Boas	William R. Berkley
TREASURER	Thomas Lehrman
Tony Davis	John Motley
	Elsa Núñez
	Valerie Rockefeller
	Ariela Rozman

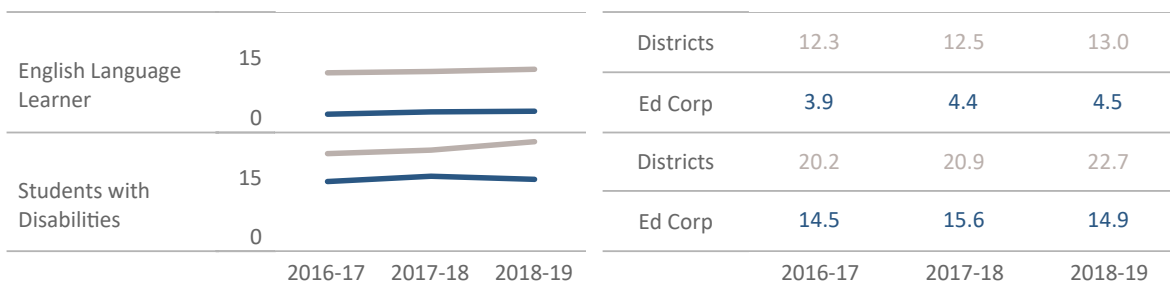
NETWORK LEADERS

NETWORK
<i>Doug McCurry, Co-CEO and Superintendent (2002-03 to present)</i>
<i>Dacia Toll, Co-CEO and President (2002-03 to present)</i>

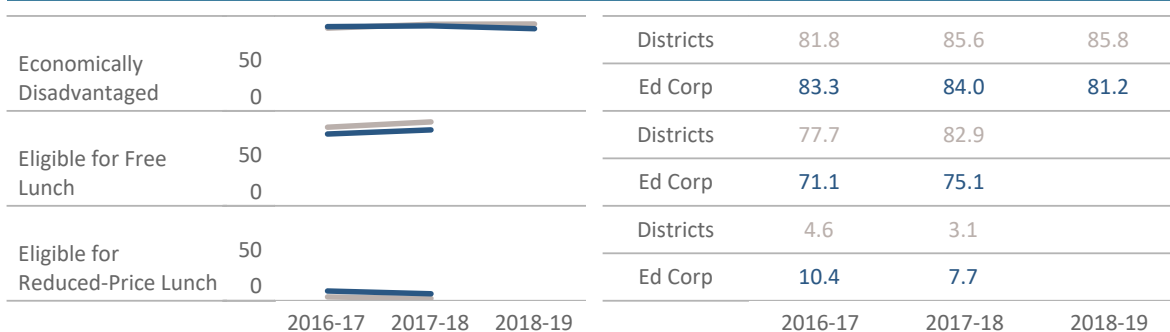
APPENDIX A: Education Corporation Overview

AF Brooklyn Schools Aggregate Education Corporation Enrollment and Persistence

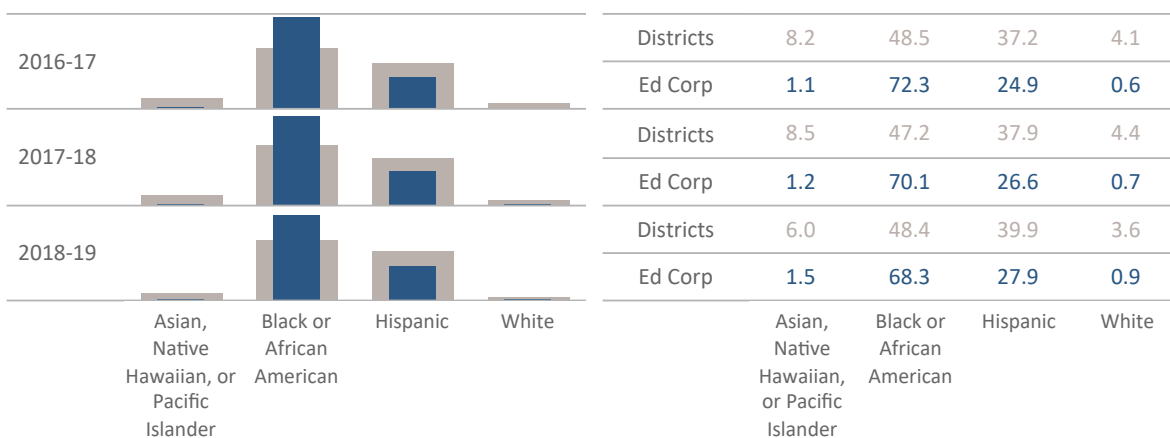
Aggregate Education Corporation Demographics: Special Populations



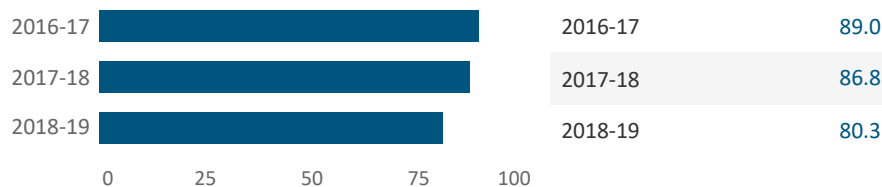
Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity



