



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
EAST HARLEM SCHOLARS ACADEMY  
CHARTER SCHOOL II*

**Report Date: February 2, 2018**

**Visit Date: November 6-7, 2017**

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

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



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

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



## REPORT FORMAT

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



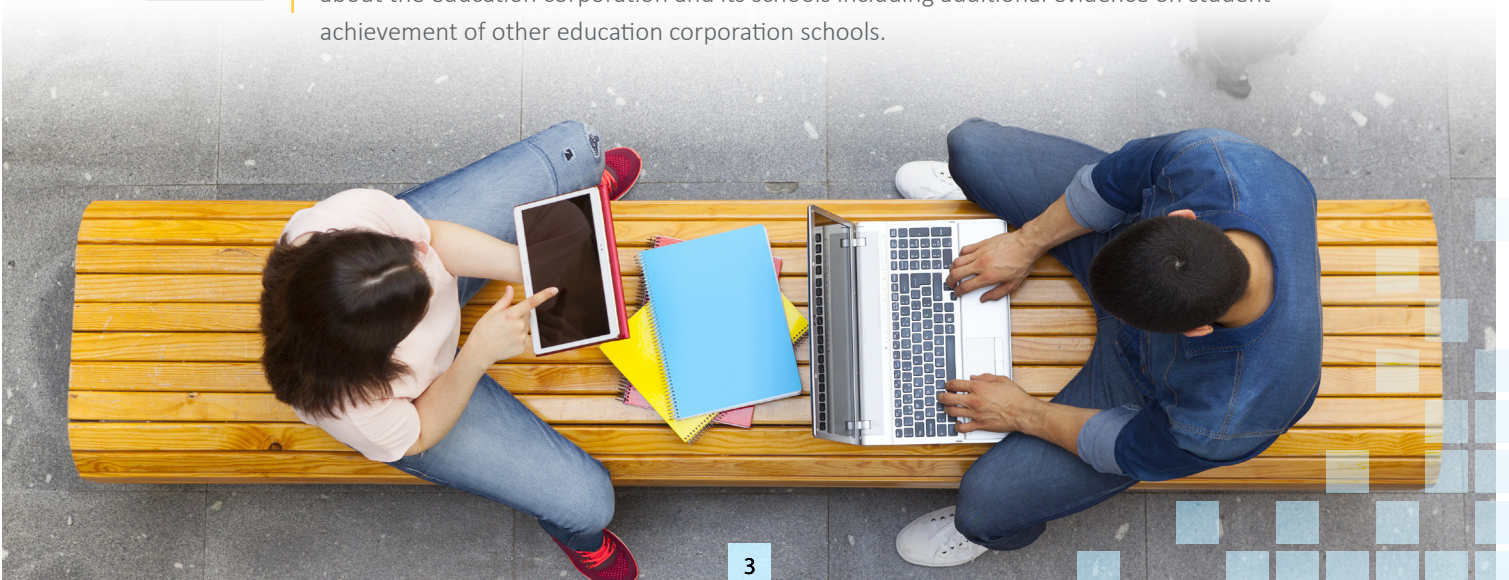
## RENEWAL QUESTIONS

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

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

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

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



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of East Harlem Scholars Academy Charter School II and renew East Harlem Scholars Academy Charter School’s authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten – 8<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 522 students.

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



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



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

## REQUIRED FINDINGS

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

**1:**

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

**2:**

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

**3:**

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

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

4. SUNY Renewal Policies (p. 12).

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

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. East Harlem Scholars Academy Charter School II ("East Harlem Scholars II") received its original charter on October 2, 2012 and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

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

East Harlem Scholars II makes good faith efforts to meet its enrollment and retention targets. The school did not meet its retention targets for any subgroup for the 2016-17 school year as many families in the original cohort of students came from farther neighborhoods including the Bronx. Many of the families that left between the 2015-16 and 2016-17 school years opted for schools closer to their residences. Leaders are aware of the attrition rates and, with support from the network, plan to utilize the following retention strategies:

- providing high quality co-teaching models to support ELLs and students with disabilities to meet students' individual needs;
- maintaining open lines of communication with families to ensure they are aware of their student's academic achievement, ways to support, and any other needs;
- hosting a variety of family events to build a strong sense of community between the school and families including workshops that support families with social service needs; and,
- providing a full time staff member, the director of school culture and family engagement, to work with families in need to support with navigating social services in the community.

East Harlem Scholars II meets its enrollment targets for economically disadvantaged students and ELLs. To continue to meet these goals and attract more students with disabilities, the school plans to utilize the following strategies:

- modifying the existing admissions policy to add a preference for students with disabilities, in addition to its ELL student admissions preference, to go in effect for the 2018-19 school year;
- providing applications to the school's district Committee on Special Education ("CSE") and to preschools that serve students with disabilities;
- translating all promotional materials about the school into predominant languages that families speak in the neighborhood including Spanish, Mandarin, and Cantonese;
- posting flyers and placing notices in supermarkets, communities of faith, community centers, and apartment complexes;
- conducting school tours and open houses for prospective families;
- utilizing connections from the education corporation's board of trustees (the "board") and the partner organization to conduct community outreach;
- canvassing local apartment buildings, including an emphasis on New York City Housing Authority complexes; and,
- advertising the school on buses with routes through the school's neighborhood.

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

#### CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

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



# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

### BACKGROUND

The SUNY Trustees granted East Harlem Scholars Academy Charter School (“East Harlem Scholars”) the authority to operate East Harlem Scholars II on October 2, 2012. East Harlem Scholars II opened its doors in the fall of 2013 initially serving 106 students in Kindergarten and 1<sup>st</sup> grade. The school is authorized to serve 334 students in Kindergarten – 5<sup>th</sup> grade during the 2017-18 school year and will grow to serve students in Kindergarten – 8<sup>th</sup> grade, with a projected total enrollment of 522 students.

The current charter term expires on July 31, 2018. A subsequent charter term would enable the school to operate through July 31, 2023. The school is co-located in a New York City Department of Education (“NYCDOE”) building at 1573 Madison Avenue, New York, NY in New York City Community School District (“CSD”) 4. The building also houses two district schools: Central Park East I, an elementary school serving students in pre-Kindergarten – 5<sup>th</sup> grade, and Central Park East High School, serving students in 9<sup>th</sup> – 12<sup>th</sup> grade.

The mission of East Harlem Scholars II is:



*Founded upon the 57 year-old legacy of the East Harlem Tutorial Program, the mission at East Harlem Scholars Academy Charter School is to prepare students with the academic skills, strength of character, and social and emotional well-being to excel in high school and college, to lead in their communities, and to realize their best possible selves.*

East Harlem Scholars II is a replication of East Harlem Scholars and part of East Harlem Scholars Charter School, a not-for-profit charter school education corporation. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the new school approval process set forth in the Act.

When the charter for East Harlem Scholars was approved, the SUNY Trustees permitted up to 60 percent of the East Harlem Scholars education corporation board to be affiliated with the East Harlem Tutorial Program (“EHTP” or the “network”) because EHTP was to provide after-school and wrap-around services to the charter school students, as well as financial support to the school. Through a shared services agreement, EHTP provides the charter school with academic program support (such as tutoring, enrichment, and professional development), governance support, back-office support (such as bookkeeping, budgeting, personnel, vendor management, and payroll), and financial support (through in-kind services, development and fundraising, contributions through loans or grants to offset any budget deficits, and other services requested by the education corporation).

State statute requires the Institute to conduct ongoing monitoring of full-day universal pre-Kindergarten programs at all SUNY authorized charter schools.<sup>6</sup> The Institute evaluated the East Harlem Scholars II pre-Kindergarten program at the same time as the renewal visit. The Institute used the New York State Prekindergarten Program Quality Assurance Protocol to evaluate the program, as well as data from the Classroom Assessment Scoring System (“CLASS”) and the Early Childhood Environment Rating Scale – Revised (“ECERS-R”), previously collected by the NYCDOE. The Institute team finds the program meets the statutory requirements. The East Harlem Scholars II pre-Kindergarten program is effective. The daily schedule provides students multiple opportunities throughout the day to engage in movement and choice-based activities in addition to high-quality English language arts (“ELA”) and mathematics curriculum that is developmentally appropriate. A reflective leader oversees the program and ensures students have high quality learning opportunities. The East Harlem Scholars II pre-Kindergarten evaluation report is included after this report for the SUNY Trustees’ review.

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

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

East Harlem Scholars II is an academic success, posting the evidence necessary for an initial full-term renewal. The school's academic program is a replication of East Harlem Scholars' program, which has demonstrated strong academic improvement and success in its subsequent charter term. East Harlem Scholars demonstrates success in an urban, high poverty setting, as evidenced by its strong absolute, comparative, and growth performance on the state's ELA and mathematics exams. During the 2013-14 school year, the first year the school enrolled students in testing grades, 11% of its students scored at or above proficient in ELA and 33% did so in mathematics. By 2016-17, East Harlem Scholars increased its performance by 33 percentage points and 23 percentage points in ELA and mathematics, respectively. That year, the first year of its subsequent five-year charter term, the school outperformed the state and district, posting a 44% proficiency rate in ELA and 56% proficiency rate in mathematics. EHTP is an effective network that provides comprehensive support to both schools.

East Harlem Scholars II:

- Demonstrated strong mathematics achievement in its first two years with testing data. From 2015-16 to 2016-17, the school increased its absolute proficiency rate by four percentage points and grew the gap above the district to eight percentage points. In 2016-17, the school exceeded the targets for all comparative and growth measures under its mathematics goal. With a mean growth score of 62, the school improved the learning of its 4<sup>th</sup> grade students at greater rates than their peers across the state.
- Consistently enrolls a greater proportion of economically disadvantaged students than the district, with 92% compared to the district's 79% in 2016-17. That year, the school's economically disadvantaged students enrolled in at least their second year outperformed their district peers in both ELA and mathematics.
- Benefits from strategic and targeted support from the EHTP partnership. EHTP, founded in East Harlem in 1958, provides summer and afterschool tutoring services to all ages of students in East Harlem. EHTP focuses its tutoring efforts on preparing students for college success. 96% of the high school students that the program supports enroll in college, and EHTP college scholars are eight times more on track to graduate from four year colleges than the national average for students from low income households.
- As is the case with EHTP, East Harlem Scholars II provides comprehensive services to support families at the school. The school hosts a variety of workshops to support families including topics on money management and accessing social services. The school has a dedicated staff member that works closely with families, and social workers are

available for families in crisis, as needed. Utilizing EHTP's vast community connections, the school supports families in a variety of ways by connecting them with neighborhood agencies for healthcare and other needs that arise for families.

- EHTP provides East Harlem Scholars II with opportunities to collaborate on curriculum and program development with staff members from East Harlem Scholars. The school implements the same core components of the successful East Harlem Scholars' educational program. East Harlem Scholars consistently meets its key Accountability Plan goals in both ELA and mathematics. For 2016-17, East Harlem Scholars exceeded its district comparative measure by 11 and 22 percentage points for ELA and mathematics, respectively. Additionally, East Harlem Scholars' effect sizes demonstrate that the school performed higher than expected to a meaningful degree compared to demographically similar schools in the state, laudably posting effect sizes of 1.43 in ELA and 2.07 in mathematics, well above the target of 0.3.
- After exceeding the comparative measure for outperforming the district in 2015-16, East Harlem Scholars II missed the district comparison by five percentage points in 2016-17. Notwithstanding, East Harlem Scholars II posts higher absolute proficiency rates in both ELA and mathematics than East Harlem Scholars at the time of its initial full term renewal in 2015-16, demonstrating that the instructional program utilized in both schools has made significant improvements that demonstrate a strong trend of success over time.
- East Harlem Scholars II is following a similar performance pattern as East Harlem Scholars. EHTP leaders are not satisfied that the state assessments do not capture the strong foundation that the programs lays in the early years that benefits students in future years. To address these concerns, EHTP ensures that East Harlem Scholars II's instructional leaders and teachers have ample opportunities to collaborate with staff members from East Harlem Scholars and provide targeted support to ensure that East Harlem Scholars II implements the network's strong academic program with fidelity.
- East Harlem Scholars II's students with disabilities outperformed their district peers in both ELA and mathematics over the two years with available data. Notably, in 2016-17, the school's students with disabilities increased their mathematics proficiency rate by 17 percentage points and outperformed the district by 35 percentage points. Those students also demonstrated growth that met or exceeded the target of the state median in both subjects.
- East Harlem Scholars II outperformed the district school that shares the same NYCDOE building, Central Park East I, in both years for which there is available testing data. East Harlem Scholars II's students exceeded the ELA proficiency rate of students in similar grades at the co-located school by 20 and 10 percentage points during 2015-16 and 2016-17, respectively. Over the same years, East Harlem Scholars II also outperformed the co-located school in mathematics by 40 and 18 percentage points, respectively.

With the expertise from leaders from the flagship school and the network, East Harlem Scholars II leaders implement a comprehensive improvement program that ensures that the school will meet or come close to meeting its Accountability Plan goals in a subsequent charter term. East Harlem Scholars II is already posting higher proficiency rates than East Harlem Scholars did at its initial renewal and met its key Accountability Plan goal for mathematics.

The network and school leaders are proactive in supporting the school's teachers. The network deputy superintendent provides a robust mentorship to East Harlem Scholars II's principal. School leaders actively monitor student achievement data. School leaders develop grade level specific plans to improve the classroom culture in upper grades. Across all grades, the school effectively employs co-teachers for small group and independent learning activities.

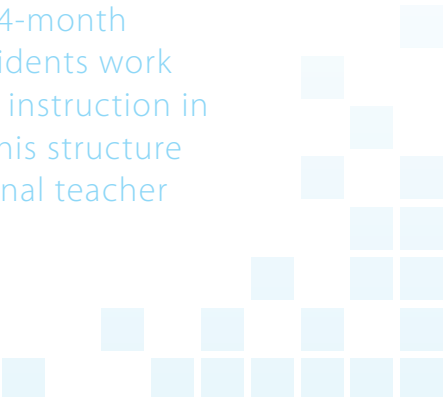
East Harlem Scholars II's assessment systems and curricular supports and materials are strong. Teachers use assessment results in multiple ways to meet students' needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. School leaders use assessment results to evaluate teacher effectiveness, conduct professional development sessions, and determine coaching strategies. The network provides well-developed curricular documents and tools for grade levels, providing a bridge between the curriculum framework and lesson plans. The network curriculum developer meets with East Harlem Scholars II's assistant principal each week to address any issues in curriculum development that need immediate attention.

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

The Institute recommends the SUNY Trustees grant East Harlem Scholars II an Initial Full-Term Renewal.

#### NOTEWORTHY

The East Harlem Teaching Residency, in partnership with Hunter College School of Education and AmeriCorps, is a 14-month teacher-training and certification program. The residents work alongside a mentor-teacher and support classroom instruction in East Harlem Scholars II and East Harlem Scholars. This structure enables East Harlem Scholars II to establish an internal teacher development pathway.





# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

East Harlem Scholars II is an academic success, having met or come close to meeting its Accountability Plan goals. With strong support from EHTP, leaders focus ample time to supporting teachers in order to develop and improve the academic program.

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

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

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

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

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

8. Education Law § 2850(2)(f).

9. Education Law § 2854(1)(d).

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

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

while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals (and high school graduation and college preparation goals for 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 East Harlem Scholars II relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of East Harlem Scholars II demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of East Harlem Scholars II's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> 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.