Aggregate Education Corporation Persistence in Enrollment

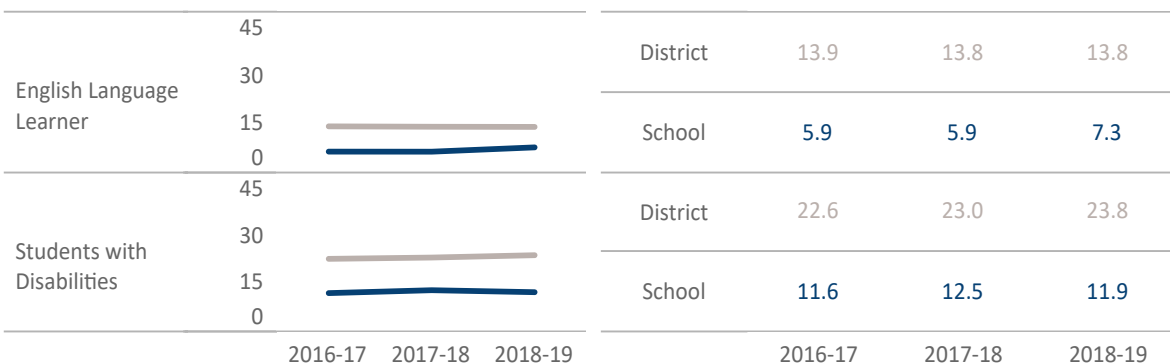


APPENDIX A: Education Corporation Overview

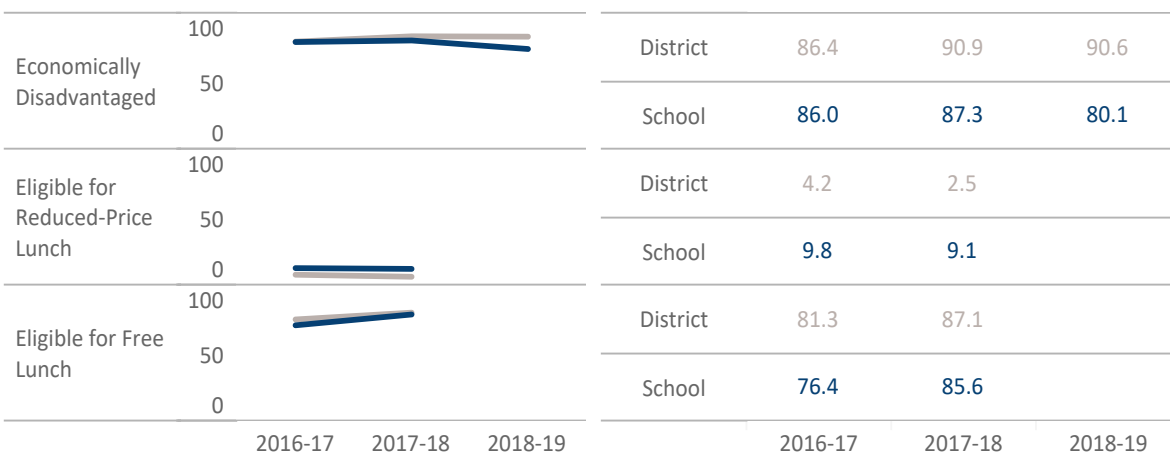
Achievement First Apollo Charter School

Brooklyn CSD 19

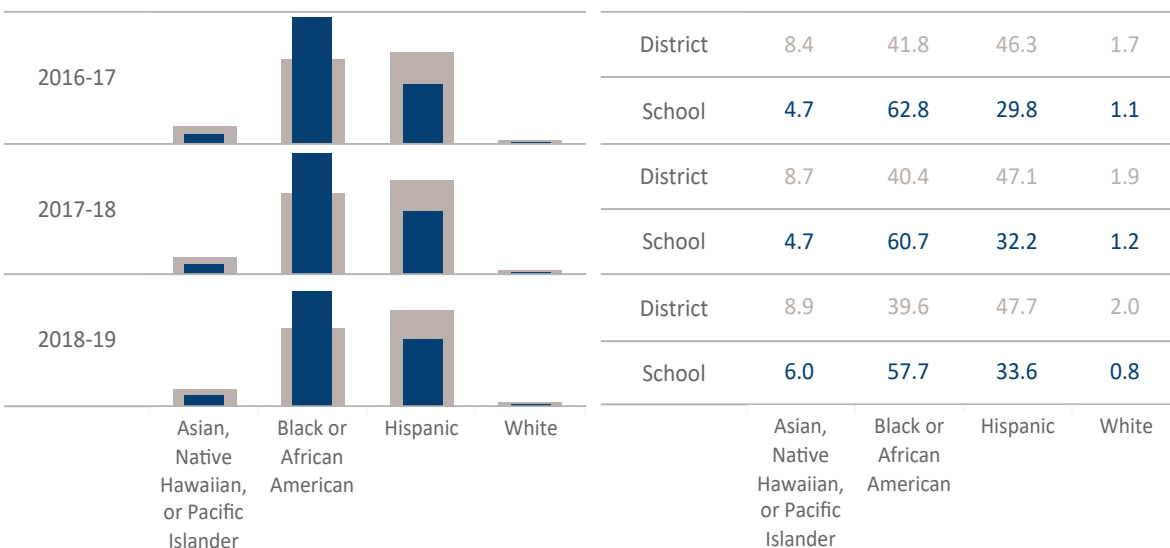
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

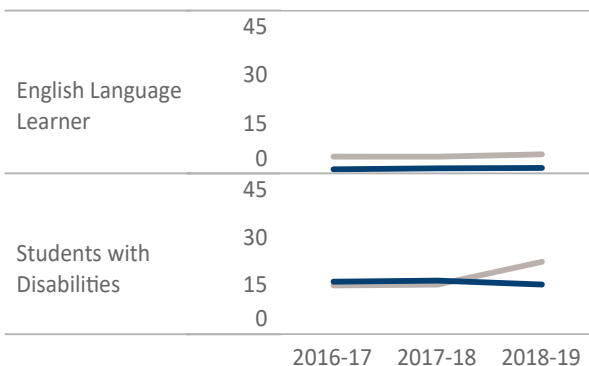


APPENDIX A: Education Corporation Overview

Achievement First Endeavor Charter School

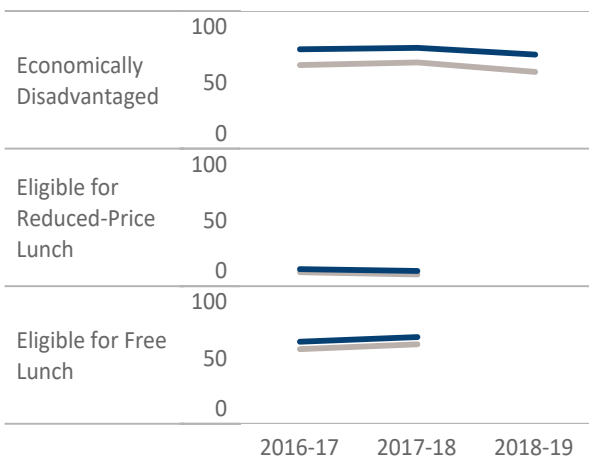
Brooklyn CSD 13

Student Demographics: Special Populations



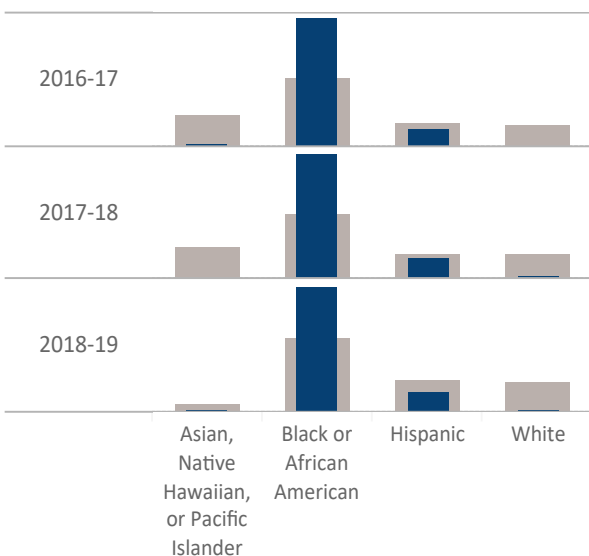
District	4.5	4.5	5.3
School	0.6	0.9	1.0
District	14.8	15.0	22.3
School	16.0	16.3	15.0
	2016-17	2017-18	2018-19

Student Demographics: Free/Reduced Lunch



District	65.6	67.8	59.9
School	78.8	80.0	74.4
District	7.5	5.6	
School	10.1	8.5	
District	58.2	62.2	
School	64.4	68.3	
	2016-17	2017-18	2018-19

Student Demographics: Race/Ethnicity



District	21.1	45.3	16.0	14.6
School	0.8	85.8	12.0	0.6
District	21.7	43.5	16.3	15.5
School	0.5	84.8	12.7	0.9
District	5.2	50.3	20.5	19.2
School	1.1	83.0	13.3	1.2
	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White

APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



APPENDIX A: Education Corporation Overview

SCHOOL VISIT HISTORY

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

CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
June 4-6, 2019	Andrew Kile	Director of School Evaluation
	Hillary Johnson, PhD	External Consultant

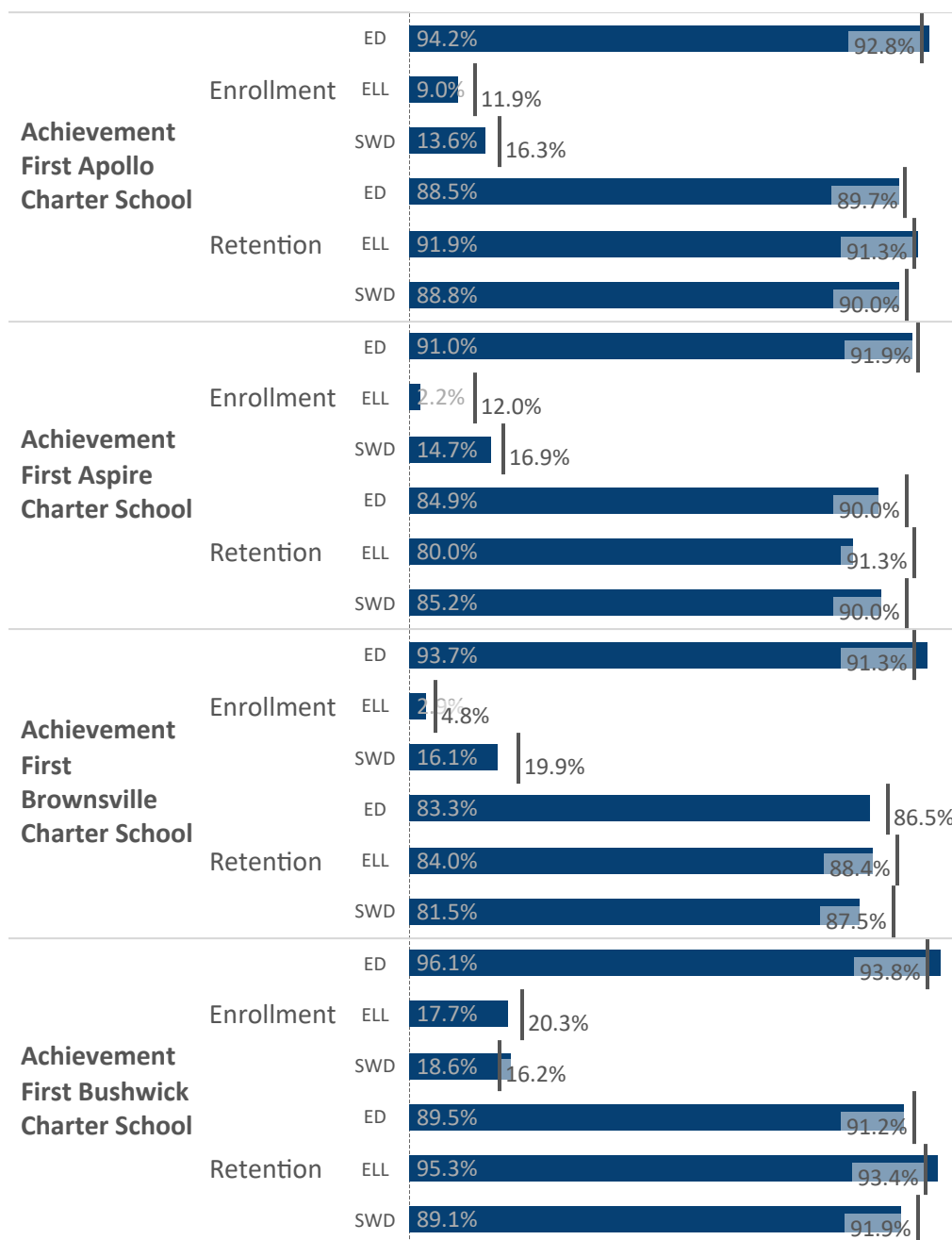
APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Achievement First Apollo Charter School	CSD 19	Yes	824	K-8
Achievement First Aspire Charter School	CSD 19	Yes	732	K-7
Achievement First Brownsville Charter School	CSD 23	Yes	1,122	K-12
Achievement First Bushwick Charter School	CSD 32	Yes	824	K-8
Achievement First Crown Heights Charter School	CSD 17	Yes	1,304	K-12
Achievement First East New York Charter School	CSD 19	Yes	1,190	K-12
Achievement First Endeavor Charter School	CSD 13	DOE leased space	824	K-8
Achievement First Linden Charter School	CSD 19	Yes	640	K-6
Achievement First North Brooklyn Preparatory Charter School	CSD 32	Yes	640	K-6
Achievement First Voyager Charter School	CSD 17	Yes	400	K-1, 5-8
Achievement First Charter School 10	Not Open	Not Open	Not Open	Not Open
Achievement First Charter School 11	Not Open	Not Open	Not Open	Not Open