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

**SUNY  
RENEWAL  
BENCHMARK  
1A**

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

During the first two years the school produced state test data, East Harlem Scholars II demonstrated strong mathematics achievement, exceeding all of its comparative and growth targets in 2016-17. Based on available measures from 2015-16, the school came close to meeting its ELA Accountability Plan goal, but fell short of meeting the goal in 2016-17. With its first science data point, the school came close to meeting its goal. The school met its NCLB goal.

East Harlem Scholars II posted mixed results against its ELA Accountability Plan goal during the first two years that the school enrolled students in state testing grades. During the 2015-16 school year, East Harlem Scholars II's 3<sup>rd</sup> graders enrolled in at least their second year performed as well as the district's 3<sup>rd</sup> graders with 38% of tested students scoring at or above proficient. The school posted a comparative effect size that fell just below the target of 0.3, indicating that the school performed higher than expected to small degree compared to schools across the state enrolling similar percentages of economically disadvantaged students. In 2016-17, the school's absolute proficiency rate declined slightly to 31%, falling just under the district's performance. East Harlem Scholars II produced its first growth score in 2016-17, posting a mean growth percentile five points below the target of the state median of 50. Although the school fell below its effect size target, it continued to perform slightly higher than expected compared to demographically similar schools. The school's available data is limited since East Harlem Scholars II only has two years of assessment results available. Despite this, the school's model and ELA curriculum demonstrated eventual success following an equally low start at East Harlem Scholars, located in the same CSD. Given the strength of the program on the ground, especially Benchmark 1B- Assessment (page 19) and Benchmark 1E- Instructional Leadership (page 24), and the record of demonstrated success, the Institute finds it is likely for the school's ELA achievement to improve during a five year subsequent charter term.

The school met its mathematics Accountability Plan goal in its initial charter term, posting strong scores during the first two years it enrolled students in testing grades. In 2015-16, the school outperformed the district by three percentage points, with 40% of its 3<sup>rd</sup> graders enrolled for at least two years scoring at or above proficient. The school's effect size narrowly missed the target of 0.3. In comparison to schools across the state enrolling similar proportions of economically disadvantaged students, East Harlem Scholars II performed higher than expected to a small degree. In 2016-17, East Harlem Scholars II increased its

proficiency rate by four percentage points and grew the gap between the district and school to eight percentage points. The school exceeded its effect size target, performing higher than expected to a meaningful degree compared to demographically similar schools. East Harlem Scholars II's 4<sup>th</sup> graders produced the school's first growth score in 2016-17. The school posted a mean growth percentile exceeding the target of 50 by 12 points, demonstrating the school increased the learning of its students relative to their peers statewide.

The state administers its science assessment to 4<sup>th</sup> and 8<sup>th</sup> graders statewide. East Harlem Scholars II enrolled 4<sup>th</sup> graders for the first time during 2016-17, wherein 74% of the school's students scored at or above proficiency on the assessment, falling just short of the school's target of 75%. The school underperformed the district that year.

The school met its NCLB goal throughout the charter term, having never been identified as a focus or priority charter school.

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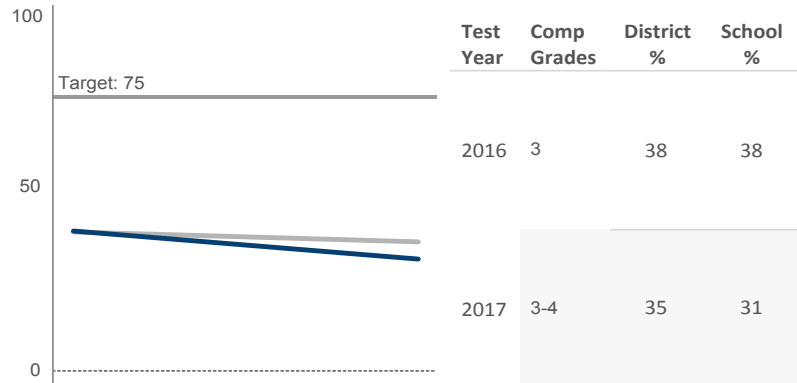
# ACADEMIC PERFORMANCE

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

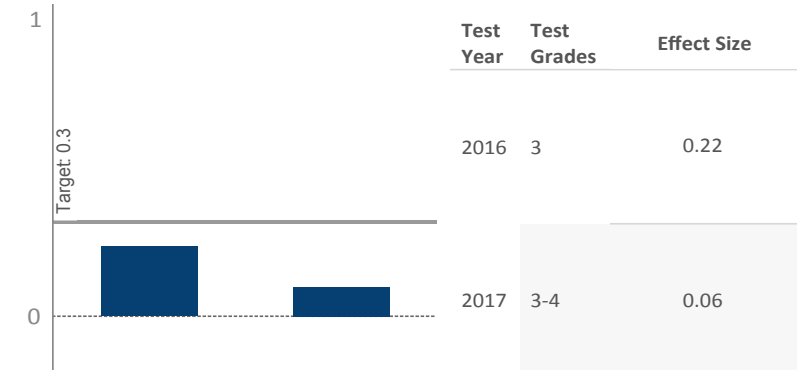
#### Comparative Measure:

**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**.



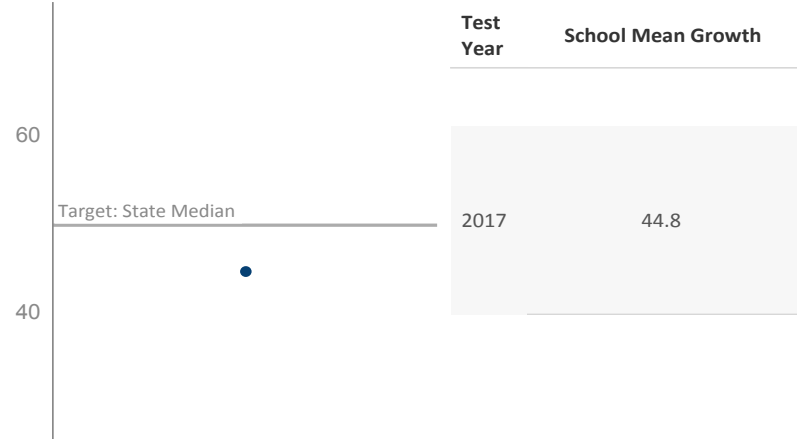
#### Comparative Measure:

**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 the state's unadjusted median growth percentile in **ELA**.





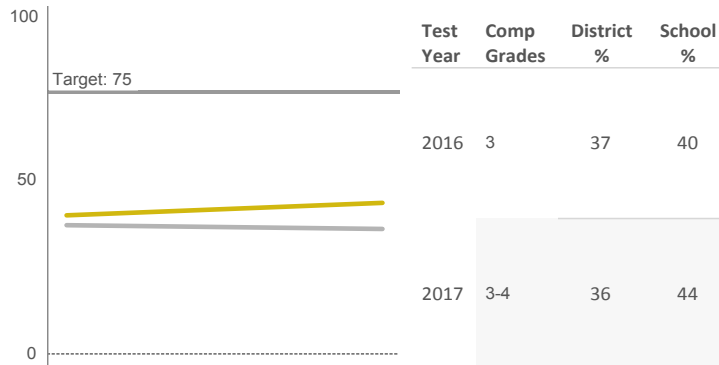
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# ACADEMIC PERFORMANCE

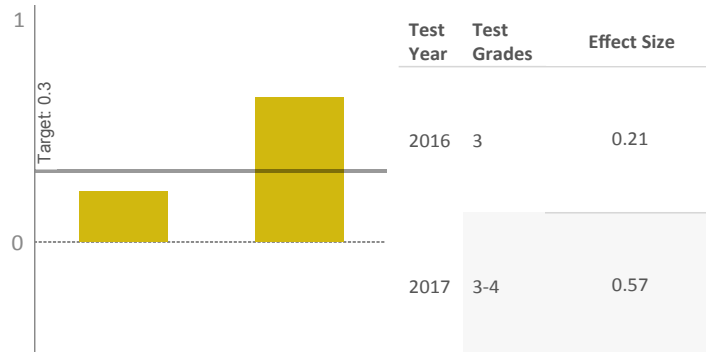
## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

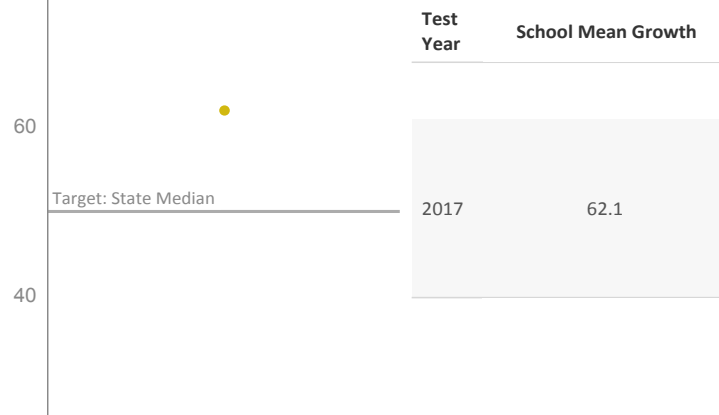
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



**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 the state's unadjusted median growth percentile in **mathematics**.



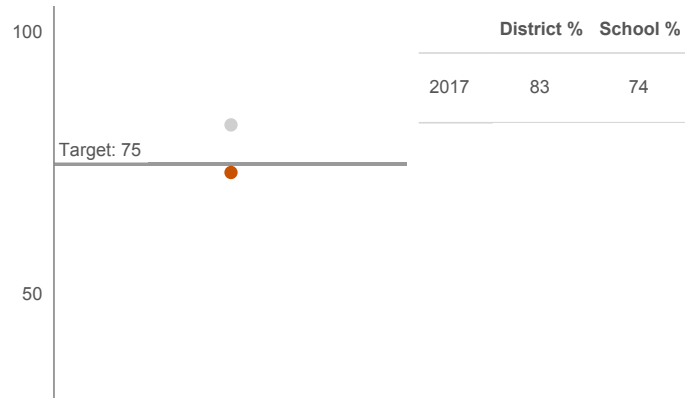
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# ACADEMIC PERFORMANCE

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

### 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.



### SPECIAL POPULATIONS PERFORMANCE

	2015	2016	2017
Enrollment Receiving Mandated Academic Services	40	55	50
Tested on State Exam	N/A	10	15
School Percent Proficient on ELA Exam	N/A	30.0	20.0
District Percent Proficient	N/A	10.3	10.0

	2015	2016	2017
ELL Enrollment	20	27	37
Tested on NYSESLAT Exam	21	26	33
School Percent 'Commanding' or Making Progress on NYSESLAT	52.4	30.8	15.2

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.

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

The school has an assessment system that improves instructional effectiveness and student learning. Teachers consistently utilize results from assessments to inform assessment practices, coaching, and instruction.

- East Harlem Scholars II administers a suite of valid and reliable assessments aligned to the school's curriculum and state performance standards. Every six to eight weeks students take interim assessments ("IAs") in ELA and mathematics, created by the network, aligned to the school's curriculum and state standards. In similar intervals, teachers administer the Fountas & Pinnell ("F&P") reading assessment to determine students' reading levels. The school administers the Northwest Education Association MAP ("MAP") twice a year in 3<sup>rd</sup> – 5<sup>th</sup> grade and three times a year in Kindergarten – 2<sup>nd</sup> grade for both ELA and mathematics. Mock state assessments for ELA and mathematics, provided by Educational Vistas, Inc., are given twice a year to 3<sup>rd</sup> – 5<sup>th</sup> grade students. Teachers supplement the standardized assessments with unit tests and quizzes that also align to the curriculum.
- The school has a valid and reliable process for scoring and analyzing assessments. The network creates a rubric for each of the IAs for any open-ended responses and guides teachers who meet together to norm their scoring. Teachers participate in annual training for scoring the F&P. Leaders hire external consultants to support norming processes, which include ensuring accurate and consistent scoring.
- The school makes assessment data accessible to teachers, school leaders, and board members. The school uses two online student information and grading systems to facilitate the analysis and sharing of assessment results. The network director of curriculum and instruction provides training to teachers on using the online data repository, and the school's data associate creates data presentations to make the data easily comprehensible to teachers. During the half-day data days that the school holds throughout the year, the principal and assistant principal provide additional support so that teachers identify trends and create meaningful action plans to improve student achievement. School and network leaders regularly present assessment data to the board.

- Teachers use assessment results in a variety of ways to meet students' needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. During data days, teachers work with their grade teams to determine key trends, identify priority standards, and craft instructional action plans in response to student results. Teachers use the F&P results to group students for guided reading groups. Mathematics lead teachers make mathematics assessment trackers, which teachers use to identify students needing additional, targeted instruction on specific standards. For some teachers, exit tickets form the basis for the following day's groups. After each IA, teachers recommend students for academic intervention services based on individual student assessment results.
- School leaders use assessment results to evaluate teacher effectiveness and develop professional development and coaching strategies. The school's evaluation template contains assessment goals for each grade and progress monitoring toward the goals in both ELA and mathematics. The principal, assistant principal, and dean of instruction review data to identify the school's areas in need of most improvement. The school leaders use data as the focus of the twice-monthly check-ins that they hold with the teachers they supervise. In these meetings leaders coach teachers toward more effective strategies for areas of need.
- The school regularly communicates to parents/guardians about their students' progress and growth. The school distributes four reports cards a year and four progress report cards mid-quarter. The report cards inform families of classroom grades and students' performance on IAs.

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

The school's curriculum supports teachers in their instructional planning. East Harlem Scholars II provides teachers with a robust set of curricular tools and practices to ensure that they know what to teach and when to teach it.

- The school has a curriculum framework with student performance expectations that provides a fixed, underlying, cross-grade structure that is aligned to state standards and across grades. The network provides well-developed supporting tools for Kindergarten – 5<sup>th</sup> grade that provide a bridge between the curriculum framework and lesson plans.
- The network provides each subject and grade level with a unit at a glance that serves as a pacing guide with clear time allotments for each unit, and a unit plan for each subject. Unit plans provide an overview of the key elements for each unit taught including

standards, curricular resources, and critical content. Based on these documents, and the corresponding commercial curricular series, teachers know what to teach and when to teach it. Fifth grade follows a middle school model in which teachers plan subject by content area using a backward design approach based on a scope and sequence.

- East Harlem Scholars II supports teachers in planning purposeful and focused lessons. In addition to the curricular guidance noted above, the network provides “Fundamentals of Instruction” documents for each subject that outline the key pedagogical elements their lessons should contain, such as model, application, workshop, and closing. Using these tools, grade level teams collaborate to create “Week-at-a-Glance” documents that outline the subsequent week’s lessons including the lesson number, objective, and the current school focus, which at the time of the visit was checking for understanding. The school instructional leadership team reviews these documents each Friday. For ELA and mathematics, the network curriculum developer writes lesson plans, which are reviewed and revised by a school-based leader assigned to that subject area. Teachers are primarily responsible for internalizing the lessons provided, although they have the authority to adjust the lesson before uploading plans the week prior to teaching them.
- The school has a process for selecting, developing, and reviewing its curriculum documents and its resources for delivering the curriculum. The network leads the revision process, with input from East Harlem Scholars II, and leverages resources available from East Harlem Scholars. The difference in performance for two consistent years between East Harlem Scholars II and East Harlem Scholars led school and network leaders to examine the differences in the school’s implementation of the curricular program. The network collaborates with East Harlem Scholars II leaders and teachers to make revisions to lesson planning procedures and training practices that enable the school to implement the network’s curriculum with more fidelity. Teachers appreciate that input, which results in the network addressing several of the previously expressed concerns including vertical alignment, a better match between daily schedule and lesson plans, cultural sensitivity, and alignment across schools to facilitate collaboration. The network curriculum developer meets with East Harlem Scholars II’s assistant principal each week to address any issues in curriculum development that need immediate attention.