APPENDIX A: Education Corporation Overview

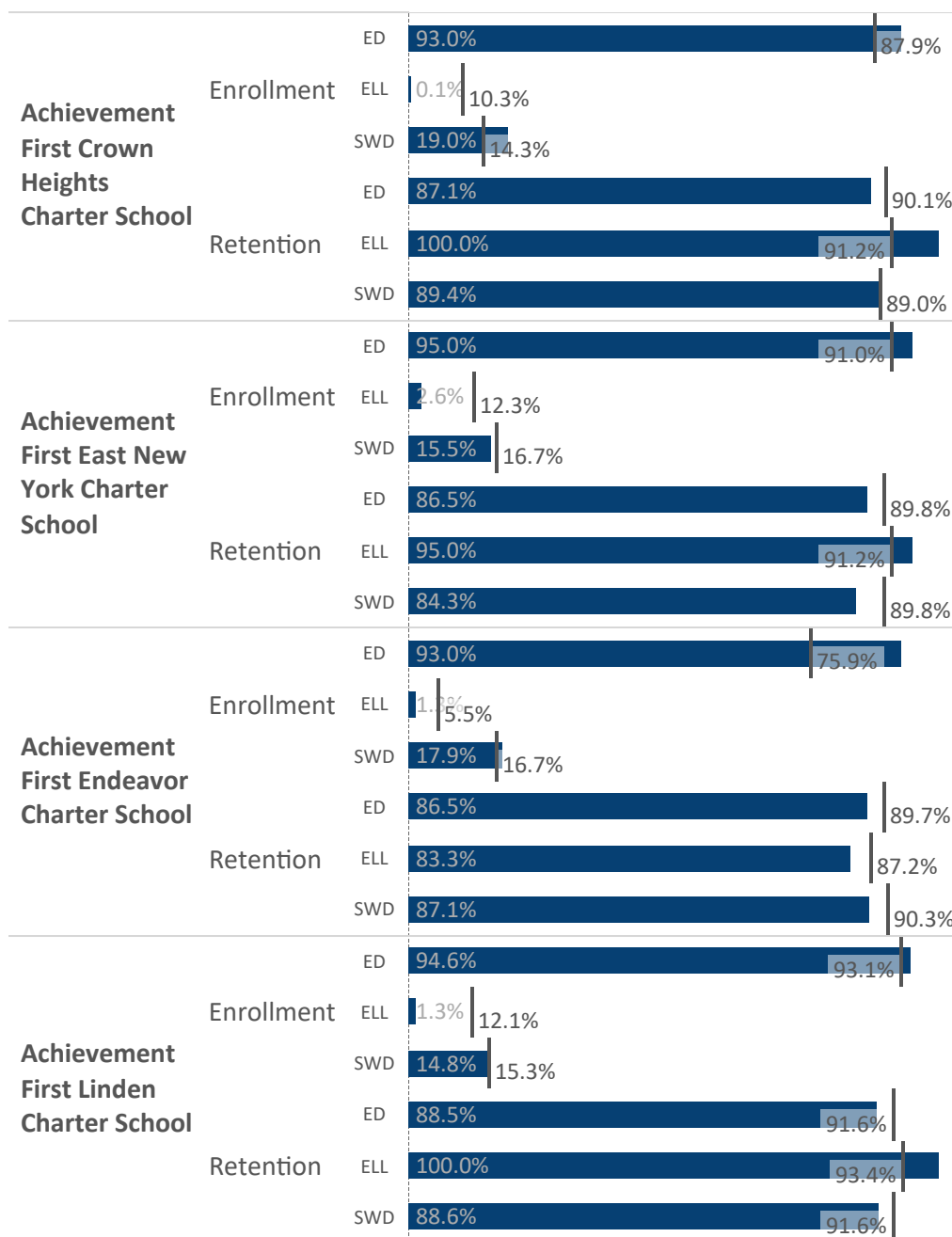
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2016-17 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

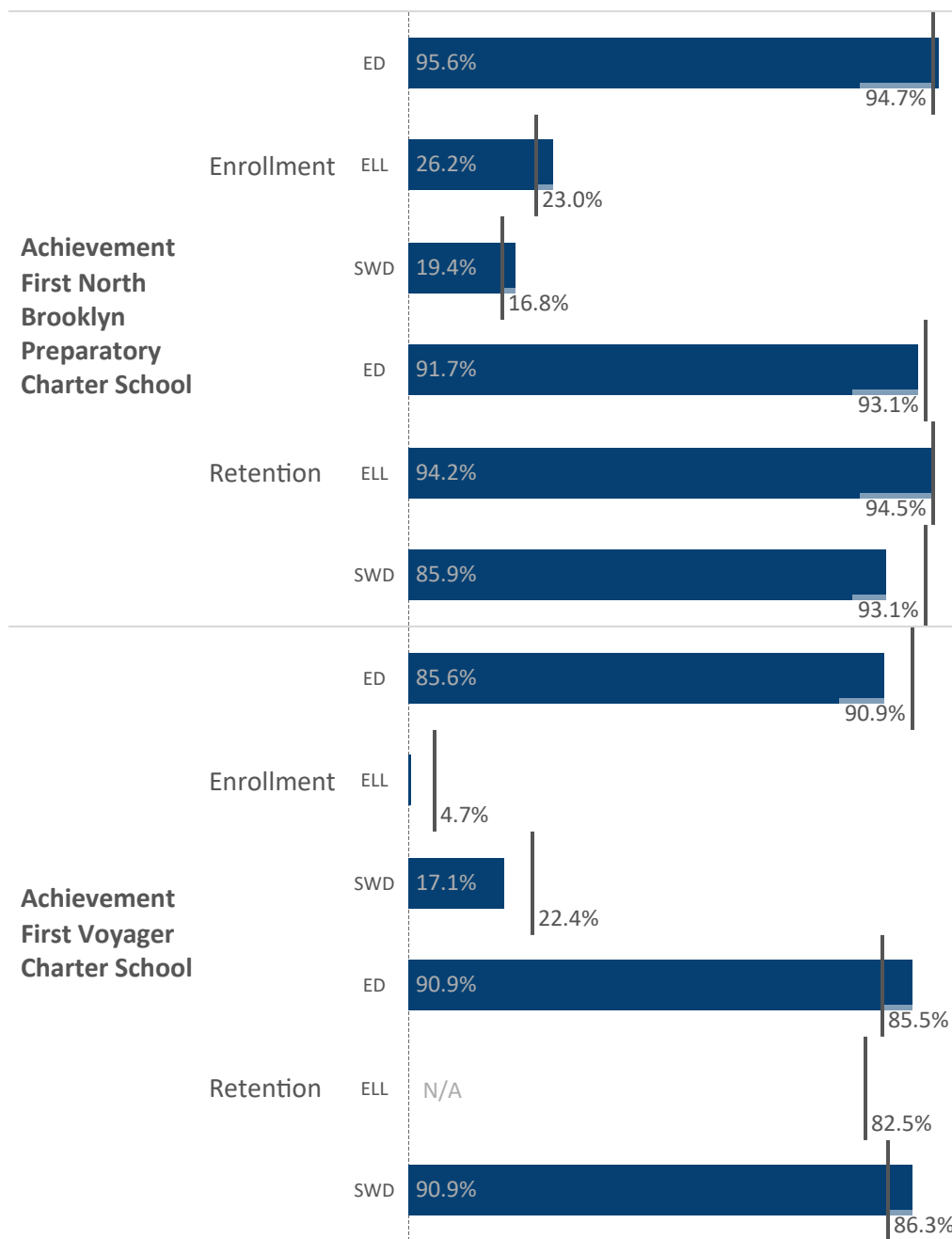
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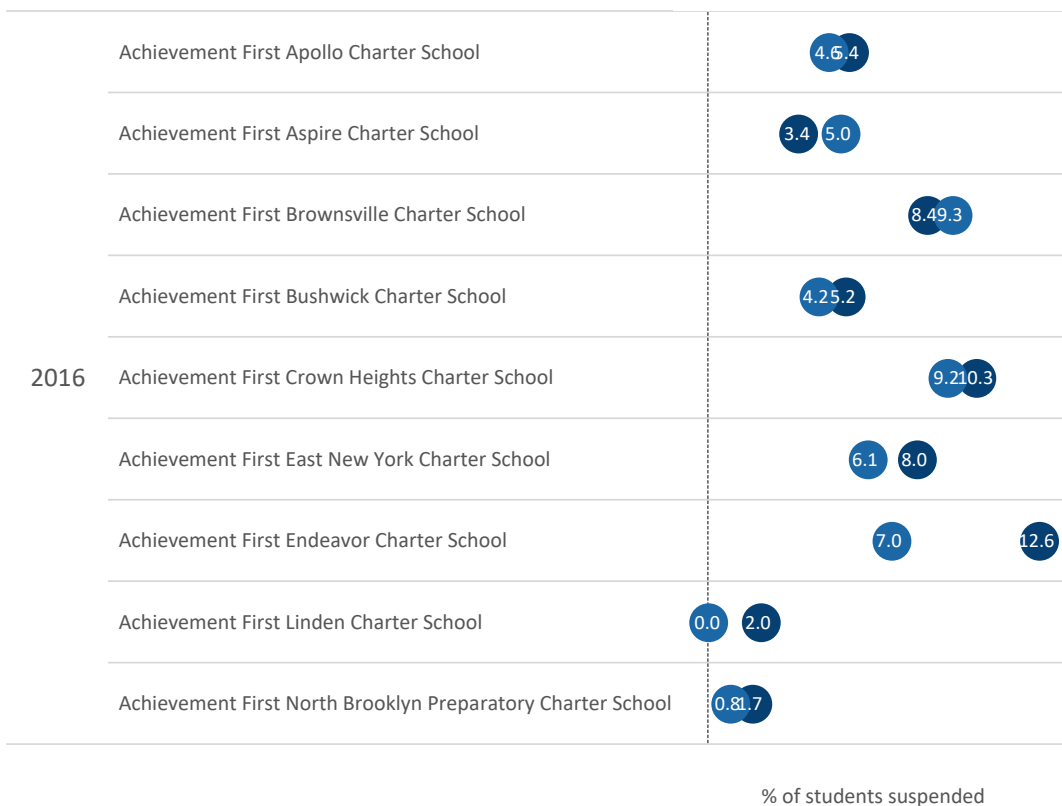
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APPENDIX A: Education Corporation Overview