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# SUNY RENEWAL BENCHMARK 1D

## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

East Harlem Scholars II has evidence of high quality instruction, and both network and school leaders are active in improving instruction across the school. Teachers provide clear directions for learning activities, effectively check for understanding during small group and individual student learning activities, and maintain positive classroom environments for at least part of lessons. While few teachers provide opportunities for students to develop higher-order thinking skills, leaders recognize this as an area for improvement and development with teachers. As shown in the chart below, during the renewal visit, Institute team members conducted 21 classroom observations following a defined protocol used in all school renewal visits.

### NUMBER OF CLASSROOM OBSERVATIONS

		G R A D E						
		K	1	2	3	4	5	Total
CONTENT AREA	ELA	2	1	3	2	2	1	11
	Math		1		2	1	1	5
	Science						1	1
	Soc Stu						2	2
	Specials				1		1	2
	Total	2	2	3	5	3	6	21

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (15 out of 21 classrooms observed). Most teachers communicate clear learning objectives and directions for learning activities aligned with lesson plans to students in age-appropriate terms. Most classrooms have two co-teachers, both of whose roles are clear; once teachers introduce the activity through a whole group task, teachers often break the class up into two groups with a co-teacher leading each group.
- The majority of teachers regularly use techniques to check for student understanding (13 out of 21 classrooms observed). As an identified priority, leaders have seen improvement in teachers' practice to check for understanding and work to strengthen this area through observations and feedback. During small group and independent student learning activities, many teachers examine student work, provide feedback on that work, and sometimes adjust their instruction based on observed student work

products. For example, in one writing class, the teacher, after seeing several students' writing products that did not relate directly to students' previous work in their graphic organizer, asked the class to pause their writing activity. The teacher then directed all students to look at a writing product in which a student drew details from his graphic organizer to inform that student's writing product. Some teachers rely on students' hand signals to respond to their peers, indicating agreement, differences in opinion, or a desire to add to a prior comment.

- Leaders have rightly identified supporting teachers in building students' higher order thinking and problem solving skills. Just prior to the renewal visit in fall 2017, leaders implemented a system of targeted, individual coaching and feedback for all teachers. Lesson planning and delivery utilizing higher order questions are a primary focus for the school's professional development. While this is an area of improvement the school identified, classroom activities observed were on grade level and required students to utilize and analyze primary source texts, conduct correct and challenging number operations and word problems. In support of increasing the instructional strategies that demand students deeply engage in the material, the school's next steps are to increase the opportunities students have to defend and analyze answers to high level questioning, interact with peers on collaborative problem solving, and apply knowledge to investigate open ended problems. An example of this was a writing lesson in which teachers required students to analyze their opinion essay to determine whether their introductory paragraphs contained examples or reasons to support their opinion. The teacher then challenged the students to articulate overarching reasons to support their opinions, and include those reasons and rationales in their introductory paragraph, rather than merely examples from the text.
- The majority of teachers establish and maintain a classroom environment consistently focused on academic achievement (11 out of 21 classrooms observed). Teachers have learning materials readily available and convey a sense of urgency to students through the use of timers and directing efficient transitions between activities. In most classrooms, teachers utilize management techniques that allow teachers to successfully complete lesson activities, with clear strategies to address low-level misbehaviors. In other classrooms, these low-level misbehaviors interrupt instruction to the degree that teachers are unable to complete all activities as indicated in lesson plans.
- The coaching and supports put in place for teachers indicate the school has a strong ability to analyze both assessment data and strength of instruction. Leaders adeptly utilize this information to provide targeted support to teachers. The Institute finds this work is likely to result in growth in student performance.

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## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

The school has strong instructional leadership and a robust set of practices, including professional development, coaching, and evaluation, to support teacher development. Leaders work closely with network staff to provide substantial support for teachers new to the teaching profession and adapt training and coaching to support the developmental needs of the new teachers.

- East Harlem Scholars II's leadership communicates a commitment to high expectations for student learning and teacher practice. While observations indicate that classrooms do not yet consistently reflect that commitment, leaders work closely to identify specific priorities to enable teachers to work toward implementing these high expectations. Additionally, leaders recognize a priority with refining the school's ELA curriculum to improve the school's academic achievement for students. During summer training, school leaders delivered a presentation to staff that identified and defined the culture of high expectations. Leaders set ambitious academic goals, including growth goals of 15% from the first to second IA administration, and teachers have a clear understanding of these goals.
- Instructional leadership supports the development of staff. The site-based leadership team includes a principal, assistant principal, dean of instruction, and an ELA coach as well as a student services coordinator who oversees the special education program, reading specialist, and dean of school culture. This team is strategic about leveraging expertise and experience from the network. The assistant principal was a dean at the flagship school, and network staff provide support including the superintendent who was the founder of the flagship East Harlem Scholars school, a deputy superintendent who coaches the new principal, and a team led by the director of curriculum and instruction.
- The school's instructional leaders provide sustained and systematic coaching to improve teachers' instructional effectiveness. All teachers report to the principal, assistant principal, or dean of instruction. Teachers meet with their respective leaders every other week for individual coaching sessions. At the beginning of the year, instructional leaders conducted classroom walkthroughs focused on classroom management and lesson execution. Based on these observations, leaders prioritized teachers in need of most support, identified areas of focus, and assigned each teacher a coach. The ELA coach focuses on ELA, and the dean of instruction focuses on mathematics. The principal and assistant principal also provide coaching. Teachers submit a "week-at-a-glance" document that highlights key topics and lesson plans for the week, and these submissions

inform leaders' coaching foci. As part of the network's teacher residency program, leaders leverage hiring teachers new to the profession and provide training and targeted support, which aligns to the school's instructional model and meets the needs of novice teachers. Therefore, the network, in addition to the instructional leadership team, provide substantial support to the development of East Harlem Scholars II's teaching staff.

- The school's leadership team implements a comprehensive professional development program interrelated with classroom practice that develops the competencies and skills of teachers. At East Harlem Scholars II, leaders conduct professional development during whole school meeting time, and leaders strategically utilize grade team meetings and common planning time as opportunities for job-embedded training. Teachers participate in three weeks of professional development before the beginning of the school year and half days each Friday throughout the school year. In addition to a primary focus on the school's curriculum, topics include co-teaching models, classroom environment, and behavior management. The standard Friday schedule consists of a full staff meeting and structured work time for teachers with assigned deliverables, guidance, and check-ins. Four times during the year, the staff spends a day analyzing data and receive training and guidance to support them in creating action plans.
- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. Grade team leaders meet each week, and each grade level has a formal common planning time meeting each week. Before beginning a new unit, one teacher representative from each grade meets with their peers from East Harlem Scholars and the network curriculum developer to review the unit and discuss how to address particularly challenging elements.
- East Harlem Scholars II's instructional leaders regularly conduct teacher evaluations with clear criteria that identify teachers' strengths and weaknesses. The school provides training for staff on their customized teacher performance rubric, comprised of elements from the Danielson Framework, Teach For America, and network-specific items. At the beginning of the year, teachers complete a self-assessment including strengths, areas for growth, smart goals, and an action plan to reach those goals. The mid-year evaluation form provides feedback for teachers guided by the evaluation rubric, and monitors progress toward meeting assessment goals.
- Instructional leaders hold teachers accountable for improving instruction and student achievement. This year, the focus has been on ensuring teachers adhere to expectations regarding fulfilling responsibilities and completing tasks required, such as lesson preparation, which the school requires for quality instruction since most of the teaching staff is new to the profession. Staff members that do not meet expectations are placed on improvement plans and, in some cases, removed from their positions. School leaders also review IA results with teachers, comparing performance with goals.

## SUNY RENEWAL BENCHMARK 1F

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

East Harlem Scholars II has a program to meet the educational needs of at-risk students. The school utilizes clear progress monitoring practices to improve student learning and provides ample time for general education and specialists to collaborate.

- The school uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and students struggling academically. The school's student services team ("SST") utilizes a response to intervention approach and consists of core members and flex members who are available to cover classes so that both co-teachers may attend. The student services coordinator facilitates the weekly meetings using a consultancy protocol and assigns a case manager to each referred student. For students that do not make adequate improvement through the SST process, the school will refer them to the district Committee on Special Education ("CSE") for evaluation for possible special education services. For ELLs, the school follows appropriate procedures including administering the Home Language Identification Survey and, where appropriate, the New York State Identification Test for English Language Learners ("NYSITELL").
- The school has established programs to meet the needs of at-risk students. The school has three academic intervention specialists assigned to two grades each, who provide daily push-in and pull-out targeted instruction based on assessment results. The reading specialist works with students who are two or more years below grade level. Two ELL specialists provide English language instruction to students based on ELLs' English language proficiency levels. The school provides for some mandated services for students with disabilities through external providers including speech, occupational therapy, physical therapy, and counseling. At the time of the site visit, the special education program was not fully staffed due to recent turnover. Of the school's seven integrated co-teaching ("ICT") classrooms, two classrooms had vacancies for the special education teacher. Additionally, the school is working with the district CSE to provide a new externally contracted special education teacher support services ("SETSS") teacher as the previous external SETSS provider abruptly resigned from the provider agency without notice the week before the renewal visit.
- The school monitors the progress and success of at-risk students. The ELL specialists work in collaboration with general education teachers to track ELL student progress with a specific English language proficiency tracker. The student services coordinator, in collaboration with the case manager, tracks student progress in a Google spreadsheet created for each student who is the focus of an SST process. The spreadsheet contains the goal, interventions, and follow-up on six-week cycles.

- East Harlem Scholars II provides training and professional development to identify at-risk students and to help teachers meet students’ needs. The school provides training focused on the SST process, English language acquisition strategies, and speech therapy techniques. This year, the school utilizes the SST process as part of the training process to provide general education teachers and specialists with differentiation strategies to support at-risk students.
- Teachers are aware of their students’ progress toward meeting Individualized Education Program (“IEP”) goals, achieving English language proficiency, or school-based goals for students struggling academically. The student services coordinator provides a snapshot of each student’s IEP goals to each teacher, and the ELL specialists provide reports to teachers with their students’ English language proficiency levels. Teachers are familiar with their students’ designations and services and utilize this information to provide targeted support.
- The school provides opportunities for coordination between classroom teachers and at-risk program staff. ELL specialists attend teachers’ common planning time meetings one to two times a month and provide support in adapting lesson plans for ELLs. The Kindergarten – 1<sup>st</sup> grade ELL specialist pushes into classrooms due to the number of ELL students in those grades and to allow for more collaboration with the classroom teachers. The student services coordinator leads weekly special education meetings that ICT, and sometimes general education, teachers attend.

# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

East Harlem Scholars II is an effective and viable organization. Network staff members provide the school with substantial operational support that allows academic leaders to focus on teaching and learning. The East Harlem Scholars board provides effective support and oversight, which allows the school to meet or come close to meeting its academic goals.

## SUNY RENEWAL BENCHMARK 2A

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

East Harlem Scholars II is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. In regard to the mission, the school strives to equip students with self-governance skills and opportunities for students to express themselves through morning and afternoon meeting circles and provide leadership opportunities through student classroom ambassadorships. The school features a co-teaching model in most of its classrooms, a minimum of two hours of ELA with an additional writing block, at least 90 minutes of mathematics daily, an extended day and school year, and a close working relationship with the partner organization, EHTP.

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

## SUNY RENEWAL BENCHMARK 2B

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

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

**Parent Survey Data.** The Institute compiled data from NYCDOE’s 2016-17 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2016-17, 91% of families who received the survey responded. The majority of survey respondents (93%) indicated strong satisfaction with East Harlem Scholar II’s program. The survey response rate is sufficiently high enough that it is 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. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The nine parents in attendance for the parent focus group indicated strong satisfaction with how the school keeps parents informed of their child’s learning and achievement including through the use of report cards, parent teacher conferences, and regular teacher emails and text messages. Families appreciate the individualized support the school provides to their children, and the school’s early focus and goal of getting students to college. Parents also speak highly of the partner organization and appreciate the presence of the school and organization in the local community.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 92% of East Harlem Scholars II students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A. The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.



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

East Harlem Scholars II's organization supports the delivery of the educational program. Both the school and network are reflective and adaptive to meet the needs of the school's organization.

- The school has an administrative structure with staff, operational systems, and procedures that allow the school to carry out its academic program. The executive director has periodic meetings with the principal to review the larger organization's strategic plan; the founding superintendent/managing director conducts weekly check-ins with the principal; the deputy superintendent meets weekly and regularly conducts classroom observations with the principal as part of a mentorship; the network director of operations meets every two weeks with the principal to discuss non-academic items and methods to support the school's new director of operations; and, the network director of curriculum and instruction and the network curriculum developer assist the school's instructional leaders and teachers with the academic program. The school has a robust support structure for academics, student social emotional support, and operations. The assistant principal of curriculum and instruction, director of school culture and family engagement, and director of operations each manage a team of at least three staff members.
- The organizational structure has distinct lines of accountability with clearly defined roles and responsibilities. Leaders spend time throughout the year emphasizing who to go to for which need, especially in supporting a novice staff of teachers. Teachers clearly understand reporting lines and who to go to for help with teaching strategies, at-risk students, and behavioral supports.
- The school has a clear discipline system and staff structure in place. Depending on the grade level, teachers employ a system of color-coded charts to represent whether student behavior is meeting classroom standards. The student support services coordinator keeps track of and notifies teachers when a student's IEP changes and how that may affect disciplinary matters. The director of culture and family engagement leads the effort to rethink how to meet the needs of students in upper grade classrooms struggling to maintain classroom management. For example, the 5<sup>th</sup> grade is moving from classroom-based color-coded charts to a more developmentally appropriate point system through which parents can also follow student progress through an online portal. The school has a clear system in place to develop student specific behavior improvement plans and to monitor the progress and success of the plans.