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

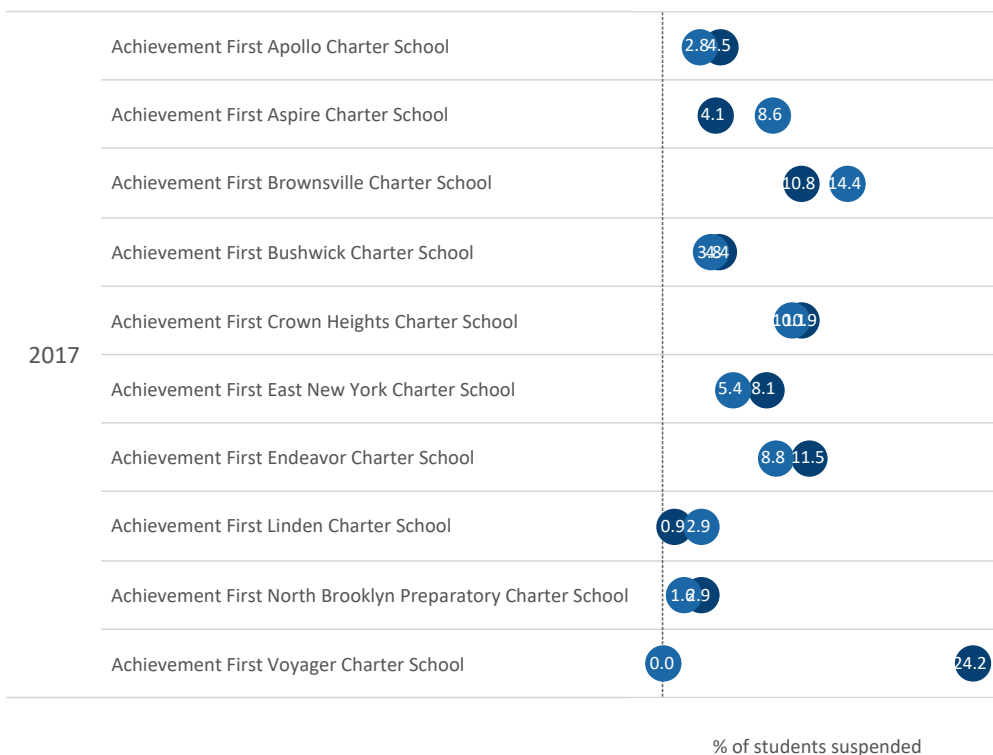


New York City Community School District data suitable for comparison is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school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

During the 2015-16 school year, Achievement First Brooklyn Charter Schools expelled 0 students.

APPENDIX A: Education Corporation Overview

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

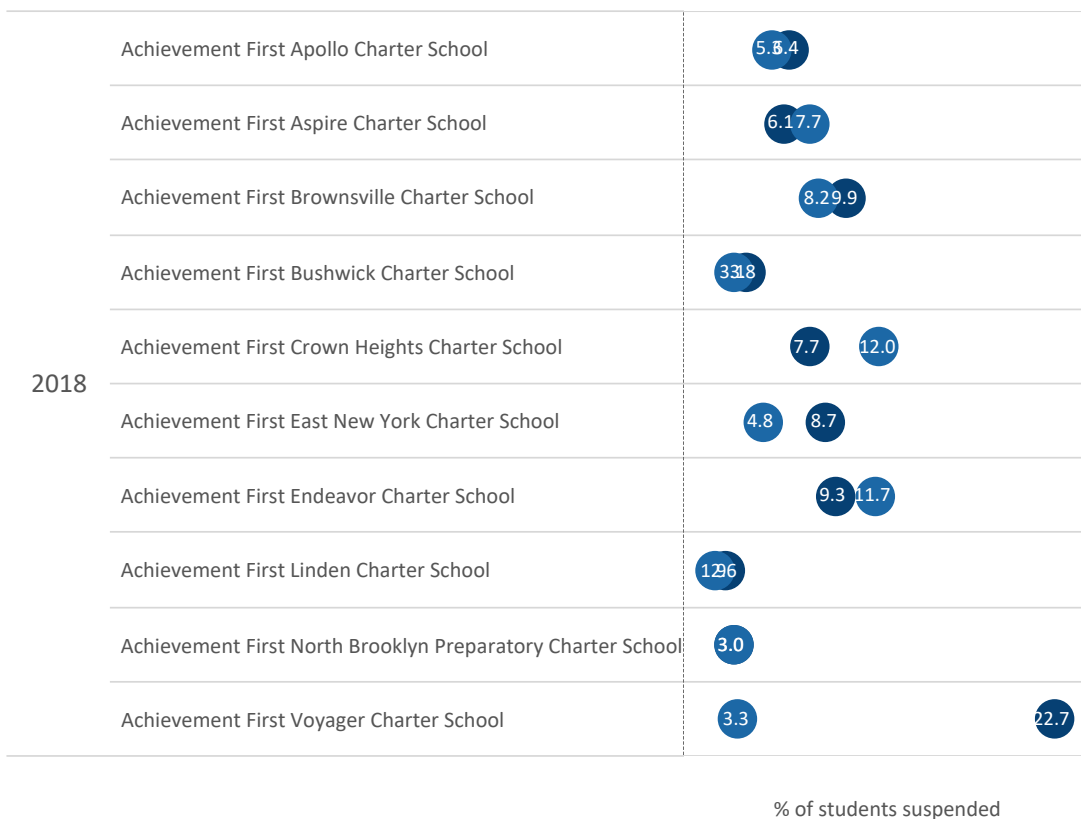


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During the 2017-18 school year, Achievement First Brooklyn Charter Schools expelled 0 students.