- East Harlem Scholars II retains high quality teachers, with 90% of teachers returning from 2016-17 to this school year. The school and EHTP prioritize building and sustaining quality leadership and instructional teams. Leaders consider the retention of high quality staff a priority. In addition to teacher leadership opportunities through grade team lead positions and monetary bonuses, school leaders provide teachers with off-site professional team opportunities to support improved instruction and lift staff morale.
- The school allocates necessary resources to support the achievement of goals. Classrooms are well-stocked with a variety of learning materials including mathematics manipulative tools, engaging literature, and computers. Teachers are able to easily request additional materials, and the school provides ample curricular materials for each grade.
- The school maintains adequate student enrollment. The school has 343 students with a chartered enrollment of 334 students, falling within the school's collar of enrollment. The school has procedures in place to recruit students with disabilities, ELLS, and students who qualify for FRPL. In addition to leveraging the network's deep connections in the local community, the school has ELL and special education lottery preferences and conducts extensive bilingual student recruitment. The network actively monitors the school's progress toward meeting enrollment and retention targets for students with disabilities, ELLs, and students who qualify for FRPL. Network leaders are strategizing ways to reach out to more local preschools and daycare centers that offer special education services to improve the school's students with disabilities enrollment rate. Additionally, the school and network are identifying reasons why families leave the school to improve the school's retention rate.
- The school's leaders and EHTP regularly monitors East Harlem Scholars II's academic program and makes changes if necessary. For example, this year teachers stated that they were spending too much time rewriting lesson plans that were already vetted by the network so the network agreed to allow teachers to submit a more general overview Week-at-a-Glance to allow teachers to focus more on planning for strong lesson delivery and less duplicative paperwork. Also, early in this school year, school leaders noticed that many teachers were not meeting deliverables, such as completion of student reading logs and record keeping of student progress conferences, so school leaders made sure to actively check and follow up on the completion of those and other deliverables. Additionally, at the network level, EHTP created the network curriculum developer and deputy superintendent roles this year to both schools as they continue to grow to full capacity.

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

The East Harlem Scholars board members, many of whom have been associated with the school since its founding, work effectively to achieve the school's Accountability Plan goals.

- The education corporation's board members possess appropriate skills and have structures and procedures with which to govern the school effectively. Board members include multiple educators with significant local and national experience in education as well as individuals with profound expertise in finance, business, and law. Two of the board's standing committees, the education and accountability committee and the finance committee, meet regularly.
- The board requests and receives information to provide rigorous oversight of the school's academic program and finances. Members of the education and accountability committee monitor, and make themselves fully versed in, the school's educational programs and progress. The principal and the network's data team compile a data dashboard with attendance, behavior, interim assessment, and F&P data to present to the education and accountability committee. The education and accountability committee reviews the data dashboard to determine trends and issues to present to the full board. The finance committee provides regular and reasonable oversight of the school's finances through examining the budget actuals versus the planned budget.
- The board establishes long-range goals, has in place benchmarks for tracking progress, and has a process for the regular review and revision of those goals. The board is in the second year of its five-year plan, which includes East Harlem Scholars II and East Harlem Scholars. At a joint meeting between the network board and the education corporation board, both boards discuss progress toward meeting the school's five-year plan. The East Harlem Scholars board conducts middle-of-the-year check-ins and end-of-year evaluations, including an annual retreat, of its progress toward meeting the benchmarks in its strategic plan.
- The board regularly evaluates the network executive director. The board conducts an annual 360-degree evaluation in which numerous school and organization employees provide information to the board on the executive director's performance. The board chair also holds weekly phone calls with the executive director to gauge the executive director's efficacy and support for the school's programs. The board interviews principal and principal-in-residency candidates but leaves the final hiring decisions to network management. The executive director, alongside the network superintendent, evaluates the East Harlem Scholars II principal and provides a summary of the evaluation to the board.

## SUNY RENEWAL BENCHMARK 2E

- The board informally evaluates its performance. In the past, board members have filled out questionnaires on their contributions to the board and the efficacy of the board. The board does not institute this process annually to reflect fully on its effectiveness.

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

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

- The board is financially dedicated to the school, as demonstrated by its extensive fundraising. The board worked toward constructing a private facility during this past charter term that houses the flagship school. East Harlem Scholars II utilizes the space for certain programming including family events and teacher professional development.
- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist, such as when dealing with issues related specifically to the EHTP, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws and code of ethics.
- The board receives reports on fiscal and academic performance and keeps close tabs on the school's overall fiscal health.
- A well functioning finance committee performs extensive analysis to target resources, present the fiscal dashboard at each board meeting, and review the services contract with EHTP.
- Members establish a board that balances new ideas and consistent involvement with the school community. Additionally, members demonstrate strength by recruiting individuals within their personal and professional networks for membership and support.
- The board is thoughtful and implements extensive board training including well-planned annual retreats.
- Working under a five year strategic plan, the board is strategic as to future planning.

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

The education corporation generally and substantially complies with applicable laws, rules and regulations, and the provisions of its charter with certain, minor exceptions.

- **Annual Reports.** The education corporation has not posted recent school annual reports on its website in accordance with the charter and the New York Education Law. The Institute will ensure compliance prior to the start of the next charter term.
- **Certification.** The school has one too many uncertified teachers.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **Students with Disabilities.** The school's discipline policy lacks the necessary provisions pertaining to students with disabilities. The appropriate policy had been submitted with the school's original proposal. The Institute has not received any complaints regarding the discipline of students with disabilities, but the Institute will ensure an updated policy is put into place shortly and distributed to parents.

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

The partner organization EHTP supports East Harlem Scholars II in the areas of an executive team supporting organizational planning and management; staffing support for governance function; fundraising and external communications including grant writing and public relations; human resources management; financial management; management of outside consultants; program support including recruitment, training, management and stewardship of volunteers, and support of after school enrichment programs. The shared service agreement provides in detail the breakdown of cost allocations for each position. For the 2016-17 fiscal year, the school was charged \$999,323 under the shared service agreement, which equates to approximately 18% of revenues.

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

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

- The principal and director of operations are the guardians of the school's fiscal health and lead the development of the annual and five year budget process with the assistance of the school's leadership team. Although the principal and board have the final say on fiscal matters, the school's director of operations is the driving force within the school on key financial decisions. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.

**SUNY  
RENEWAL  
BENCHMARK  
3A**

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

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- The projected five year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school grows to scale with Kindergarten – 8<sup>th</sup> grade.
- East Harlem Scholars II is housed in a co-located NYCDOE site which will accommodate the growth through the next charter term.
- The partner organization has applied for \$800,000 in CMO Charter School Program funding through the US Department of Education for the expansion of the school. If awarded, the school will benefit directly.

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

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

- The education corporation maintains a Financial Policies and Procedures Manual that is dated 2011 and should be reviewed and updated annually by the board to ensure that current business operations are reflected accurately. The manual should include each of the following written policies to address key issues: financial reporting; cash disbursements and receipts; payroll; bank reconciliations; credit card usage; conflicts of interest; related party transactions; fixed assets; grants/contributions; capitalization and accounting; procurement; and, investments. The manual should further include the authorization levels for invoice approvals and check signing. The Institute will work with the board to update the manual prior to the start of the next fiscal year.
- The most recent audit report had no material findings or deficiencies.

## DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

East Harlem Scholars II and the education corporation have complied with financial reporting requirements.

- The Institute, NYCDOE, and NYSED have received the required financial reports on time and complete. East Harlem Scholars II's financial reports follow generally accepted accounting principles (GAAP).

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3B

SUNY  
RENEWAL  
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- Independent audits of annual financial statements have received unqualified opinions.
- The school and education corporation have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The Institute received the most recent audited financial statements for June 30, 2017 by the due date of November 1, 2017 and the report reflects continued strong fiscal health and compliance with all reporting requirements.

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

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

- The school opened in 2013-14 and over the first charter term the school reported fiscal health while experiencing operating losses somewhat offset by contributions.
- The education corporation fiscal dashboard in Appendix F reflects strong fiscal health.
- The education corporation benefits from a combined balance sheet which is a combination of individual school's assets and liabilities. In order to track the operations of any individual school within an education corporation operating multiple schools, the Institute tracks each school's revenues and expenses in order to report operating surpluses or deficits and any contributions. The education corporation had total net assets of \$331,956 as of the June 30, 2017. East Harlem Scholars II as an individual school reported an operating surplus for the year. The education corporation maintained cash on hand of only seven days to cover liabilities coming due shortly.
- In accordance with the charter agreement, East Harlem Scholars has established the separate bank account for the merged dissolution fund reserve of \$150,000.

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BENCHMARK  
3D**



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# FUTURE PLANS



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

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

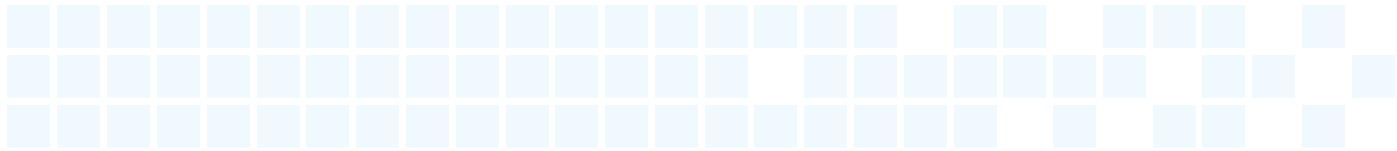
**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** East Harlem Scholars II plans to implement the same core elements of its educational program that enabled it to meet or come close to meeting its Accountability Plan goals. Along with support from the network, East Harlem Scholars II will continue to grow to serve Kindergarten – 8<sup>th</sup> grade in the next charter term. The school will also maintain its pre-Kindergarten program.

**Plans for Board Oversight & Governance.** Current board members express interest in continuing to serve East Harlem Scholars II in the future. The board may add new trustees 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, East Harlem Scholars Academy Charter School presents a reasonable and appropriate fiscal plan for the school in the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the partner organization. The Institute has reviewed the existing terms of such shared service agreement and will review and approve any updated agreement.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	334	522
Grade Span	K-5	K-8
Teaching Staff	39	51
Days of Instruction	185	185



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East Harlem Scholars II plans to continue to expand to provide instruction for Kindergarten – 8<sup>th</sup> grade in NYCDOE public school space over 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.





East Harlem  
Scholars II

# Ax

## APPENDICES

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**EO**<sup>E</sup>

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**EF**<sup>F</sup>

ED CORP FISCAL

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# APPENDIX A: School Overview

BOARD OF TRUSTEES EAST HARLEM SCHOLARS CHARTER SCHOOL THAT HOLD THE AUTHORITY TO OPERATE EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

## CHAIR

Joan Solotar

## TRUSTEES

Lili Lynton

Carlos Morales

David Wildermuth

## TREASURER

Brian Gavin

## SECRETARY

Iris Chen

## SCHOOL LEADERS

### PRINCIPAL

*Nick West (2017-18 to Present)*

*Chandra Williams (2015-16 to 2016-17)*

*Steve Corbett (2013-14 to 2014-15)*

## SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	110	106	96%	K-1	K-1
2014-15	166	159	96%	K-2	K-2
2015-16	222	215	97%	K-3	K-3
2016-17	278	326	117%	K-4	K-4
2017-18	334	345	103%	K-5	K-5

# APPENDIX A: School Overview

## East Harlem Scholars Academy Charter School II

Manhattan CSD 4

### Student Demographics: Special Populations

English  
Language  
Learners



District	16.3	15.3	15.1
----------	------	------	------

School	12.7	12.6	14.0
--------	------	------	------

Students with  
Disabilities



District	25.9	28.5	27.3
----------	------	------	------

School	25.5	25.7	18.9
--------	------	------	------

2014-15 2015-16 2016-17

2014-15 2015-16 2016-17

### Student Demographics: Free/Reduced Lunch

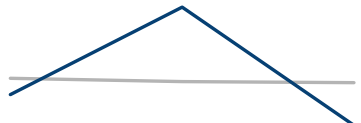
Economically  
Disadvantaged



District	80.8	78.8	78.8
----------	------	------	------

School	91.7	91.6	92.4
--------	------	------	------

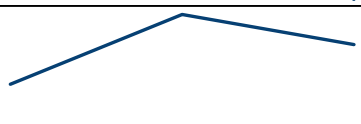
Eligible for  
Reduced Price  
Lunch



District	4.2	4.2	4.1
----------	-----	-----	-----

School	3.8	6.1	3.0
--------	-----	-----	-----

Eligible for  
Free Lunch



District	76.7	76.1	76.1
----------	------	------	------

School	80.9	87.9	84.8
--------	------	------	------

2014-15 2015-16 2016-17

2014-15 2015-16 2016-17

### Student Demographics: Race/Ethnicity

2014-15



District	6	24	62	6
----------	---	----	----	---

School	3	31	59	4
--------	---	----	----	---

2015-16



District	6	24	61	6
----------	---	----	----	---

School	4	28	63	3
--------	---	----	----	---

2016-17



District	6	24	61	6
----------	---	----	----	---

School	3	30	64	1
--------	---	----	----	---

Asian, Native  
Hawaiian, or  
Pacific  
Islander

Black or  
African  
American

Hispanic

White

Asian,  
Native  
Hawaiian,  
or Pacific  
Islander

Black or  
African  
American

Hispanic

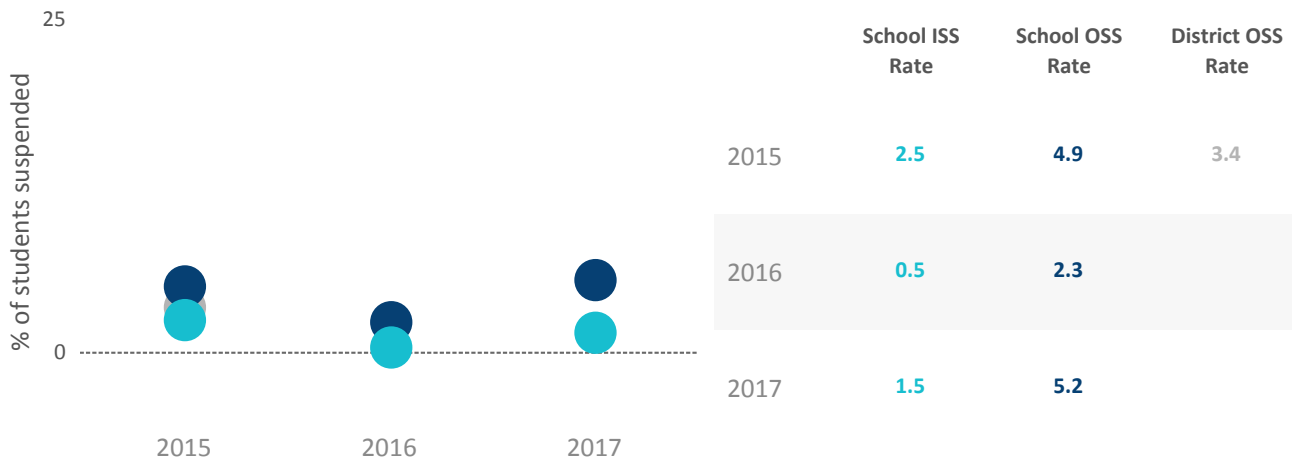
White



# APPENDIX A: School Overview

## East Harlem Scholars Academy Charter School II

Manhattan District 4



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

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



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

2015	2016	2017
0	0	0

## East Harlem Scholars Academy Charter School II's Enrollment and Retention Status: 2016-17

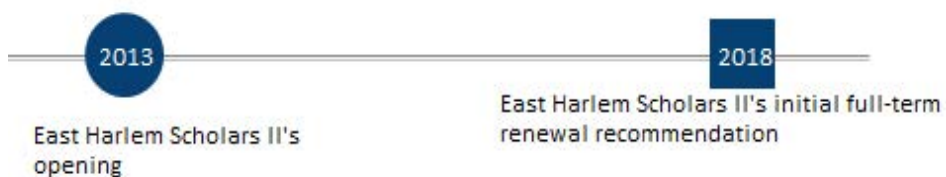
			District Target	School
Enrollment	Economically disadvantaged	<div><div></div></div>	87.9	93.3
	English language learners	<div><div></div></div>	16.1	16.9
	Students with disabilities	<div><div></div></div>	24.6	18.7
Retention	Economically disadvantaged	<div><div></div></div>	93.8	78.4
	English language learners	<div><div></div></div>	94.2	85.2
	Students with disabilities	<div><div></div></div>	94.4	60.0

# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE <b>91%</b>	TRUST <b>91%</b>	EFFECTIVE SCHOOL LEADERSHIP <b>90%</b>	STRONG FAMILY COMMUNITY TIES <b>93%</b>
-----------------------------	---------------------	---	--

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	Initial Renewal	November 6-7, 2017

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 6-7, 2017	Adam Aberman	External Consultant
	Hilary Johnson, Ed. D.	External Consultant



# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Culture of excellence;	+
Student-centered approach to learning;	+
Co-teaching in the elementary school;	+
Departmentalized approach in the middle school;	+
Instructional supports for special student populations;	+
Strong instructional leadership and a commitment to professional development;	+
Extended day and extended year;	+
Summer, Saturday, and vacation programs;	+
School culture; and,	+
Importance of families and community; and, Partner organization.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts  
East Harlem Scholars Academy Charter School II

	2014-15 Grades Served: K-2				2015-16 Grades Served: K-3				2016-17 Grades Served: K-4				MET
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		
	Grades				Grades				Grades				
<b><u>ABSOLUTE MEASURES</u></b> 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	( )	( )	( )	3	32.7 (49)	38.5 (39)	( )	3	28.8 (52)	30.2 (43)	( )	
	4	( )	( )	( )	4	(0)	(0)	(0)	4	28.3 (46)	31.4 (35)	(0)	
	5	( )	( )	( )	5	(0)	(0)	(0)	5	(0)	(0)	(0)	
	6	( )	( )	( )	6	(0)	(0)	(0)	6	(0)	(0)	(0)	
	7	( )	( )	( )	7	(0)	(0)	(0)	7	(0)	(0)	(0)	
	8	( )	( )	( )	8	(0)	(0)	(0)	8	(0)	(0)	(0)	
	All	( )	( )	( )	All	32.7 (49)	38.5 (39)	( )	All	28.6 (98)	30.8 (78)	(0)	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO		
					3	94	104		3-4	102	111		
					Comparison: Manhattan District 4				Comparison: Manhattan District 4				
<b><u>COMPARATIVE MEASURES</u></b> 3. Each year the percent of students enrolled in at least their second year and performing at 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	38.5	38.2		3-4	30.8	35.5		
	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
					88.2	32.7	28.9	0.22	91.4	28.6	27.4	0.06	
	Grades	School	State		Grades	School	State		Grades	School	State		
	4				4				4	44.8			
	5				5				5	0.0			
	6				6				6	0.0			
<b><u>GROWTH MEASURE</u></b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	7				7				7	0.0			
	8				8				8	0.0			
	All				All				All	44.8	50.0		

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: Mathematics

### East Harlem Scholars Academy Charter School II

	2014-15 Grades Served: K-2				2015-16 Grades Served: K-3				2016-17 Grades Served: K-4				MET
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		
	Grades				Grades				Grades				
<b><u>ABSOLUTE MEASURES</u></b>  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	( )	( )	( )	3	36.0 (50)	40.0 (40)	( )	3	43.4 (53)	43.2 (44)	( )	
	4	( )	( )	( )	4	( )	( )	( )	4	40.0 (45)	44.1 (34)	( )	
	5	( )	( )	( )	5	( )	( )	( )	5	( )	( )	( )	
	6	( )	( )	( )	6	( )	( )	( )	6	( )	( )	( )	
	7	( )	( )	( )	7	( )	( )	( )	7	( )	( )	( )	
	8	( )	( )	( )	8	( )	( )	( )	8	( )	( )	( )	
	All	( )	( )	( )	All	36.0 (50)	40.0 (40)	NO	All	41.8 (98)	43.6 (78)	NO	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO		
					3	104	101	YES	3-4	117	109	YES	
	Comparison:				Comparison: Manhattan District 4				Comparison: Manhattan District 4				
Grades	School	District		Grades	School	District		Grades	School	District			
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
					88.2	36.0	31.4	0.21	91.5	41.8	30.1	0.57	
					NO				YES				
	Grades	School	State		Grades	School	State		Grades	School	State		
<b><u>GROWTH MEASURE</u></b>  5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4				4				4	62.1			
	5				5				5	0.0			
	6				6				6	0.0			
	7				7				7	0.0			
	8				8				8	0.0			
	All				All			NA	All	62.1	50.0	YES	

# APPENDIX C: District Comments

## SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on East Harlem Scholars Academy Charter School II's renewal on October 16, 2017 at the school. Thirteen people were present, and 10 people spoke in support. The school's founding superintendent spoke about the vision of the school, growth of the network, and the school's goal of college access. The school's leadership team spoke about the programs offered, the restorative justice discipline system, and the long standing history of the East Harlem Tutorial Program. Parents spoke positively about the welcoming environment, dedicated staff, and the clear goal of being college bound.

# APPENDIX D: Fiscal Dashboard

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

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

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

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

##### Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

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

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

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

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

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

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

##### Change in Net Assets

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

Prior Year Adjustment(s)

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

Opened 2013-14

	MERGED		MERGED	MERGED
	2011-12	2012-13	2013-14	2014-15
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-
Grants and Contracts Receivable	-	-	-	-
Accounts Receivable	-	-	-	-
Prepaid Expenses	-	-	-	-
Contributions and Other Receivables	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-
Property, Building and Equipment, net	-	-	-	-
Other Assets	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-

Accounts Payable and Accrued Expenses	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-
Deferred Revenue	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-

Unrestricted	-	-	-	-
Temporarily restricted	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-

Resident Student Enrollment	-	-	3,691,882	2,205,174	3,369,710
Students with Disabilities	-	-	-	273,353	510,313

State and local	-	-	355,352	15,849	22,891
Federal - Title and IDEA	-	-	-	83,088	79,665
Federal - Other	-	-	-	143,068	66,359
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	123,037	201,926
<b>Total Operating Revenue</b>	-	-	4,047,234	2,843,569	4,250,864

Regular Education	-	-	2,490,105	1,773,352	2,856,936
SPED	-	-	1,002,389	695,410	1,198,757
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	100,191	33,892	53,669
<b>Total Program Services</b>	-	-	3,592,685	2,502,654	4,109,362
Management and General	-	-	225,982	225,666	262,844
Fundraising	-	-	52,108	104,484	112,009
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	3,870,775	2,832,804	4,484,215

<b>Surplus / (Deficit) From School Operations</b>	-	-	176,459	10,765	(233,351)
---	---	---	---------	--------	-----------

Contributions	-	-	155,600	150,000	75,000
Fundraising	-	-	-	-	75,000
Miscellaneous Income	-	-	3,921	-	38,683
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	159,521	150,000	188,683

Total Unrestricted Revenue	-	-	4,206,755	2,993,569	4,439,547
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	4,206,755	2,993,569	4,439,547

<b>Change in Net Assets</b>	-	-	335,980	160,765	(44,668)
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	-	35,259	196,024
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	335,980	196,024	151,356

# APPENDIX D: Fiscal Dashboard

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

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

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	-	-	525,269	455,001	609,986
Instructional Personnel	-	-	1,604,706	1,199,724	2,025,380
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	2,129,976	1,654,725	2,635,366
Fringe Benefits & Payroll Taxes	-	-	354,508	291,822	471,578
Retirement	-	-	21,488	16,098	31,562
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	44,819	21,337	30,505
Professional Fees, Consultant & Purchased Services	-	-	556,506	341,443	409,595
Marketing / Recruitment	-	-	32,133	44,777	98,366
Student Supplies, Materials & Services	-	-	311,571	154,227	190,925
Depreciation	-	-	81,152	40,541	30,061
Other	-	-	369,760	267,834	586,257
<b>Total Expenses</b>	-	-	3,901,912	2,832,804	4,484,215

### SCHOOL ANALYSIS

#### ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	110	166	222
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	-	-	106	159	215
Chartered Grades	-	Planning Year	K-1	K-2	K-3
Revised Grades	-	-	-	-	-

#### Primary School District: Yes

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

-	-	13,527	13,877	13,877
0.0%	0.0%	100.0%	2.5%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	-	38,181	17,884	19,814
Other Revenue and Support	-	-	1,505	943	879
<b>TOTAL - GRAPH 3</b>	-	-	39,686	18,827	20,694

##### Expenses

Program Services	-	-	33,893	15,740	19,155
Management and General, Fundraising	-	-	2,623	2,076	1,747
<b>TOTAL - GRAPH 3</b>	-	-	36,517	17,816	20,902
% of Program Services	0.0%	0.0%	92.8%	88.3%	91.6%
% of Management and Other	0.0%	0.0%	7.2%	11.7%	8.4%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	8.7%	5.7%	-1.0%

#### Student to Faculty Ratio

-	-	7.6	4.2	6.2
---	---	-----	-----	-----

#### Faculty to Admin Ratio

-	-	2.3	4.2	4.4
---	---	-----	-----	-----

#### Financial Responsibility Composite Scores - GRAPH 6

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

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	n/a

#### Working Capital - GRAPH 7

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

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

#### Quick (Acid Test) Ratio

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

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

#### Debt to Asset Ratio - GRAPH 7

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

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

#### Months of Cash - GRAPH 8

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

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

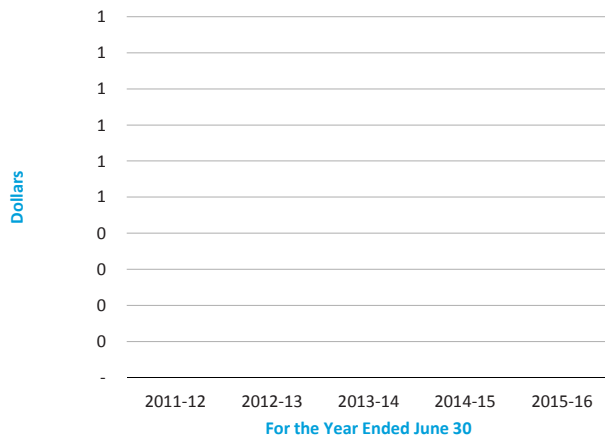
# APPENDIX D: Fiscal Dashboard

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

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

GRAPH 1

### Cash, Assets and Liabilities

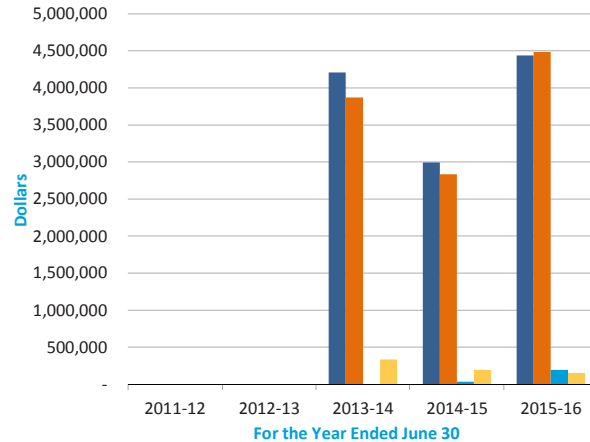


■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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

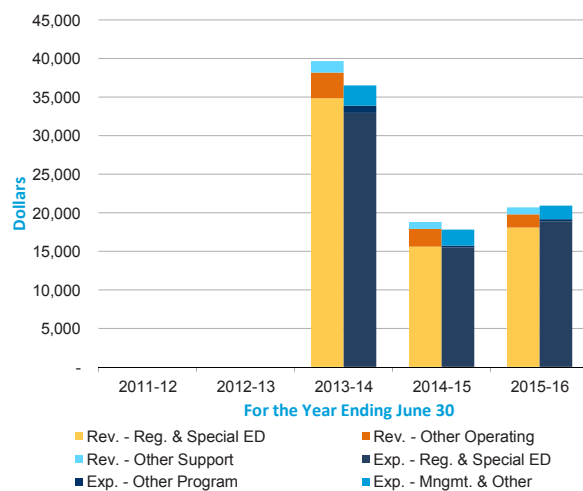


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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

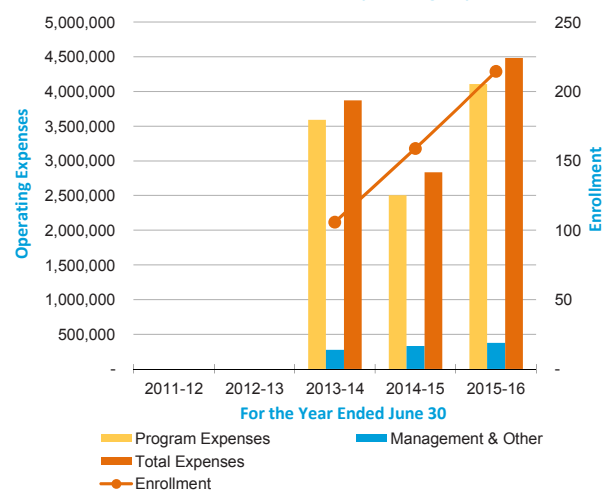


■ Rev. - Reg. & Special ED ■ Rev. - Other Operating  
■ Rev. - Other Support ■ Exp. - Reg. & Special ED  
■ Exp. - Other Program ■ Exp. - Mngmt. & Other

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.