APPENDIX A: Education Corporation Overview

KEY DESIGN ELEMENTS:

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

APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

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

	MERGED	MERGED	MERGED	MERGED
	2014-15	2015-16	2016-17	2017-18
-	78,214	747,391	5,864,079	9,930,462
-	2,066,349	4,973,220	3,337,519	2,239,916
-	257,564	61,274	582,317	1,013,081
-	860,213	639,366	775,256	1,481,515
-	-	-	-	-
-	3,262,340	6,421,251	10,559,171	14,664,974
-	11,358,240	11,855,223	11,868,063	13,743,039
-	350,000	350,000	350,000	350,000
-	14,970,580	18,626,474	22,777,234	28,758,013

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

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

-	87,709,716	97,456,386	110,577,370	124,957,022
-	10,712,180	12,229,010	14,920,204	15,331,738

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

-	79,683,626	90,505,047	99,345,096	110,814,134
-	11,149,394	12,237,028	13,326,784	14,892,942
-	-	-	-	-
-	90,833,020	102,742,075	112,671,880	125,707,076
-	12,251,129	12,976,454	14,647,981	16,775,664
-	2,340,365	22,752	5,000	5,000
-	105,424,514	115,741,281	127,324,861	142,487,740

-	(2,121,070)	(69,357)	3,226,306	3,963,872
---	-------------	----------	-----------	-----------

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

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

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

APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service	-	4,395,330	8,509,518	9,744,084	11,168,061
Administrative Staff Personnel	-	-	-	-	-
Instructional Personnel	-	28,555,443	55,779,367	65,025,661	73,193,360
Non-Instructional Personnel	-	-	3,386,108	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	32,950,773	67,674,993	74,769,745	84,361,421
Fringe Benefits & Payroll Taxes	-	5,594,606	11,584,751	13,309,803	14,742,024
Retirement	-	572,519	1,256,741	1,357,077	1,303,286
Management Company Fees	-	6,383,440	13,272,178	15,007,689	16,816,358
Building and Land Rent / Lease	-	13,163	630	-	-
Staff Development	-	1,010,893	1,921,721	1,827,716	1,822,195
Professional Fees, Consultant & Purchased Services	-	344,765	839,033	883,335	961,732
Marketing / Recruitment	-	103,249	98,832	152,791	107,971
Student Supplies, Materials & Services	-	3,263,616	5,299,588	5,351,571	5,933,679
Depreciation	-	670,350	1,706,947	1,981,332	2,029,610
Other	-	5,030,313	12,085,867	12,683,802	14,409,464
Total Expenses	-	55,937,687	115,741,281	127,324,861	142,487,740

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	3,588	7,229	8,413	9,566
Final Chartered Enrollment (includes any revisions)	-	3,342	6,806	7,423	8,081
Actual Enrollment - GRAPH 4	-	3,350	6,664	7,322	7,850
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

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

PER STUDENT BREAKDOWN

Revenue					
Operating	-	30,837	17,358	17,830	18,656
Other Revenue and Support	-	321	148	93	128
TOTAL - GRAPH 3	-	31,157	17,505	17,923	18,784
Expenses					
Program Services	-	27,114	15,417	15,388	16,014
Management and General, Fundraising	-	4,356	1,951	2,001	2,138
TOTAL - GRAPH 3	-	31,470	17,368	17,389	18,151
% of Program Services	0.0%	86.2%	88.8%	88.5%	88.2%
% of Management and Other	0.0%	13.8%	11.2%	11.5%	11.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	-1.0%	0.8%	3.1%	3.5%

Student to Faculty Ratio

-	10.2	9.2	10.2	9.4
---	------	-----	------	-----

Faculty to Admin Ratio

-	3.4	3.8	2.9	3.0
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Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	1.4	1.5	1.9	2.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Adequate	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	24,645	1,255,908	5,834,431	8,200,554
As % of Unrestricted Revenue	0.0%	0.0%	1.1%	4.4%	5.6%
Working Capital (Current) Ratio Score	0.0	1.0	1.2	2.2	2.3
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	HIGH	HIGH	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Poor	Poor	Good	Good

Quick (Acid Test) Ratio

Score	0.0	0.7	1.1	2.1	2.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	HIGH	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Poor	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

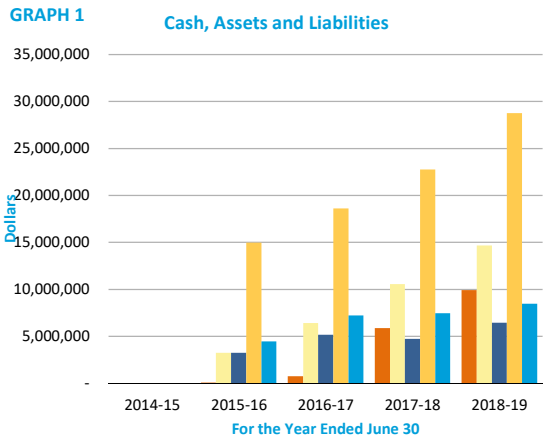
Score	0.0	0.3	0.4	0.3	0.3
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

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

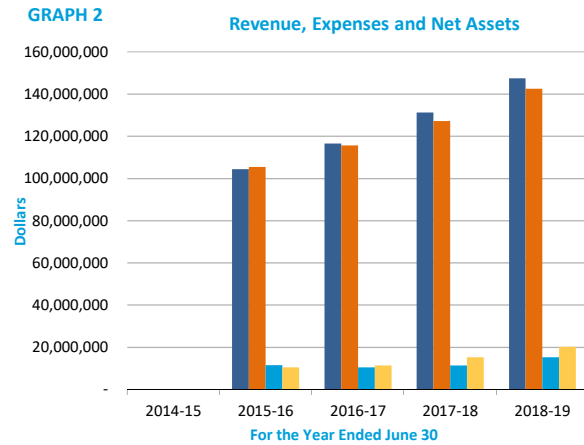
APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)