GRAPH 4

### Enrollment vs. Operating Expenses



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

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

# APPENDIX D: Fiscal Dashboard

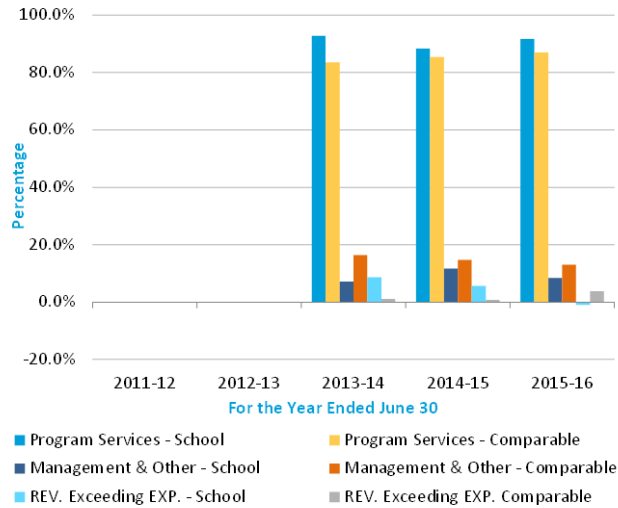
## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

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

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

GRAPH 5

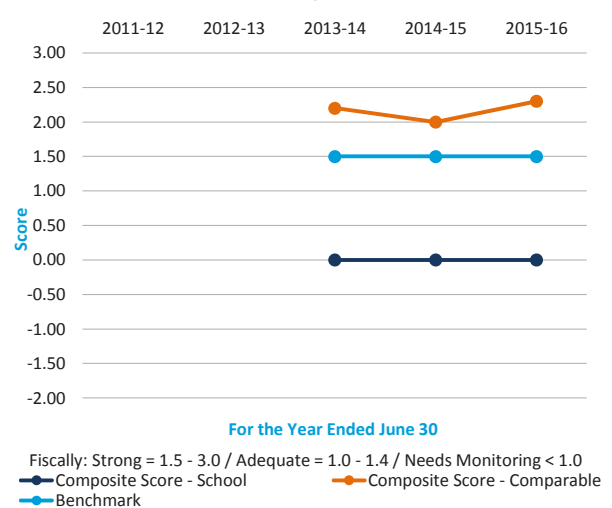
### % Breakdown of Expenses



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

GRAPH 6

### Composite Score

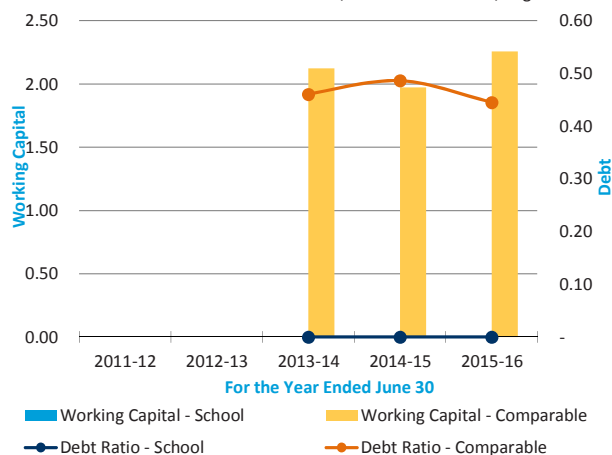


This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

GRAPH 7

### Working Capital & Debt to Asset Ratios

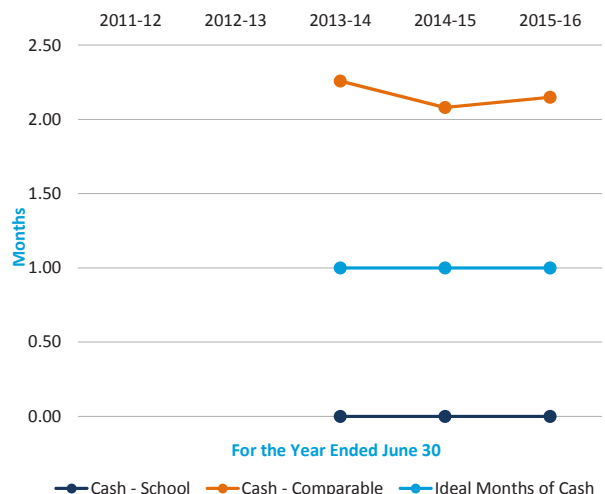
WORKING CAPITAL RATIO - Risk = Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4  
DEBT TO ASSET RATIO - Risk = Low < 0.50 / Medium 0.51 - .95 / High > 1.0



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

GRAPH 8

### Months of Cash



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



# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



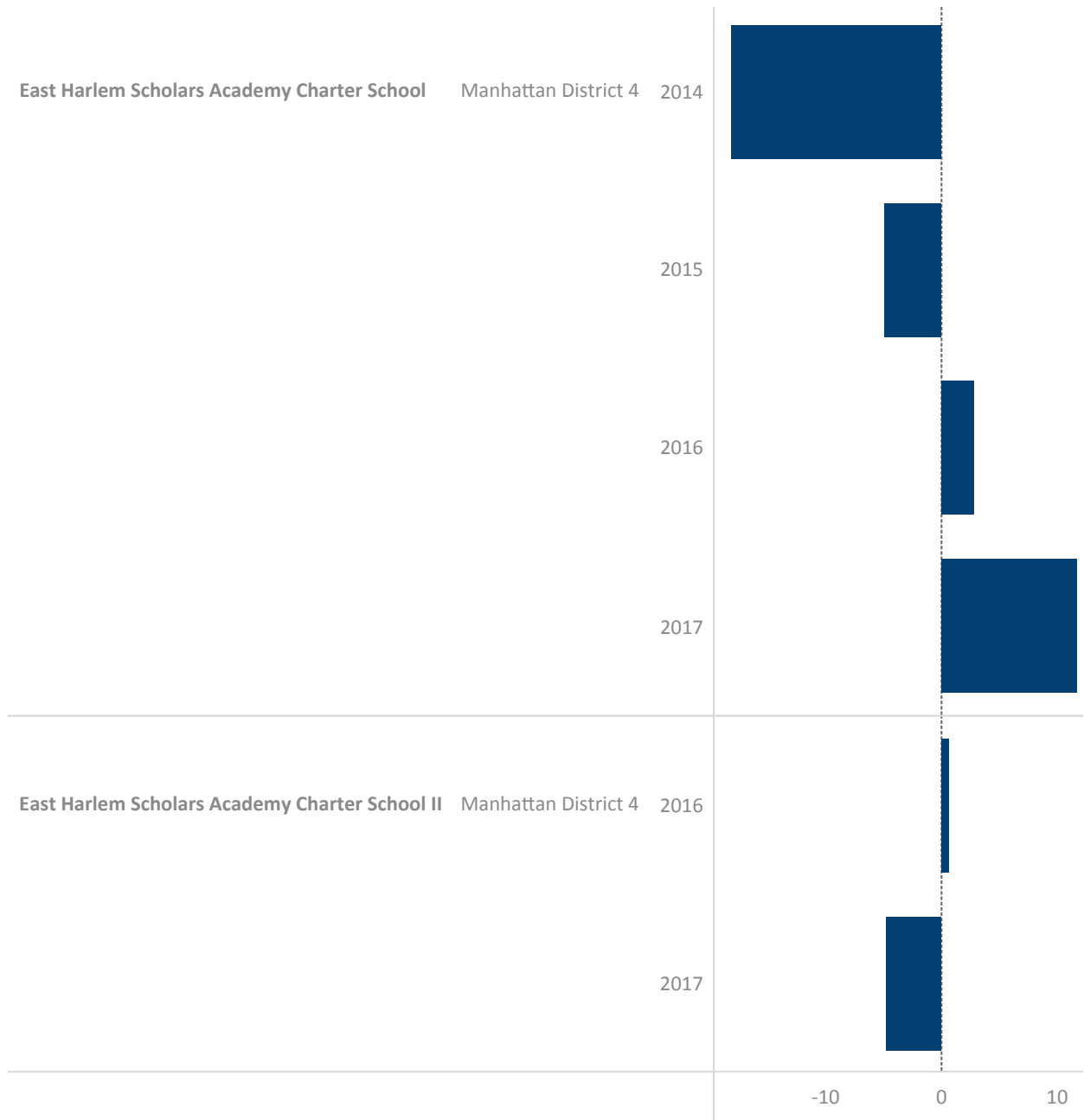
# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
East Harlem Scholars Academy Charter School	CSD 4	Yes	440	K-7
East Harlem Scholars Academy Charter School II	CSD 4	Yes	334	K-5

# APPENDIX E: Education Corporation Overview

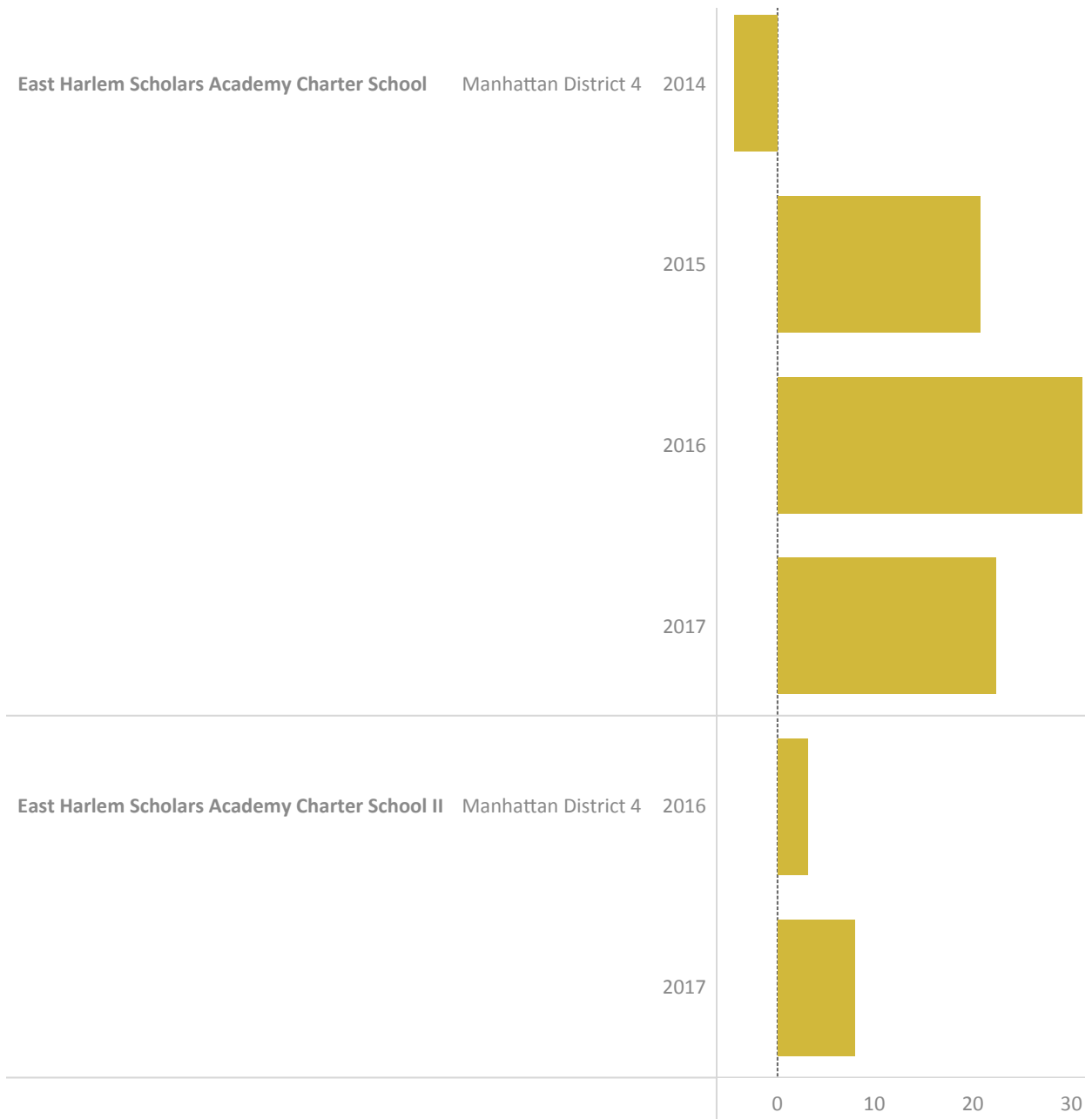
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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

# APPENDIX E: Education Corporation Overview

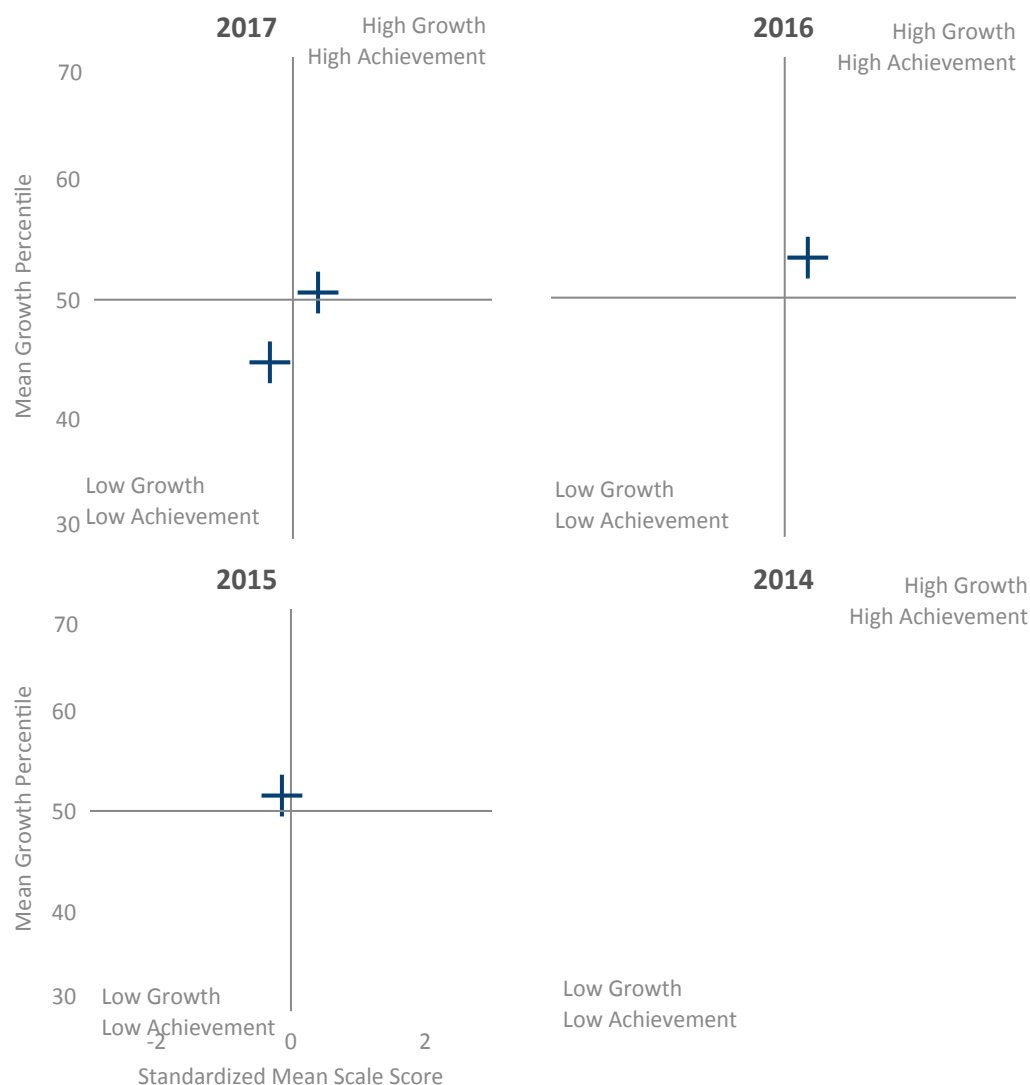
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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

# APPENDIX E: Education Corporation Overview

## ELA GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2016-17



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

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

# APPENDIX E: Education Corporation Overview

## MATH GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2016-17



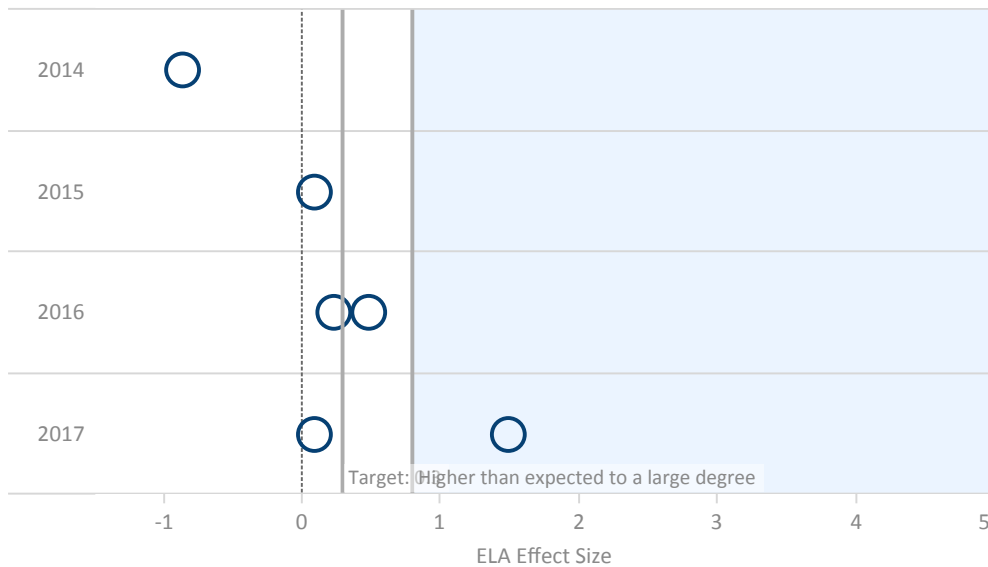
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These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during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

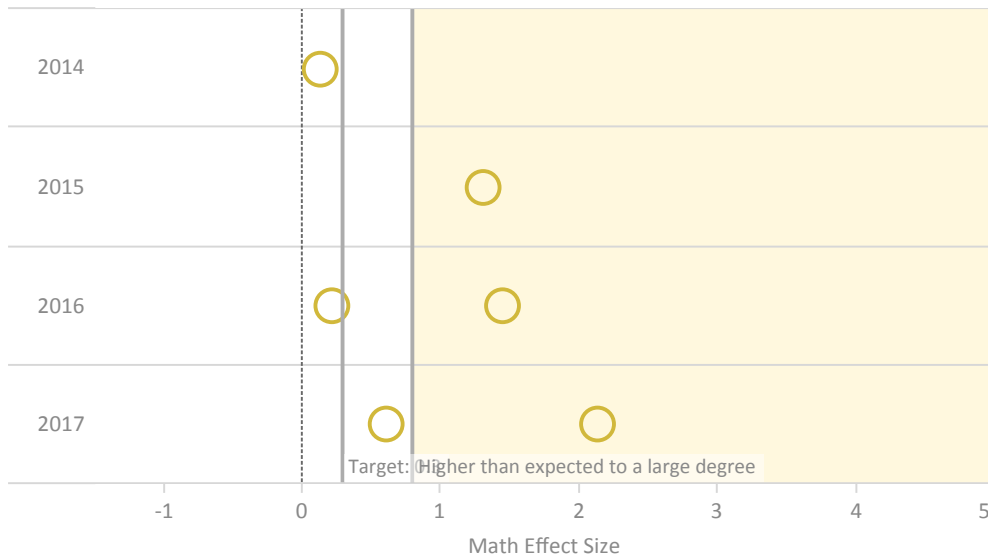
# APPENDIX E: Education Corporation Overview

## ELA AND MATH EFFECT SIZE DOT PLOTS: 2012-13 THROUGH 2016-17

**ELA Effect Size by Year and School**



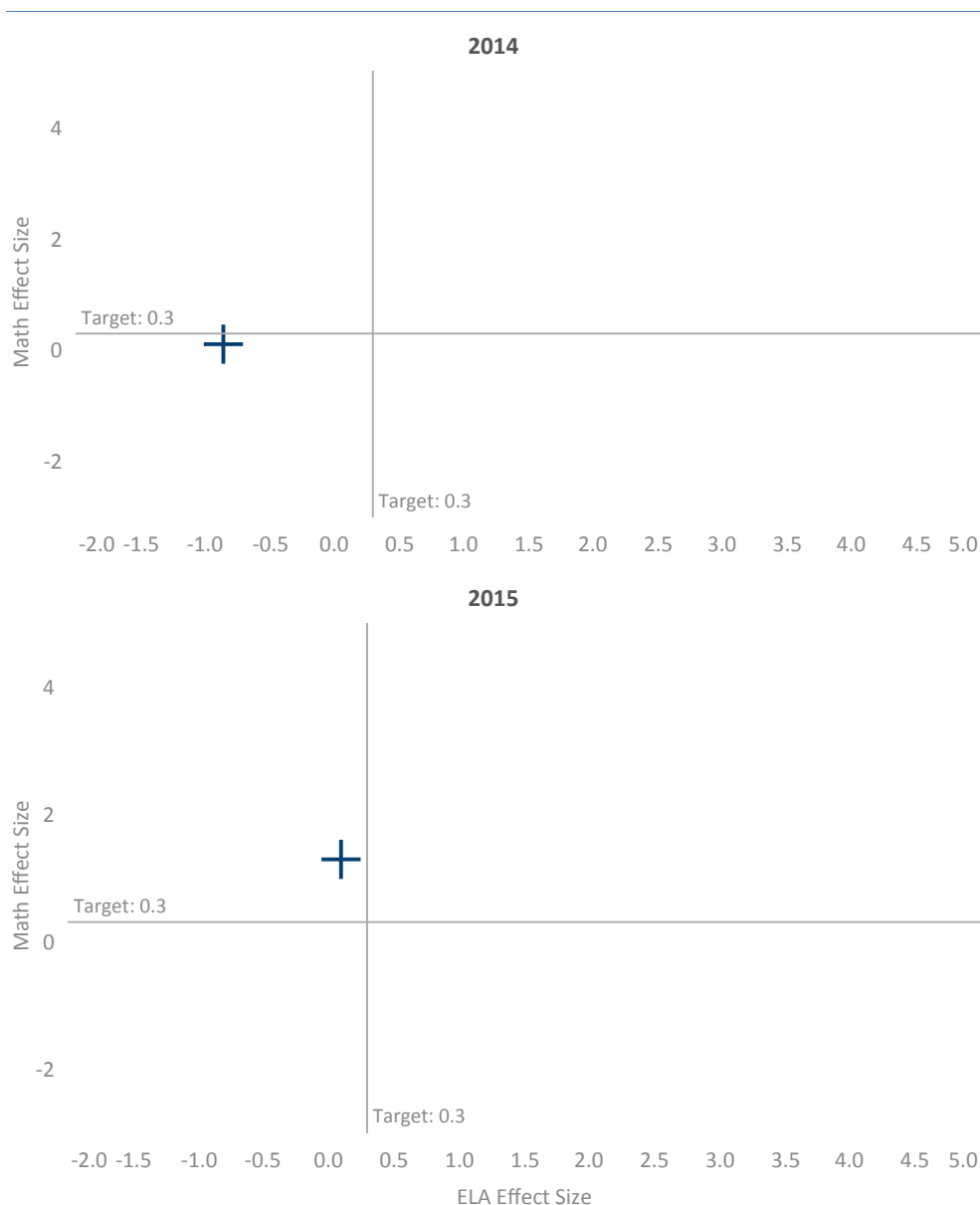
**Math Effect Size by Year and School**



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

# APPENDIX E: Education Corporation Overview

## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2016-17

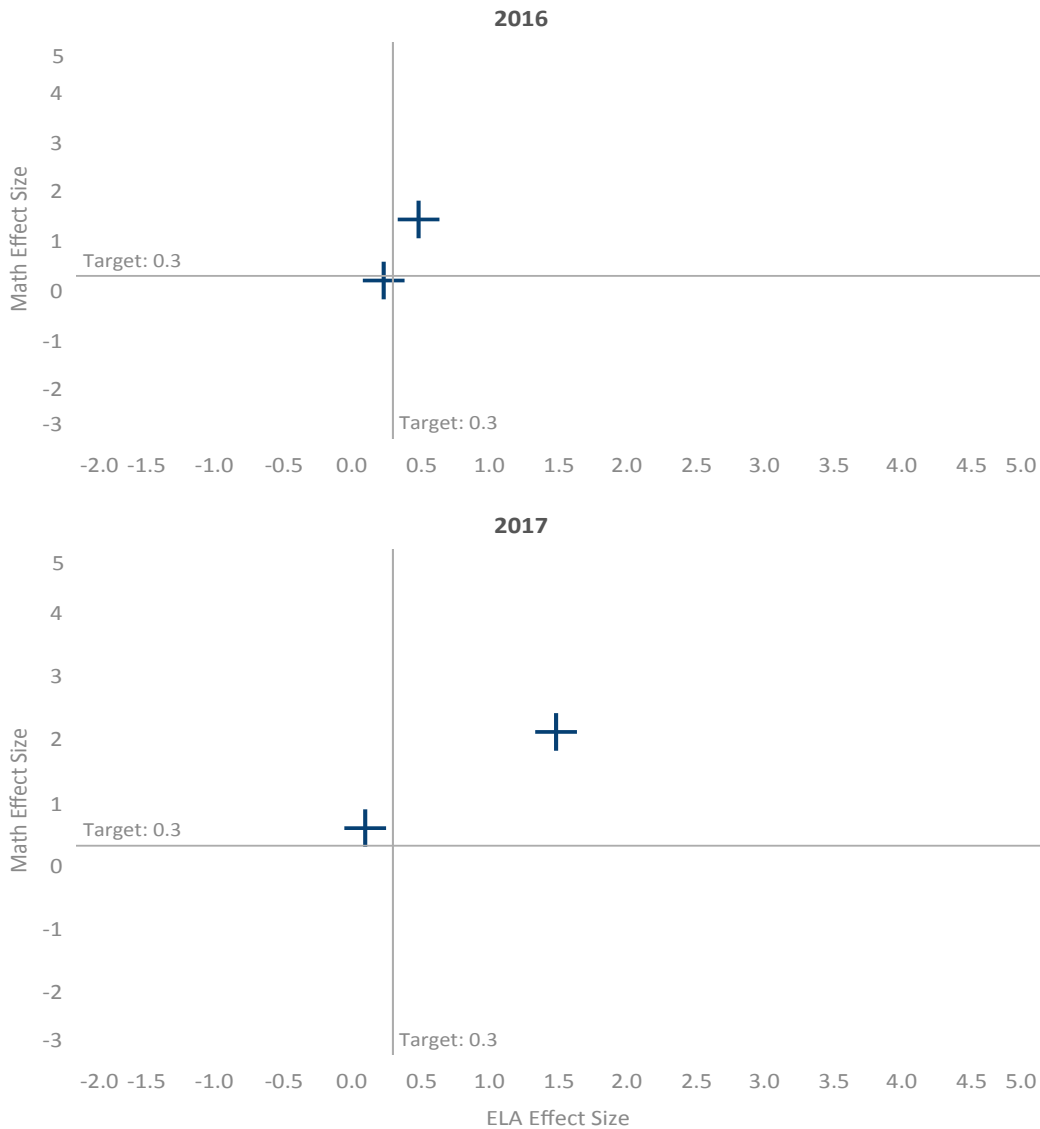


The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or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



# APPENDIX E: Education Corporation Overview

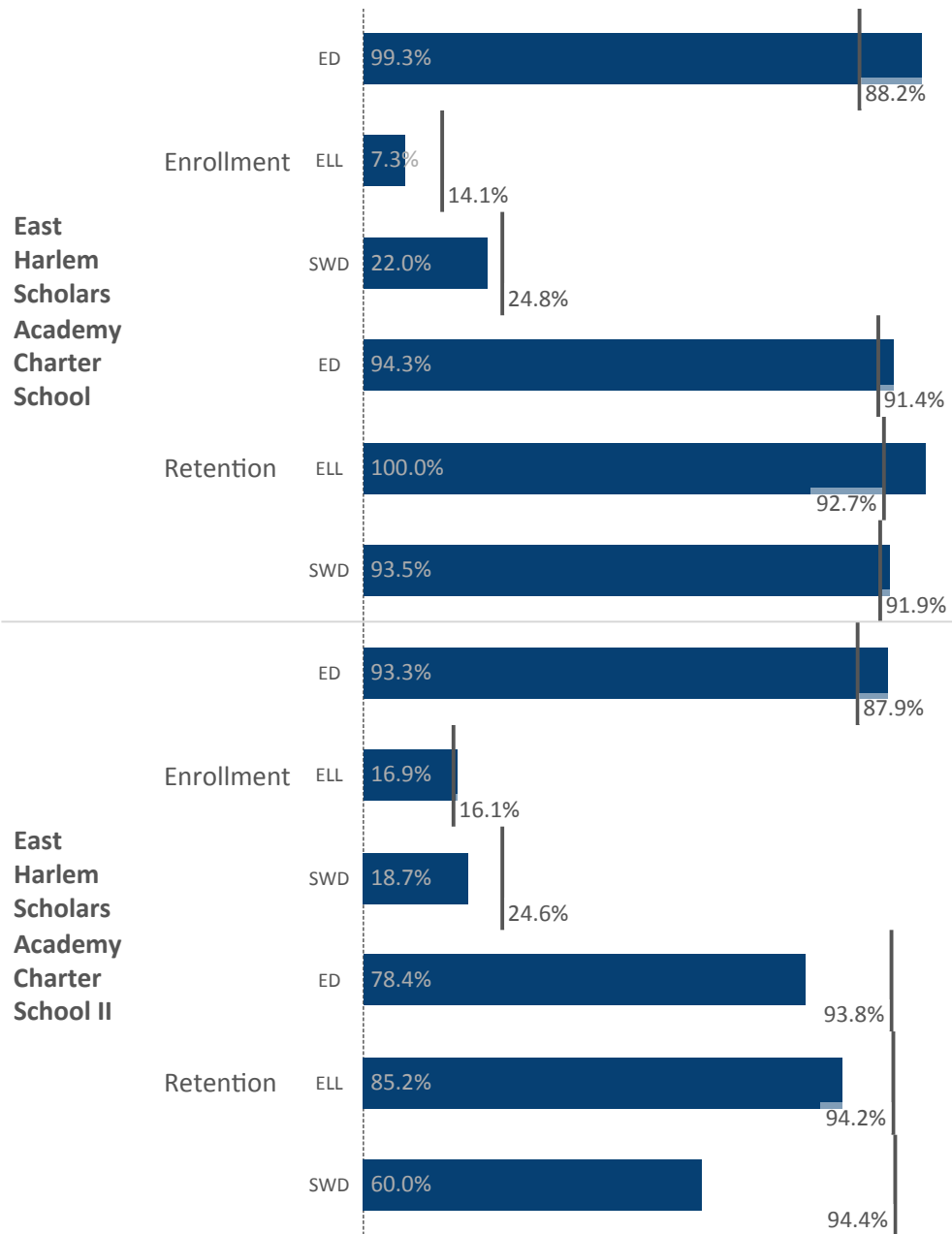
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# APPENDIX E: Education Corporation Overview

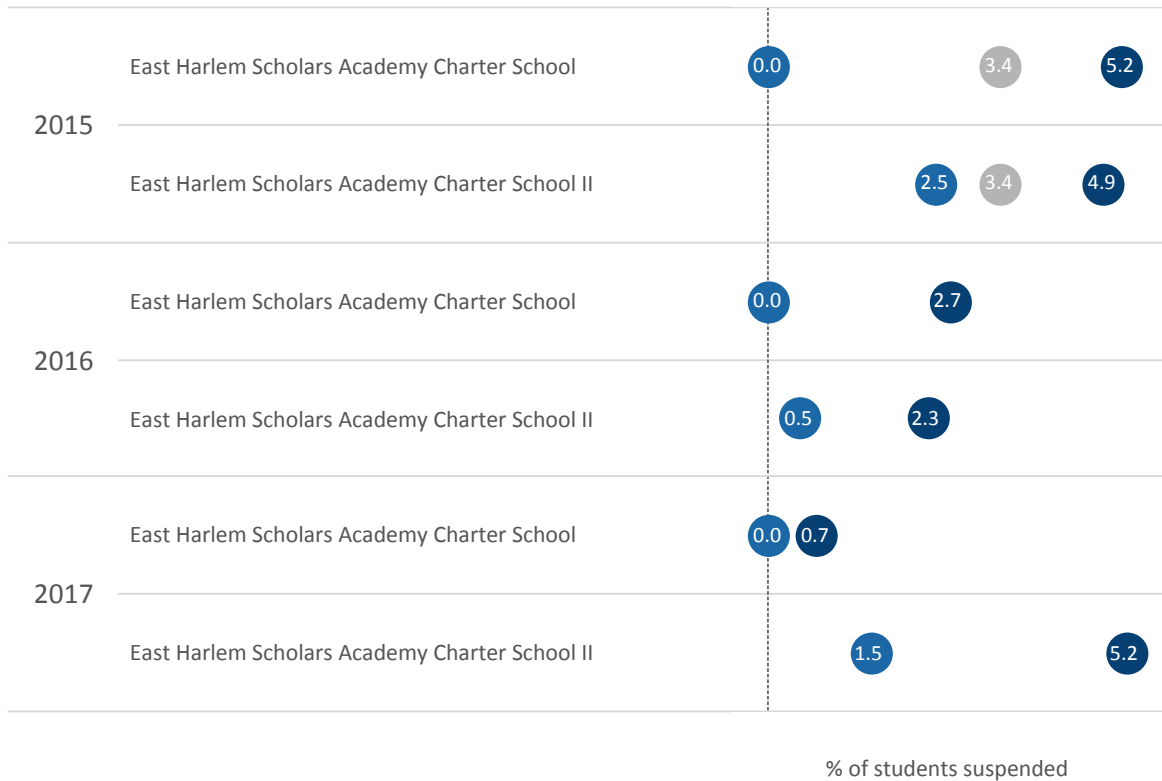
## ENROLLMENT AND RETENTION TARGETS



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

## APPENDIX E: Education Corporation Overview

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



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

During the school years ending in 2015, 2016, and 2017 East Harlem Scholars Academy Charter School schools expelled 0 students.