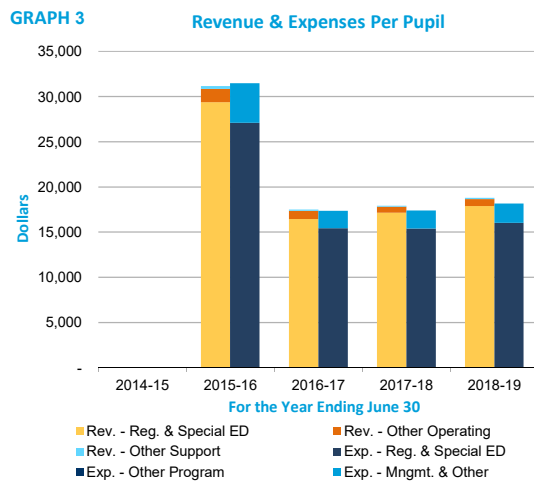
■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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



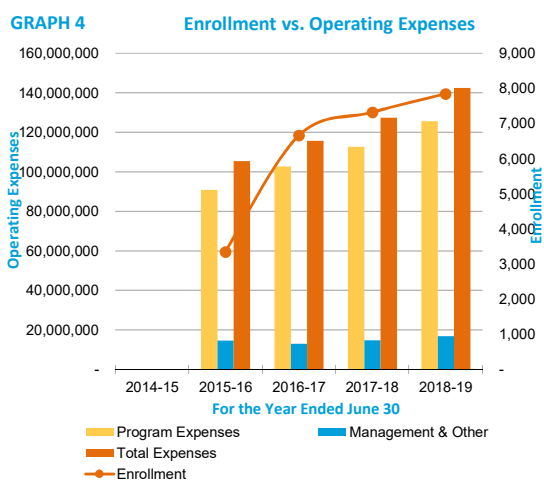
■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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



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

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.



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

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

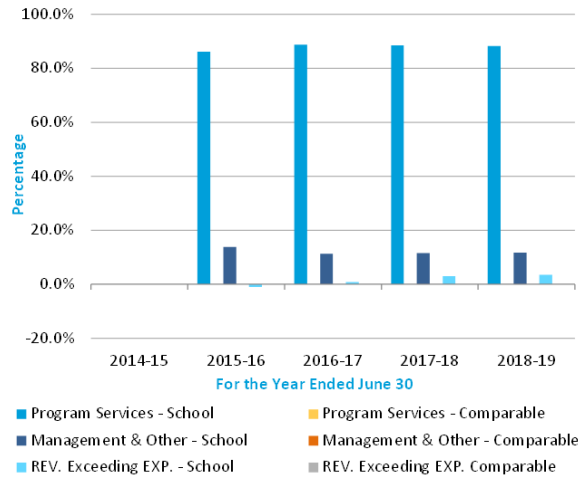
APPENDIX B: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED)

Comparable School, Region or Network: -

GRAPH 5

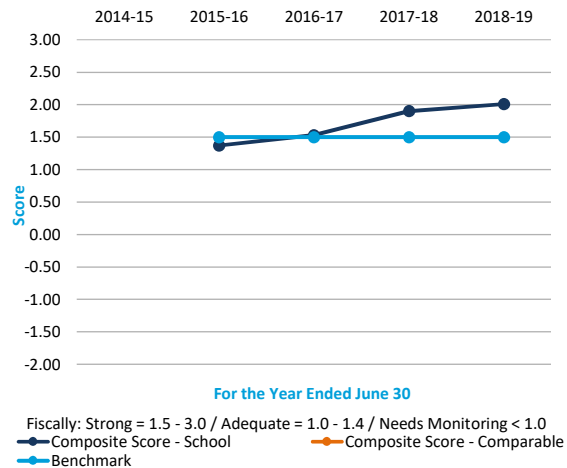
% Breakdown of Expenses



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

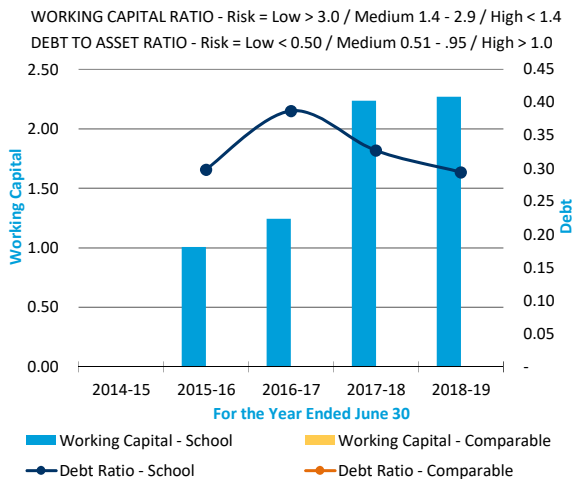
Composite Score



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

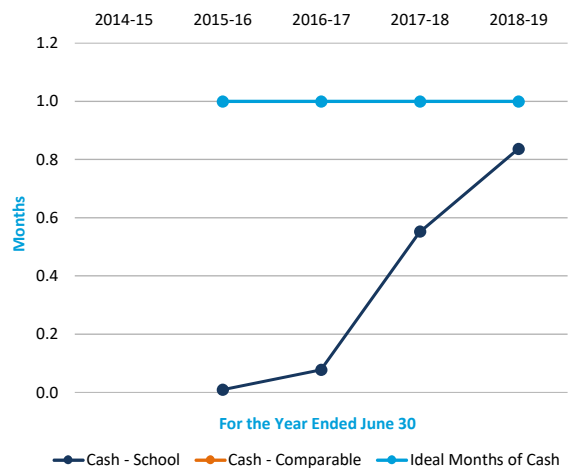
Working Capital & Debt to Asset Ratios



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.