# APPENDIX E: Education Corporation Overview

## PERSISTENCE IN ENROLLMENT



# APPENDIX F: Ed Corp Fiscal Dashboard

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (COMBINED CORP)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

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

Property, Building and Equipment, net

Other Assets

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

##### Liabilities and Net Assets

##### Current Liabilities

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

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

L-T Debt and Notes Payable, net current maturities

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

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

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

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

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

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

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

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

##### Change in Net Assets

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

Prior Year Adjustment(s)

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

Opened 2012-13

		MERGED	MERGED	MERGED
	2011-12	2012-13	2013-14	2014-15
	-	-	1,088,888	1,474,954
	-	-	250,658	317,775
	-	-	-	575,463
	-	-	33,419	20,309
	-	-	-	-
	-	-	1,372,965	1,813,038
	-	-	298,208	268,148
	-	-	-	50,000
	-	-	1,671,173	2,131,186

	-	-	401,705	120,082
	-	-	-	315,682
	-	-	-	-
	-	-	-	-
	-	-	-	346,842
	-	-	491,134	532,172
	-	-	892,839	967,936
	-	-	-	-
	-	-	892,839	967,936

	-	-	728,334	1,163,250
	-	-	50,000	-
	-	-	778,334	1,163,250
	-	-	1,671,173	2,131,186

	-	-	6,605,291	5,973,920
	-	-	778,473	1,178,135
	-	-	402,791	41,588
	-	-	307,913	448,547
	-	-	-	143,068
	-	-	3,921	7,056
	-	-	-	123,037
	-	-	8,098,389	7,915,351

	-	-	4,817,646	4,551,821
	-	-	2,112,965	2,318,941
	-	-	-	-
	-	-	254,759	132,186
	-	-	7,185,370	7,002,948
	-	-	451,964	561,577
	-	-	104,216	245,910
	-	-	7,741,550	7,810,435
	-	-	356,839	104,916

	-	-	311,200	280,000
	-	-	-	125,000
	-	-	3,921	44,647
	-	-	-	-
	-	-	315,121	280,000

	-	-	8,413,510	8,195,351
	-	-	-	-
	-	-	8,413,510	8,195,351

	-	-	671,960	384,916
	-	-	407,095	778,334
	-	-	-	-
	-	-	1,079,055	1,163,250

# APPENDIX F: Ed Corp Fiscal Dashboard

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (COMBINED CORP)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service	-	-	833,717	1,070,682	1,550,646
Administrative Staff Personnel	-	-	2,547,018	3,447,709	4,681,983
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	<b>3,380,735</b>	<b>4,518,391</b>	<b>6,232,629</b>
Fringe Benefits & Payroll Taxes	-	-	562,682	783,846	1,136,952
Retirement	-	-	34,106	52,864	78,948
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	71,137	78,148	91,894
Professional Fees, Consultant & Purchased Services	-	-	883,296	921,206	1,257,081
Marketing / Recruitment	-	-	51,002	146,248	176,233
Student Supplies, Materials & Services	-	-	494,531	417,253	559,315
Depreciation	-	-	128,806	167,257	130,517
Other	-	-	586,889	725,222	1,198,262
<b>Total Expenses</b>	-	-	<b>6,193,184</b>	<b>7,810,435</b>	<b>10,861,831</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	310	416	522
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	-	-	322	432	540
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

#### Primary School District: Yes

#### Per Pupil Funding (Weighted Avg of All Districts)

	2011-12	2012-13	2013-14	2014-15	2015-16
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	-	25,150	18,331	19,093
Other Revenue and Support	-	-	979	648	971
<b>TOTAL - GRAPH 3</b>	-	-	<b>26,129</b>	<b>18,980</b>	<b>20,065</b>

##### Expenses

Program Services	-	-	22,315	16,218	18,197
Management and General, Fundraising	-	-	1,727	1,870	1,912
<b>TOTAL - GRAPH 3</b>	-	-	<b>24,042</b>	<b>18,088</b>	<b>20,110</b>
% of Program Services	0.0%	0.0%	92.8%	89.7%	90.5%
% of Management and Other	0.0%	0.0%	7.2%	10.3%	9.5%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	<b>8.7%</b>	<b>4.9%</b>	<b>-0.2%</b>

#### Student to Faculty Ratio

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

#### Faculty to Admin Ratio

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

#### Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	2.0	2.3	1.8
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	0	0	480,126	845,102	837,764
As % of Unrestricted Revenue	0.0%	0.0%	5.7%	10.3%	7.7%
Working Capital (Current) Ratio Score	0.0	0.0	1.5	1.9	2.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Good	Good	Good

#### Quick (Acid Test) Ratio

Score	0.0	0.0	1.5	1.9	1.6
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Good	Good	Good

#### Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.5	0.5	0.5
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Good	Good	Good

#### Months of Cash - GRAPH 8

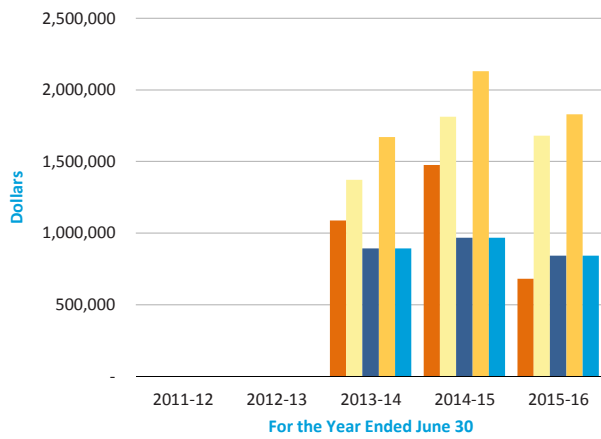
Score	0.0	0.0	1.7	2.3	0.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	MEDIUM	MEDIUM	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Good	Good	Poor

# APPENDIX F: Ed Corp Fiscal Dashboard

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (COMBINED CORP)

GRAPH 1

### Cash, Assets and Liabilities

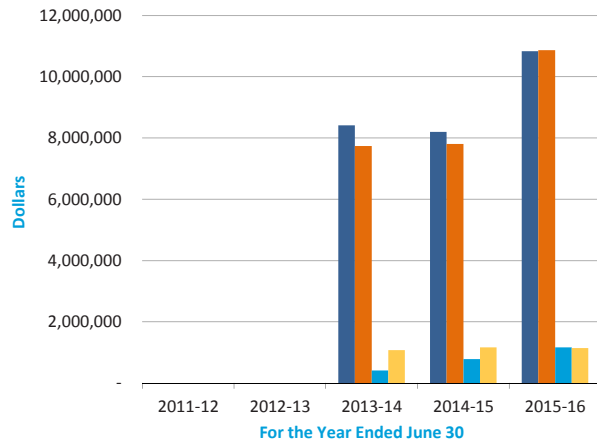


■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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

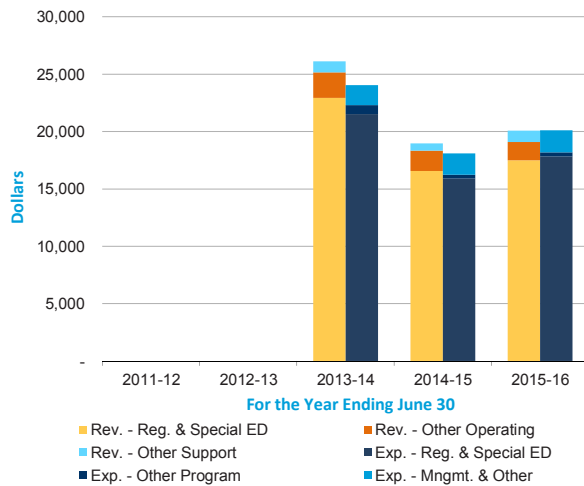


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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

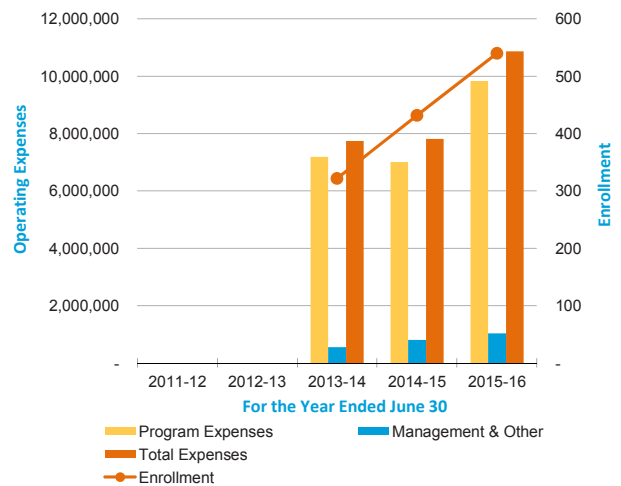


■ Rev. - Reg. & Special ED ■ Rev. - Other Operating ■ Rev. - Other Support ■ Exp. - Reg. & Special ED ■ Exp. - Other Program

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

GRAPH 4

### Enrollment vs. Operating Expenses



■ Program Expenses ■ 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.

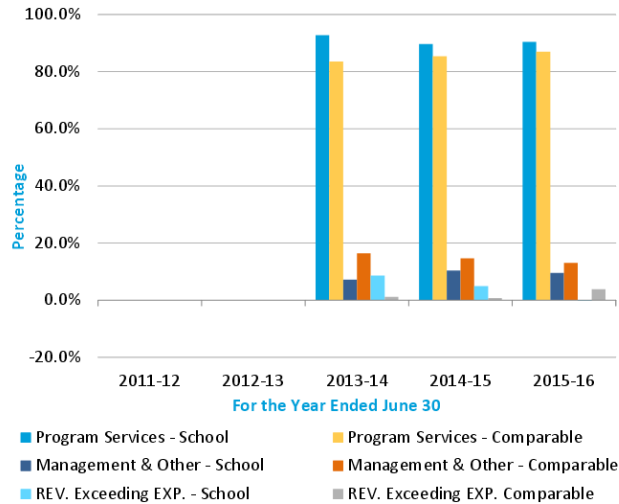
# APPENDIX F: Ed Corp Fiscal Dashboard

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (COMBINED CORP)

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

GRAPH 5

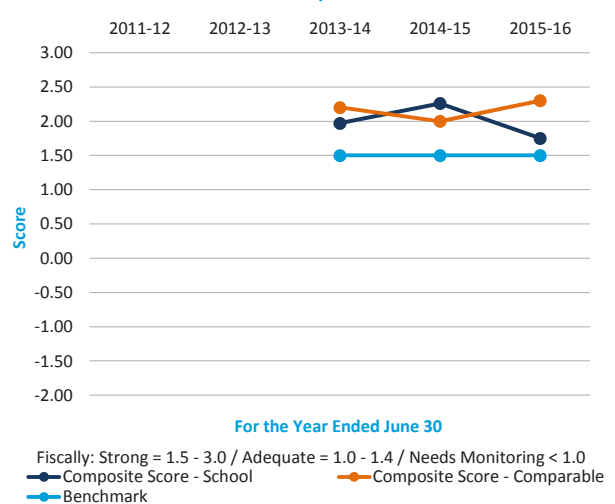
### % Breakdown of Expenses



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

GRAPH 6

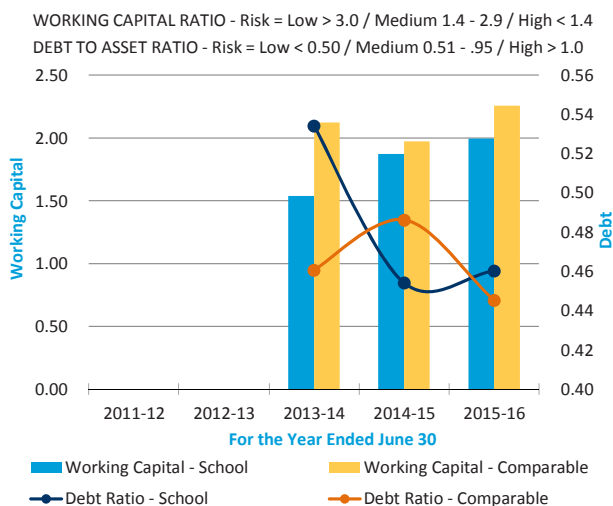
### Composite Score



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

GRAPH 7

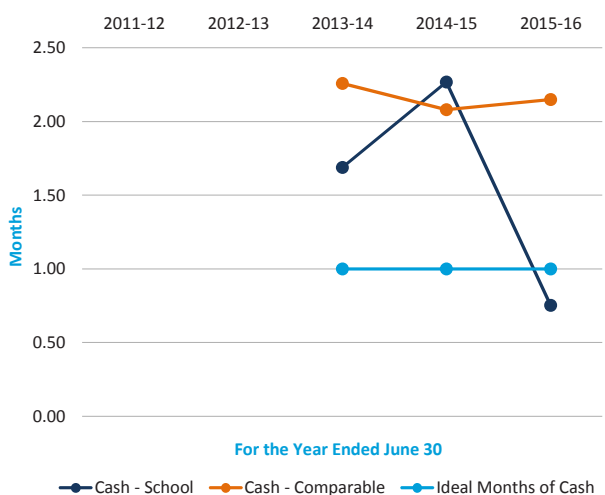
### Working Capital & Debt to Asset Ratios



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

GRAPH 8

### Months of Cash



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



